

SENATE MEETING AGENDA

TUESDAY, NOVEMBER 2, 2021



SENATE MEETING AGENDA

Tuesday, November 2, 2021

Via ZOOM Video Conferencing

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

Renaming our Institution: Identifying a new name for the institution that reflects our university's strengths, values and aspirations.

6:00 p.m. Senate Meeting starts

1. Call to Order/Establishment of Quorum

2. Land Acknowledgement

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

3. Approval of the Agenda

Motion: *That Senate approve the agenda for the November 2, 2021 meeting.*

4. Announcements

Pages 1-16 5. Minutes of the Previous Meeting

Motion: *That Senate approve the minutes of the October 5, 2021 meeting.*

6. Matters Arising from the Minutes

7. Correspondence

8. Reports

Pages 17-22 8.1 Report of the President

8.1.1 President's Update

8.2 Communications Report

8.3 Report of the Secretary

8.3.1 Membership and Committee Updates

Pages 23-30

8.4 Committee Reports

8.4.1 Report #F2021-2 of the Academic Standards Committee (ASC): K. MacKay

Pages 23-24

8.4.1.1. Exception to Senate Policy #2 – Program Balance for the 2 – Year Public Ontario College Diploma Graduate-Degree Completion (Full time and Part time) Bachelor of Commerce (Business Technology Management) Program – Ted Rogers School of Management

Motion: *That Senate approve the exception to Senate Policy #2 – Program Balance for the 2 – Year Public Ontario College Diploma Graduate-Degree Completion (Full time and Part time) Bachelor of Commerce (Business Technology Management) Program – Ted Rogers School of Management.*

Pages 24-25

8.4.1.2. Honours degree designation for the Bachelor of Architectural Science, Department of Architectural Science – Faculty of Engineering and Architectural Science

Motion: *That Senate approve the Honours degree designation for the Bachelor of Architectural Science, Department of Architectural Science – Faculty of Engineering and Architectural Science.*

Pages 25-26

8.4.1.3. New course proposals for addition to the Liberal Studies elective tables

Motion: *That Senate approve the new course proposals for addition to the Liberal Studies elective tables.*

Pages 26-30

8.4.1.4. Exception to Senate Policy #2 – Program Balance for the Architectural Science, Aerospace, Biomedical, Chemical, Civil, Computer, Electrical, Industrial and Mechanical Engineering programs – Faculty of Engineering and Architectural Science

Motion: *That Senate approve the exception to Senate Policy #2 – Program Balance for the Architectural Science, Aerospace, Biomedical, Chemical, Civil, Computer, Electrical, Industrial and Mechanical Engineering programs – Faculty of Engineering and Architectural Science.*

Pages 31-39

8.4.2 Report #F2021-2 of the Academic Governance and Policy Committee (AGPC): J. Simpson

8.4.2.1. Provost's Update

Pages 33-39

8.4.2.2. Revised School of Professional Communication Council Bylaws – (J. Simpson)

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

Pages 40-166

8.4.2.3. Revised IQAP Policies – Policy 110/112/126 &127 – (K. MacKay)

Motion: *That Senate approve the revised IQAP Policies – Policy 110/112/126 & 127.*

Pages 167-174

8.4.2.4. For Information:
Academic Integrity Office Report for 2020-2021 - (K. MacKay)

Pages 175-183

8.4.3 Report #F2021-2 of the Senate Priorities Committee (SPC):
M. Lachemi

Motion: *That Senate approve the revised Policy 161: Student Awards.*

9. Old Business
10. New Business as Circulated
11. Members' Business
12. Consent Agenda
13. Adjournment

| SENATE MINUTES OF MEETING Tuesday, October 5, 2021 Via Zoom Video Conference | | | |
|---|--------------------|--------------------------|-------------------|
| MEMBERS PRESENT: | | | |
| EX-OFFICIO: | FACULTY: | STUDENTS: | |
| A. M. Brinsmead | R. Adams | H. Ramzan | S. Alvi |
| D. Cramb | S. Benvie | R. Ravindran | Z. Aurony |
| G. Craney | T. Burke | J. Saber | H. Brahmbhatt |
| T. Duever | D. Checkland | I. Sakinofsky | N. Chen |
| C. Falzon | A. Clements-Cortes | J. Schmidt | O. Gubych |
| K. Gharabaghi | M. Doxtator | L. Shuman | B. Jalayer |
| G. Hepburn | L. Escandon | J. Spaniol | Z. Khansari |
| R. Iannacito-Provenzano | N. George | C. Thompson | J. Rodriguez |
| M. Lachemi | E. Ignagni | M. Vahabi | H. Salih Makawi |
| S. Liss | L. Jacklin | H. Zarrin | P. Sivasundaram |
| K. MacKay | A. Jamal | | A. Surty |
| J. McMillen | L. Kolasa | | |
| D. O'Neil Green | A. Lee | | |
| R. Parr | A. M. Lee-Loy | | |
| C. Searcy | S. McCartney | | |
| C. Shepstone | A. McWilliams | | EX-OFFICIO |
| J. Simpson | P. Moore | | M. Fast |
| P. Sugiman | R. Noble | | C. Ferworn |
| D. Taras | D. Oguamanam | | |
| D. Young | R. Ott | | |
| SENATE ASSOCIATES: | | ALUMNI: | |
| J. Caribou | | M. Clarke Rodrigues | |
| J. Dallaire | | | |
| REGRETS: | | ABSENT: | |
| D. Brown | | A. S. Ali | |
| C. Idzik | | S. J. Ali | |
| I. Mishkel | | G. Bramesfeld | |
| | | S. Farshadfar | |
| T. Schneider | | T. Kuar | |
| S. Sabatinos | | S. McFadden | |
| I. Young | | N. Ponce de Leon Elphick | |
| | | D. Scofield | |
| | | K. Train | |

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 October 5, 2021 meeting.*

A. McWilliams moved; G. Hepburn seconded

Motion Approved.

4. Announcements

5. Minutes of the Previous Meeting

Motion: *That Senate approve the minutes of the June 1, 2021 meeting.*

R. Ravindran moved; A. McWilliams 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. Welcome to Senators

Welcome everyone to the first Senate meeting of the new academic year 2021-2022. Similar to last year, we are faced with a unique set of challenges as we begin the Fall semester. Even so, the beginning of the school year brings with it the optimism and hope of a fresh start.

I am so proud of our entire community and their commitment and determination to continue to offer exceptional experiences to our students. I want to thank you for dedicating your time and energy to the work of Senate. I look forward to continuing our work together this year.

The province is moving in the right direction with increased vaccinations and protocols to keep our public spaces safer. On our campus, the Fall semester is a transition period. We continue to work towards our goal of a full return in January.

2. New Appointments

I want to start by welcoming some of the new faces to Senate today.

Firstly, today marks the first Senate meeting for our Provost, Jennifer Simpson. I'm sure most of you have met and engaged with Jennifer since she joined us in July. I want to formally welcome her to her first Senate meeting. Welcome, Jennifer, not only as our new Provost but our first female provost in the history of Ryerson.

Secondly, Kiaras Gharabaghi is our new dean of the Faculty of Community Services. Kiaras has been at Ryerson since 2006 and most recently, he served as Director of the School of Child and Youth Care and as the John C. Eaton Chair of Social Innovation and Entrepreneurship. Congratulations to Kiaras, and also welcome to Senate!

Thirdly, I'd like to welcome Robyn Parr as the Interim Registrar. Robyn is also the Executive Director of the Office of the Vice-Provost, Students and has many years of experience in various roles in the Student Affairs portfolio. As you may be aware, after 32 years at Ryerson, the former University Registrar, Charmaine Hack, has moved on to become the Vice-President, Strategic Enrolment Management at Centennial College. We wish Charmaine all the best in her new role. She has served Ryerson very well and we are grateful for her contributions over the years.

Lastly, I want to share that our Vice-President, Administration and Operations, Deborah Brown, has decided to complete her tenure with Ryerson in mid-January 2022. She joined Ryerson in 2018 and in what feels like a very short time, she has made a tremendous impact on our university. I am grateful for all that she has done for our community at Ryerson. She is also an alum of our university. A search for the next vice-president, Administration and Operations has started. We had our first meeting of the search committee last Friday and you have also seen that the composition of the Search Committee was shared with our entire community this week. Deborah will remain until a new vice-president is in place.

3. Congratulations – Rankings

I want to acknowledge and congratulate our programs on some impressive national and international rankings. As you know, Senate is responsible for making sure that we meet the quality of our programs and we are very impressed with the national and international rankings of some of our programs. I would like to highlight a number of them.

- The Business Management Studies program ranked #100 globally and #4 in Canada for citations per paper in the 2021 QS World University Rankings by Subject.
- Hospitality and Tourism Management program ranked among the top 100 globally for the second consecutive year, and second in Canada in the 2021 Shanghai Ranking of academic subjects. That's a very significant ranking and I want to highlight the excellent work done by faculty members in the School of Hospitality and Tourism Management.
- The Ted Rogers MBA program ranked third in Bloomberg Businessweek's 2021–2022 survey of MBA programs in Canada. That's a very significant ranking for our young MBA program.
- The RTA School of Media has been named one of the “20 Best International Film Schools of 2021” by The Hollywood Reporter.

- The School of Image Arts has been listed as one of MovieMaker's top 40 "Best Film Schools in the U.S. & Canada 2021".

4. Honorary Doctorates

I am very pleased to share with you the names of the honorary doctorate recipients for Fall 2021. Thank you to everyone involved in preparing the honorary doctorate nominations, and the Awards and Ceremonials Committee for its work. As you know, the Awards and Ceremonials Committee is a Standing Committee of Senate. It has been a pleasure to connect with the nominees who have responded with enthusiasm and pride in accepting the honour. We'll be awarding these in a virtual ceremony that will air on November 15, 2021 at 2:30pm.

- Brian Gluckstein - Principal, Gluckstein Design and Ryerson Alumnus Doctor of Fine Arts, honoris causa
- Wesley Hall - Executive Chairman and Founder, Kingsdale Advisors, who will be awarded with a Doctor of Laws, honoris causa
- Louise Penny - Author and Ryerson Alumna, who will be awarded with a Doctor of Letters, honoris causa. She is promoting her new book and will be moving to London, UK.

5. Standing Strong Task Force Report ([Slide Presentation](#))

As you know, in August, the University received the report of the Standing Strong Task Force, and our Board approved its 22 recommendations -- including renaming the university.

I want to start by thanking the Standing Strong Task Force. The report is the result of a tremendous amount of hard work and dedication by the co-chairs Joanne Dallaire and Catherine Ellis, by their manager Rachel DiSaia, and by the Task Force members who gave up so much of their time and energy to provide our university with an outstanding report and thoughtful recommendations. The work of the Task Force was done under great pressure, with our university increasingly becoming a focal point in a national, and sometimes international discussion of commemoration and colonization.

I'd like to share with you how the University prepared for the launch of the report and the reception to date.

This is a historical moment for our university. As with all major communications and outreach efforts, our goals are:

- to inform our community;
- to demonstrate a commitment to our core values; and ultimately,
- to enhance and protect the reputation of the university.

- **Communication**

We used every communications channel available from personal phone calls to stakeholders; to op-eds in newspapers; to countless media interviews; with lots of social media to amplify and support this exercise.

Our primary objective was to establish the University's narrative from the outset. That was important for us and in order to do so, we had senior leaders personally call and email key stakeholders. We have had many conversations with stakeholders and also members of our alumni family. We arranged an exclusive story with the Globe and Mail to run immediately following the decision by the Board. We established a microsite to act as a one-stop destination for all information and updates on the Task Force report and recommendations. We sent an email to over 60,000 faculty, students, staff and recent alumni immediately following the Board decision. We also wrote an op-ed that ran in the Toronto Star on the following day.

- **Public Engagement**

The results are impressive. The Globe and Mail exclusive alone had the potential reach of nearly one million readers, and generated 9,500 social media shares. It also helped set the tone for coverage that would follow.

Between August 25 and September 10, our central communications team secured over 800 media stories with a total combined reach of over 700 million.

In its first two weeks, the Next Chapter website that was created just for this, generated more traffic than any of our sites, except Ryerson.ca/Covid.

The email to faculty, students, staff and recent alumni generated over 30,000 page views of our Ryerson Today newsletter.

- **Public Quotes**

Stakeholders, alumni and students all provided a positive response to the news and helped carry and reinforce our message. I'm not saying here that it was unanimous. We had a number of people, especially from our alumni (we have 225,000 alumni, of course some of them were not necessarily supportive of the decision to change the name).

- **Public Reaction**

In terms of public reaction, the analysis of the coverage showed that it was overwhelmingly neutral. However, I am happy to report that 15% of the media coverage was positive and supportive. More importantly, less than 3% of the media coverage was negative, and if you've done much work with the media, negative is often the norm.

- **Social Media Response**

I am also happy to report that we had a similar, high level of engagement on social media. Within the first day of the Board acceptance announcement, the topic received over 3,000 mentions across social media and over 5,000 in the first two weeks.

We will continue to keep our community and our partners up to date on the progress we are making with regard to implementing all 22 of the Task Force recommendations with regular, ongoing updates.

6. Two New Advisory Committees:

- The first is the **Advisory Committee on University Renaming** -

This committee will undertake broad consultations to identify a new name for our university that reflects our strengths, values and aspirations. They will submit recommendations for consideration to the executive group and the recommendations will ultimately go to the Board for a decision before the end of this academic year.

In assembling the committee, we sought broad representation from our Board, Senate, alumni, students, faculty, and staff. The committee will be chaired by the Provost, with Toni De Mello, Assistant Dean for Student Programming, Development and Equity, Lincoln Alexander School of Law as vice-chair.

There are several members of the renaming committee in this Senate meeting and I want to thank all of you for agreeing to help us with this very important work. I will keep you informed of their work as it moves forward.

- The second committee that I want to share with you is the **Senior Medical Advisory Committee** -

This committee will support the planning and development of the university's proposal for a School of Medicine in Brampton. It's composed of nine physicians, and chaired by Dr. Andrew Padmos, former CEO of the Royal College of Physicians and Surgeons of Canada.

We are fortunate to have all of the members' expertise and guidance, as we create our proposal for the future of healthcare in our province.

We have also established a student advisory council who are having their first meeting this week.

The initial report from the first round of internal consultations is now publicly available. A second round of consultations will also be announced shortly.

7. Ring Installation

In September, the university unveiled the installation of a large-scale public artwork to honour the Dish With One Spoon Territory. The three-metre tall steel sculpture, known as the "Ring," is located east of the Gould Street and Nelson Mandela Walk intersection. It is the end result of a multi-year project that emerged from the thoughtful and ongoing work of the university's Truth and Reconciliation Strategic Working Group in collaboration with members of the university's Indigenous community.

I look forward to a day when we can all enjoy it on campus together.

Questions/Comments:

C: D. Checkland –

With respect to the Standing Strong Task Force comments you mentioned, I want to make a few important textual and critical comments. Let me say first of all that I am absolutely in favour of changing the name moving forward, leaving behind contestations about colonialism. The points that I'm going to make about historical accuracy are really small potatoes compared to the wider goals of reconciliation and learning about the history of Indigenous peoples and what has been done to them and happened to them. Yet, I'm still troubled about the talk of Ryerson's legacy. There is enough in Ryerson's legacy as a symbol of colonialism to justify anything we've done and of course we don't even need to make him a bad guy to change the name. But there are a number of things in the report that are troubling to me because some other historians who've disagreed with the report have mentioned some bits of data that are not addressed in the report.

I will just speak to two things that are not addressed and are troubling in the report. First of all, they are absolutely right and I congratulate and thank them for saying that he is not the architect of the residential schools. But on the day of Truth and Reconciliation, he was six times, that I heard within an hour on two different channels, described as an architect of the residential schools. If you read the report carefully, what's the evidence? His report is an internal document in Indian Affairs in 1847, it leads to the establishment of two schools, a third that was supposed to be done never happened. They have none of the other features of the big residential schools and the only linkages that the Task Force even mentions is there is some similar language in an 1879 report – the Davin Report. In 1898, his report is appended – 52 years after he wrote it. This might indicate some influence, but it's not much. So the legacy of Ryerson as an individual, let's say it's a small thing, but there is not much there.

The second argument that has been raised against Ryerson repeatedly is that he is a racist and certainly he is somewhat patronizing. He's a colonialist in that way, though is he a racist? The thing that is cited all the time is the Common Schools Act of 1850, which is a racist document and he is the head of schools who drafts the document. That looks like it makes him a racist. I don't even know if this is true and I'm not a historian. I can't assess whether it is true, but the historians who have been complaining about the unfairness told me that they sent to the Task Force the evidence from Ryerson's papers – the letters he wrote in the 1850's where he says in these letters, and they quote him, that he never tried harder to get anything defeated than the racist clauses for a separate school system for Black students. He fought as hard as he could but lost to get this out of the Act. That doesn't make him sound that he is the author. There's a legacy of racism there, but why pin it to Ryerson? The reason for bringing this up is not because it matters that much in the wider scheme of things but we are a university and universities are supposed to act on and disseminate the best available evidence they have and the best information they have, and it's not clear to me that's what we've done; and it

certainly hasn't penetrated the wider public in terms of education. So my concern here is about the recommendations that are about educating on the basis of the Task Force report. It's not like they're saying it's the biggest thing in the world but there is just not much evidence. Plattsburger of the Commons School Act, is a civil servant who draft things, they don't author it. Then their bosses review it, make changes and then it goes to the legislature, who can do the same thing. Given if Ryerson's letters do say that then it seems like the legacy is not his personal one, but it's there, and that's enough for us to be concerned about racism or colonization. I think it's important to get these things on the record that it's not a flawless report.

A: President Lachemi – Thank you David for these comments. You mention Egerton Ryerson as being an architect of Indigenous schools, that, unfortunately, was in the media and was actually before the report was published. I have seen a lot of media coverage that question the notion that he was the architect of Indigenous schools. I can tell you the position of the university was very clear. I had many interviews after the report was published with the media and this move is about reconciliation, and my position with the media is that the reality is that the existing name is a source of frustration and pain for many members of our community and they have seen those letters and expressions of pain by many members of the Ryerson community, not just members of the Indigenous community, but also other Ryerson community members. Let's move to the next chapter of our history and let's work together to have a name that can unite our community, as unfortunately, the current name is a source of division. I was very clear in the media interviews that this was not a trial of Egerton Ryerson. Our position was that we consult with our community and come up with something that can advance our role as a university. I agree with you that the role of the university is to take into consideration the history but build a better future.

Q: I heard from a number of students that they chose Ryerson because the name carries a lot of weight – that's it's prestigious, so what are we going to do about that?

A: President Lachemi – I've heard from many of our students and alumni. I will tell you that the reputation is the quality of the programs and what we offer to our students and we will continue to do so despite the fact that we will be moving forward with a new name. I think we have to work hard to make sure we communicate this with our existing students and alumni that we should work together to continue the momentum in terms of quality of programs and learning experience provided to our students. I think that's the best response to students who think that by changing the name may affect the reputation, we have to work hard to let them know that's not true.

8.2 Communications Report – None. This report will now be submitted quarterly.

8.3 Report of the Secretary

8.3.1 Committee Updates

The student Senator positions were updated in September and the most recent Senate membership updates can be found on the Senate website.

8.4 Committee Reports**8.4.1 Report #F2021-1 of the Academic Standards Committee (ASC): K. MacKay**

8.4.1.1. Periodic Program Review for Civil Engineering – Faculty of Engineering and Architectural Science

Motion: *That Senate approve the Periodic Program Review for Civil Engineering – Faculty of Engineering and Architectural Science.*

K. MacKay moved; L. Kolasa seconded

Motion Approved.

8.4.1.2. Discontinuation of the Business Technology Management Direct Entry program – Ted Rogers School of Management

Motion: *That Senate approve the Discontinuation of the Business Technology Management Direct Entry program - Ted Rogers School of Management.*

K. MacKay moved; H. Brahmbhatt seconded

Motion Approved.

8.4.1.3. Discontinuation of the Part-Time Retail Management program – Ted Rogers School of Management

Motion: *That Senate approve the Discontinuation of the Part-Time Retail Management program - Ted Rogers School of Management.*

K. MacKay moved; H. Brahmbhatt seconded

Motion Approved.

8.4.1.4. Admission changes to the Part-Time Social Work program - Faculty of Community Services

Motion: *That Senate approve the admission changes to the Part-Time Social Work program – Faculty of Community Services.*

K. MacKay moved; H. Salih Makawi seconded

Motion Approved.

8.4.1.5. Interdisciplinary Black Studies Minor proposed by the Department of English – Faculty of Arts

Motion: *That Senate approve the interdisciplinary Black Studies minor proposed by the Department of English – Faculty of Arts.*

K. MacKay moved; R. Ravindran seconded

Motion Approved.

8.4.1.6. Exception to Policy #2 – Program Balance for the Midwifery Education Program – Faculty of Community Services

Motion: *That Senate approve the exception to Policy #2 – Program Balance for the Midwifery Education Program – Faculty of Community Services.*

K. MacKay moved; E. Ignagni seconded

Motion Approved.

8.4.1.7. Exception to Policy #2 – Program Balance for the Occupational Health and Safety Two-year Degree Completion Program – Faculty of Community Services

Exception to Senate Policy #2 – Program Balance for the Occupational Health and Safety Two-year Post Baccalaureate Degree Program – Faculty of Community Services

Exception to Senate Policy #2 – Program Balance for the Occupational Public Health Two-year Post Baccalaureate Degree Program – Faculty of Community Services

Motion: *That Senate approve the exception to Policy #2 – Program Balance for: the Occupational Health and Safety Two-year Degree Completion Program; the Occupational Health and Safety Two-year Post Baccalaureate Degree Program; and the Occupational Public Health Two-year Post Baccalaureate Degree Program – Faculty of Community Services.*

K. MacKay moved; A. McWilliams seconded.

Motion Approved.

8.4.1.8. Exception to Senate Policy #2 – Program Balance for the Urban and Regional Planning Two-year Post Baccalaureate Degree Program – Faculty of Community Services

Exception to Senate Policy #2 – Program Balance for the Urban and Regional Planning Two-year Post Diploma Degree Completion Program – Faculty of Community Services

Motion: *That Senate approve the exception to Senate Policy #2 – Program Balance for: the Urban and Regional Planning Two-year Post Baccalaureate Degree Program and the Urban and Regional Planning Two-year Post Diploma Degree Completion Program – Faculty of Community Services.*

K. MacKay moved; A. Clements-Cortes

Motion Approved.

8.4.1.9. Exception to Senate Policy #2 – Program Balance for the Medical Physics Degree Program - Faculty of Science

Exception to Senate Policy #2 – Program Balance for the Biology – Option in BioPhysics Degree Program – Faculty of Science.

Motion: *That Senate approve the exception to Senate Policy #2 – Program Balance for: the Medical Physics Degree Program and the Biology – Option in BioPhysics Degree Program - Faculty of Science.*

K. MacKay moved; A. McWilliams seconded
Motion Approved.

8.4.1.10. Curriculum modifications to the Biology Program – option in Bioinformatics and Computational Biology – Faculty of Science

Motion: *That Senate approve the Curriculum modifications to the Biology Program – option in Bioinformatics and Computational Biology – Faculty of Science.*

K. MacKay moved; A. McWilliams seconded
Motion Approved.

8.4.1.11. Curriculum modifications to the Mathematics and its Application - option in Computer Science – Faculty of Science

Motion: *That Senate approve the curriculum modifications to the Mathematics and its Application - option in Computer Science – Faculty of Science.*

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

8.4.1.12. Curriculum modifications to the Mathematics and its Application - option in Economics – Faculty of Science

Motion: *That Senate approve the curriculum modifications to the Mathematics and its Application - option in Economics – Faculty of Science.*

K. MacKay moved; A. Clements-Cortes seconded
Motion Approved.

8.4.1.13. Curriculum modifications to the Politics and Governance Program – Faculty of Arts

Motion: *That Senate approve the curriculum modifications to the Politics and Governance Program – Faculty of Arts.*

K. MacKay moved; H. Salih Makawi seconded
Motion Approved.

8.4.1.14. Proposal for the Occupational Health and Safety: Fast Track BSc Co-op Program – Faculty of Community Services

Motion: *That Senate approve the proposal for the Occupational Health and Safety: Fast Track BSc Co-op Program – Faculty of Community Services.*

K. MacKay moved; M. Vahabi seconded
Motion Approved.

8.4.1.15. Curriculum modifications to the Creative Industries Program – The Creative School

Motion: *That Senate approve the curriculum modifications to the Creative Industries Program – The Creative School.*

K. MacKay moved; C. Falzon seconded
Motion Approved.

8.4.1.16. Proposal to restructure the FEAS optional Co-operative Internship Program – Faculty of Engineering and Architectural Science

Motion: *That Senate approve the proposal to restructure the FEAS optional Co-operative Internship Program – Faculty of Engineering and Architectural Science.*

K. MacKay moved; T. Duever seconded
Motion Approved.

8.4.2 Report #F2021-1 of the Academic Governance and Policy Committee (AGPC):
J. Simpson

8.4.2.1. Provost's Update

1. Introduction

I am very glad to be at Ryerson University, both as Provost and at this moment in time. I guess what I really appreciated as a faculty member starting out at a university is the ability to be in conversation and that started out in a department, of course, to be in an intellectual conversation around what I was teaching and researching. I think, as an administrator that's what crystalizes my excitement and where I find meaning related to leadership is what are the conversations that I'm engaged in with colleagues, particularly related to institutional change and especially related to change that moves us closer to equity. It's been a focus of my work for a long time.

All of that to say that I'm glad to be at Ryerson right now for the conversations that are happening. It just feels that it is a great fit that has been felt through the process of talking to the search committee about the role of provost at Ryerson. One really concrete example that has already been referenced is Ryerson's choice to rename the institution. We are leaders nationally in this conversation, in saying yes, we think it's worth visiting the name and choosing a different way to embrace our national values going forward. That's just one example of the conversations that I've been pleased to be involved with. I look forward to meeting more and more of you as my time here continues.

Another general comment is that Senate is very important as you saw today. There are all kinds of discussions that go on; for example, the host of curriculum modifications, attention to detail on what will be great for programming. Senate really is one aspect of the embodiment of democratic governance at the university. I just want to affirm my commitment to the process and practice of democratic governance. It is the talking to each

other in order to make the best academic decisions going forward, whether that's related to programming, to SRC or to other kinds of public engagement. Thanks to all the Senators for committing to that service.

The conversations and decisions here will inform my work as Provost. I really try to lead off conversations at the provost level and across the university with the commitment to foregrounding academic priorities. All of us know that we are operating in a time where there are always constraints around the work we do, whether those are space, or budget or other types of resources. As a leader and administrator, we are here for those academic priorities whether they be related to programming and working with our students and ensuring an excellent student experience, whether it's related to SRC and excelling in that area or whether it's connected to our relationships with communities and public engagement. I guess I just want to note that we can sometimes get caught up in those kinds of constraints and they certainly are part of the conversations we will have, but I always do my best to make sure that the academic priorities are in the foreground.

Finally, as many of you might expect, there is a lot of new information that I'm receiving every day and I can also say that I'm feeling very connected to colleagues and really well immersed and engaged with a range of conversations. I have felt excellent support and enthusiasm for my leadership here; that's been wonderful across the board – both with senior leaders, in the provost's office and in the many meetings that I've had with various individuals across the university. I couldn't have had in my mind a better beginning, and I would like to thank everyone for your engagement with that beginning.

2. Updates on Fall Term

Fall term has really been understood and experienced as a transition time. The universities in Ontario and across the country have had to operate within the directives and expectations coming out of the province, so Fall has been a transition term. Many faculty members continue to teach virtually. What I really want to emphasize is my appreciation for faculties' commitment across the board to student learning and excellence in student experience. Sometimes that means on-campus teaching and sometimes it means virtual teaching. I know that at every level, faculty, chairs, deans are working hard to prioritize student outcomes and experience and I appreciate that.

In terms of orientation, there has been a range of on-campus activities and virtual activities. We've tried to build a lot of agency to the different Faculties, so where there's a need and a want for variation, that can happen, but we also try to ensure that at the university level, there are opportunities for students both virtually and on campus. Just to demonstrate that, there has been an online hub and a six-module program online for students. I know that the Office of the Vice Provost Students has been particularly attentive to first- and second-year students who may not have been to campus, so the online hub and the six-module program navigate RU, RU4U are all online options for students. In addition, Academic Accommodation Support, Student Wellbeing, Aboriginal Student Services, Library, MAC and RAC have provided on-campus and virtual supports.

3. Proof of Vaccination

Since early September, there has been an app in place to confirm vaccination status. October 18 is the date on which anyone who has not provided proof of vaccination or who has not received an exemption will not be able to access campus. I can note that we have had a very strong uptake with that app, in terms of registrations of vaccination status.

4. Winter 2022

With regard to Winter 2022, I know there are questions. I've been in conversations with the deans and vice provosts about the planning for that term. I think the information that we currently have from the province leads to the likelihood of a full return. We can't predict the future, but with all the information we have now, the possibility of a full return is very likely. The Public Health reality and direction from the province aligns well with the university's planning for and communication about Winter term. I'll also note that the university has for many months now (about a year and a half) taken a multi-layered approach towards the safety of the community, and right now what that approach includes is proof of vaccination for everyone that comes to campus or engages in university in-person activities, distancing, masks, etc., to support a full return. In concrete terms regarding scheduling and classes, the challenge now and the task that we are engaged in, is to ensure that the full return in terms of courses on campus and the space demands with the capacity of the university can be met. There are ongoing conversations in departments and with deans about plans for classes in Winter 2022 and whether those will be virtual or on campus. Given those scheduling requests and to what degree the university can meet those in terms of space capacity, there will be an outcome and we will then communicate this to deans who can then be in touch with colleagues and departments.

8.4.2.2. Revised Policy 46: Undergraduate Course Grading, Academic Program Standing and Eligibility to Graduate (R. Parr) – Policy was previously approved in June 2021 – only reviewing Sections 5.5.2.6, 10.1 & 10.4

Motion: *That Senate approve the revised Policy 46: Undergraduate Course Grading, Academic Program Standing and Eligibility to Graduate Sections 5.5.2.6, 10.1 & 10.4.*

R. Parr moved; D. Checkland seconded

Motion Approved.

8.4.2.3. Revised Senate Bylaw #1 to include the RGSU – (D. Checkland)

Motion: *That Senate approve the revised Senate Bylaw #1 to include the RGSU.*

D. Checkland moved; R. Ravindran seconded

C: A Senator spoke in favour of the motion. It is important to have student elected representatives at the Senate meetings and I strongly urge all the Senators to vote in favour to include the RGSU in our meetings as soon as possible.

C: Thank you David for putting the motion forward, and thank you to CESAR for your support. I also hope that one day we can add extra seats to Senate to represent our growing student body. I will not be a voting member this year but I will be next academic year. I hope everyone votes for this motion.

C: President Lachemi -This will be in effect next academic year, but I'll make sure that you have a voice here representing Graduate students. Even if you are not a voting member of Senate, we will give you room to voice any concerns or comments here.

C: A student Senator thanked David for presenting the motion and spoke in support of the motion.

Motion Approved.

8.4.3 Report #F2021-1 of the Senate Priorities Committee (SPC): M. Lachemi

8.4.3.1. Endorse the action taken on July 22, 2021 by the Senate Priorities Committee (SPC) acting on behalf of Senate to permit GMS614 to run in the Fall 2021 term commencing prior to Labour Day

Motion: *That Senate endorse the action taken on July 22, 2021 by the Senate Priorities Committee (SPC) acting on behalf of Senate to permit GMS614 to run in the Fall 2021 term commencing prior to Labour Day.*

N. George moved; A. McWilliams seconded

Motion Approved.

8.4.3.2. For Information:

A Special SPC Meeting was held August 23, 2021 with an update on the Standing Strong Task Force.

President Lachemi - This was to provide an update to SPC about the recommendation from the Standing Strong Task Force. The Board approved the recommendations on August 25, 2021. Out of respect, I wanted SPC, on behalf of Senate, to be aware of those recommendations, with the understanding that any actions taken by the university with those recommendations will also respect the role of Senate. There will be recommendations that will come to Senate for any move in the direction of implementing those recommendations. I wanted to alert SPC of the process and the progress made that's why we wanted to put it here for information to Senators.

9. Old Business - None

10. New Business as Circulated - None

11. Members' Business

President Lachemi - If you recall at our last meeting in June, 2021, Neil Thomlinson submitted a Notice of Motion regarding the hiring process taking place in Departments and Faculties. We do not have a motion here because that conversation with Neil is still taking place. You may be aware that Neil has officially retired from the university but he is still engaged in many discussions. We will be making some recommendations to SPC to have that item at a Committee-of-the-Whole discussion of Senate, and then we can, in this case, wait for that motion to happen in the future. I just wanted to inform Senators that we are not ignoring the Notice of Motion from Neil Thomlinson but we are working with him to see how we can make things better in terms of the hiring process.

C: I would like to inform Senators that the Standards Development Committee of the Accessibility for Ontarians with Disabilities Act (AODA) has been working on a post-

secondary education accessibility standard, which means they are recommending that all the post-secondary institutions in Ontario implement methods or provide their recommendations to make our education accessible. This not only speaks to the physical environment like steps versus ramps, it speaks also to the content of our education for those with vision or hearing problems, if it's going to be online, but it goes beyond that as it speaks to what is an integral part of our education or academics – campus life. What measures, as a university, are we going to implement to help students with disabilities to fully participate with learning inside the classroom as well as things that happen on campus? This committee has presented 179 recommendations and they are asking for feedback from individuals as well as organizations and I would strongly urge the University, as a leader in our province to present a response to the 179 recommendations. Can you please share the dates of the townhall consultations that you will make with students and maybe you can share how you will seek feedback with faculty and staff? How will you be consulting with students to hear their voices?

A: President Lachemi – We will take this into consideration. Thank you for bringing this to the attention of Senate.

12. Consent Agenda - None

13. Adjournment
The meeting adjourned at 6:43 p.m.

Ryerson University
President's Update to Senate
November 2, 2021



CONGRATULATIONS

Nina-Marie Lister, graduate director in the School of Urban and Regional Planning, has won the Margolese National Design for Living Prize from the School of Architecture and Landscape Architecture at the University of British Columbia. Worth \$50,000, the prize is awarded to a Canadian citizen who has made a significant positive impact on the built environment. The citation notes how her work has influenced “and become synonymous with ... ideas of process, flows and emergence in landscape architecture in the early 21st century.”

Thomas Gomez Ospina (Architectural Science '21) has won the Open category of the Steel Design Student Competition run by the Association of Collegiate Schools of Architecture and sponsored by the American Institute of Steel Construction. The annual competition invites students to develop design projects using steel as the primary material. For his project, “Clouds Over Regent Park,” Gomez Ospina designed a canopy that would unite the Regent Park community in Toronto. In the same category, *Tatiana Estrina* (Architectural Science '21) received an honourable mention for her project “Marché du Pont,” a design for a market on a bridge in Montreal.

Cheryl Thompson, professor of creative industries, has been named to the Royal Society of Canada’s College of New Scholars, Artists, and Scientists as part of the Class of 2021. The society’s citation notes that Thompson is “one of Canada’s leading Black studies scholars,” and that she is “internationally recognized as a key thinker on media and archives.”

Anna Triandafyllidou, the Canada Excellence Research Chair in Migration and Integration, has received an honorary doctorate from the University of Liège, Belgium. The university’s citation notes how her “research in the fields of migration policy, cultural diversity management, nationalism and identity issues has become a reference point for both academics and policy makers.”

A student team from the *Ted Rogers School of Management* has placed second out of 36 teams from hospitality institutes worldwide in the 2021 Sustainable Hospitality Challenge, an initiative of Hotelschool The Hague. The finals of this year-long event took place in September at the Arabian & African Hospitality Investment Conference in Dubai. The team consisted of Hospitality & Tourism Management (HTM) students *Raina Patel* and *Brian Riback* and HTM alumna and MScM student *Michelle Novotny*, who because of COVID-19 travel restrictions were the only team participating online in the finals.

EVENTS AND INITIATIVES

RENAMING COMMITTEE – On September 12, the University announced an advisory committee on renaming the institution. The committee is chaired by Provost and Vice-President, Academic Jennifer S.

Simpson, with Tanya (Toni) De Mello, assistant dean for student programming, development, and equity at the Lincoln Alexander School of Law as vice-chair, and Jennifer Grass, assistant vice-president, University Relations, as executive lead. Committee members include representatives from students, faculty, staff, Senate, Board of Governors, and alumni. Together, they have diverse expertise, identities, and experiences. The committee has begun guiding the process of identifying a new name that reflects the University's strengths, values, and aspirations; an important part of this process will be overseeing community engagement and deriving input from students, faculty, staff, and alumni. The committee will submit recommendations to the university leadership for consideration, and leadership will pass them on to the Board of Governors for a decision before the end of this academic year.

RYERSON IMAGE CENTRE REOPENS – On September 15, the Ryerson Image Centre reopened to the public, featuring exhibitions developed in collaboration with the Scotiabank CONTACT Photography Festival. The Main Gallery features selections from the work of Vancouver-based Hunkpapa Lakota photographer and filmmaker Dana Claxton, a winner of the 2020 Scotiabank Photography Award. Her work examines stereotypes and representations of Indigenous peoples in popular culture. The University Gallery features Guelph-based photographer Susan Dobson's *Slide/Lecture*, which presents photographs of university art departments' old slide collections, interrogating the canon they constructed. The New Media Wall features Montreal-based artist Emmanuelle Léonard's two-channel video "Deployment," made up of footage of soldiers in the Canadian Arctic, taken when Léonard was in residency at the Canadian Forces Artists Program. These exhibitions will be on display until December 4.

PARK(ING) DAY – On September 17, the University participated in the international initiative *Park(ing) Day*, which encourages reimagining and repurposing space normally used for vehicles. The School of Urban and Regional Planning (SURP), in partnership with Toronto non-profit Urban Minds, transformed parking spaces on Bond Street into a mini-park for the community to use. Ideas for the project emerged from online pre-orientation sessions for incoming SURP students, who were particularly engaged in ways to build community. Elements of the mini-park included seating, a bicycle tune-up station, a mini-market hosted by Ryerson Urban Farm, and a "welcome tree" that was donated to the university to be planted on campus.

THE RING – In September, The Ring, a large-scale public artwork that honours the Dish With One Spoon Territory—the land on which the University was built—was installed east of the intersection of Gould Street and Nelson Mandela Walk. The work's conception, creation, and installation emerged from the thoughtful and ongoing work of the university's Truth and Reconciliation Strategic Working Group in collaboration with members of the university's Indigenous community. Designed by Matthew Hickey and Jacqueline Daniel of Indigenous architecture firm Two Row Architect, The Ring is a circle of untreated Corten weathering steel emerging from the sidewalk. Perforations along the sides create images signifying the Seven Grandparent teachings and their animal symbols: Humility, Courage, Honesty, Wisdom, Truth, Respect, and Love. The pathway through The Ring's opening faces both east—representing creation and new beginnings—and west—representing knowledge and wisdom.

MEDICAL ADVISORY COMMITTEE – On September 23, the University announced a Senior Medical Advisory Committee (SMAC) to support the planning and development of the proposal for a school of medicine in Brampton. The SMAC is composed of nine physicians and is chaired by Andrew Padmos,

professor of medicine at Dalhousie University. In his previous role as CEO of the Royal College of Physicians and Surgeons of Canada, Padmos ensured the enhancement of postgraduate medical education and training across the country. Under his leadership, the SMAC will provide clinical and organizational expertise for the medical school and other health sciences initiatives.

POW WOW AND EDUCATION WEEK – On September 24, the annual student-led pow wow was livestreamed. Hosted once again by Jennifer Alicia Murrin (Social Work '08) and Denise B. McLeod (former Indigenous student coordinator in the Midwifery Education Program), it featured pre-recorded dances with music by the Young Tribe Singers drum group and singer Frazer Sundown, “Two Minute Teachings” about pow wows and related aspects of Indigenous cultures, and reflections by Elder (Ke Shay Hayo) and Senior Advisor, Indigenous Relations and Reconciliation Joanne Dallaire; Saagajiwe director Lila Pine; and Vice-President, Equity and Community Inclusion Denise O’Neil Green. The pow wow was preceded by Education Week, which ran from September 20 to 25 and featured pre-recorded and live videos, for adults and children. A vendor market ran online throughout the week, and in-person on September 25 in the quad, along with a family gathering where Indigenous community members and guests could participate in art activities and engage with learning stations.

ALUMNI WEEK – From September 27 to October 2, the University hosted Alumni Week online. University community members and alumni attended talks with award-winning artists and journalists, faculty-based demonstrations and panels, and the annual Alumni Achievement Awards and TRSM Alumni Awards. Keynote speaker Naomi Klein gave a talk named after her book *This Changes Everything*, on capitalism and climate action. Among other highlights were the Faculty of Arts-hosted panel discussion “Election Aftermath: Democratic Action and Accountability,” held in the wake of the federal election; the FCS panel “Life After COVID-19: What does it really mean to build back better?” moderated by newly appointed dean Kiaras Gharabaghi; and an online broadcast by sports media students of an intrasquad men’s basketball game showcasing the 2021–22 Rams, and featuring discussions with head coach David DeAveiro.

ORANGE SHIRT DAY / NATIONAL DAY FOR TRUTH AND RECONCILIATION – On September 29 and 30, the University marked Orange Shirt Day and the National Day for Truth and Reconciliation, respectively, with events designed to bring the University community together in the spirit of truth-telling and reconciliation. On the 29th, the Office of the Vice-President, Equity and Community Inclusion hosted its annual Orange Shirt Day opening event, which this year included a virtual tour of Shingwauk Residential Schools Centre at Algoma University in Sault Ste Marie. The tour provided an overview of the site and its history, and insight into the day-to-day life of students at the former Shingwauk Residential School. Attendees were encouraged to wear orange to honour survivors of residential schools. Following this event, Anishinaabe/Mohawk artist Cher Trudeau, who is the administrative assistant for Aboriginal Initiatives and coordinator of the Aboriginal Education Council, hosted a virtual beginner’s beading session for the University community. On the 30th, Ryerson Alumni Relations hosted a Book Talk discussion with Waubgeshig Rice (Journalism '02), from the Wasauksing First Nation, based on his national bestselling novel, *Moon of the Crusted Snow*. As well, the Library and the Centre for Excellence in Teaching and Learning hosted a discussion for faculty and instructors about how to take up the TRC Calls to Action in teaching.

VARSITY SPORTS RETURN – On September 25, Ryerson varsity sports returned after an 18-month absence, as the men’s and women’s Rams soccer teams faced the University of Toronto Varsity Blues in away games at Varsity Stadium. The men claimed a 1–0 victory, while the women suffered a 1–0 defeat; on October 2, however, in the teams’ home openers, the scores were reversed, with the men falling to the Blues 1–0 and the women Rams winning 1–0—their first-ever victory in program history against their University of Toronto counterparts. On October 9–10, the Rams men’s baseball team travelled to Sudbury, where they beat the Laurentian Voyageurs and York Lions before falling to the Varsity Blues in the regional qualifier final for the Ontario University Athletics Championship. Rams Men’s and Women’s teams in sports including basketball, hockey, and volleyball also made their season debuts in front of enthusiastic fans.

from the President’s Calendar

September 3, 2021: I met online with Naomi Azrieli, chair and CEO of The Azrieli Foundation, to continue our conversation about the University’s commitment to confronting antisemitism.

September 8, 2021: I met with the external review committee for Ryerson International, who were reviewing Ryerson’s internationalization strategy and making recommendations for establishing the University as an internationally orientated and globally connected institution. The committee was chaired by Janaka Ruwanpura, vice-provost and associate vice-president research (international) at the University of Calgary; its other members were Harvey Charles, professor of international education in the Department of Educational Policy & Leadership at the University at Albany, and Sonja Knutson, director of the Internationalization Office, ESL Office and Writing Centre at Memorial University of Newfoundland.

September 9, 2021: I attended the Toronto Global virtual summit Stronger than Ever. It focused on the ways the City of Toronto, the province of Ontario, and Canada are reopening the economy. Featured speakers included Premier Doug Ford, Mayor John Tory, and business leaders.

September 9, 2021: I attended the online scholarships reception for the MAX (Muslim Awards for Excellence) Scholarships Fund, which this year awarded \$200,000 to over 50 Canadian high-school, college, and university students. I delivered remarks encouraging scholarship winners to embrace the challenge posed by the pandemic.

September 10, 2021: I met with the external review committee for Ryerson International who shared with me their preliminary recommendations for guiding principles to enable success in internationalization.

September 13, 2021: I recorded remarks for the Alumni Achievement Awards (which were held online on October 1), congratulating the award recipients, whose success represents the success of all our graduates.

September 13, 2021: I was interviewed by Samir Bendjafer of CBC International about the University’s decision to change its name.

September 14, 2021: I met online with Amer Hashmi, chairman of Pakistan’s Special Technology Zones Authority (STZA), which was created in June 2021 to support the country’s technology sector. We discussed the University’s experience with the zone innovation ecosystem, as Pakistan explores ways to facilitate collaboration between industry, academia, and its government.

September 14, 2021: I had a virtual meeting with the Black Health Taskforce of Peel, as well as the board of governors of Roots Community Services, which provides programming for Black and Caribbean

communities in Peel. We discussed the University's strategy for healthcare education in Brampton and our commitment to addressing anti-Black racism and engaging more broadly with the Black community.

September 15, 2021: I chaired a regular meeting of the Council of Ontario Universities (COU) Strategy & Planning Working Group.

September 16, 2021: I hosted Kaleed Rasheed, Ontario's associate minister of digital government and MPP for Mississauga East—Cooksville, for a campus tour. Rasheed was introduced to the DMZ by its executive director, Abdullah Snobar, and to the Audience Lab by The Creative School Dean Charles Falzon. We also discussed the University's strategy for healthcare in Peel.

September 16, 2021: As a member, I participated in a regular online quarterly meeting of the Coalition of Innovation Leaders Against Racism (CILAR).

September 17, 2021: I recorded a video for the Vision 2030 Virtual Event that was broadcast on September 29 as part of Alumni Week. Hosted by Krishan Mehta, assistant vice-president of engagement, the event introduced alumni to the University's Vision 2030. We discussed the role alumni can play in our achieving this vision.

September 17, 2021: Over lunch, I met with Brampton City Councillor Gurpreet Dhillon about collaboration between the City of Brampton and the University on the medical school.

September 20, 2021: Over lunch, I met with Brampton City Councillor Charmaine Williams and the founder and CEO of Brampton medical centre Astra Medicare, Svitlana Blesko. We discussed Ryerson's strategy for the medical school in Brampton.

September 21, 2021: I met with former Board vice-chair Michèle Maheux, president of M. Michèle Maheux Coaching & Consulting, to update her over lunch on progress made by the University in recent years.

September 21, 2021: I met Isabelle Mondou, deputy minister of Canadian heritage and federal champion of the University, to update her on the University's priorities.

September 22, 2021: During the Canada Arab Business Council's Annual Business Forum, I was a participant in the panel "Canadian Success Stories with the Arab World." I spoke about the University's path to Cairo and our plans in the region. My fellow panellists were Rana Ghorayeb, president and CEO of Otéra Capital; Jody Becker, CSO and executive vice president of infrastructure services and technology at EllisDon; and Luis Sierra, president and CEO of NOVA Chemicals.

September 23, 2021: Rogers Cybersecurity Catalyst Executive Director Charles Finlay and I met with Stratford Mayor Dan Mathieson about how Cyber Catalyst can help municipalities deal with cybersecurity issues.

September 24, 2021: I chaired a regular meeting of the executive committee of the COU.

September 28, 2021: For the Orange Shirt Day event, which was held on September 29, I recorded welcoming remarks reiterating the University's commitment to pressing forward on reconciliation.

September 28, 2021: Over lunch, I met with Toronto Deputy Mayor Michael Thompson to discuss furthering the University's collaboration with the City of Toronto.

September 28, 2021: I recorded congratulatory remarks for a 90th birthday video tribute to University alumnus Isadore Sharp (Architectural Science '52), who was our Athlete of the Year in 1951 and graduated with a silver medal before going on to be the founder, chairman, and CEO of Four Seasons Hotels and Resorts.

September 28, 2021: I participated in a Board social at a home game for the Toronto Blue Jays, who were defeated 7–2 by the New York Yankees.

September 30, 2021: I met with Omar Alghabra, federal minister of transport and Ryerson alumnus (Engineering '94), about furthering the University's collaboration with the Canadian government.

October 1, 2021: I met with Navdeep Bains, vice-chair for global investment banking at CIBC and former federal minister of innovation, science, and industry, to discuss opportunities for collaboration in the future.

October 1, 2021: Along with John MacRitchie, assistant vice-president of zone learning & strategic initiatives, I met online with Tom Corr and Garry Chan, respectively the founder and CEO and the CTO of AI Partnerships Corporation. We discussed how the University can best foster talent development in artificial intelligence and open doors for students to work with startups in the field.

October 2, 2021: I attended a community barbecue hosted by the Brampton Chapter of Ahmadiyya Muslim Jama'at in appreciation of federal government volunteers. While there, I had the opportunity to speak with all five of Brampton's MPs: Shafqat Ali, Kamal Khera, Ruby Sahota, Maninder Sidhu, and Sonia Sidhu.

October 4, 2021: Over lunch, I met with former Ryerson distinguished visiting professors Sean Conway and Don McCutchan to discuss the lessons the University has learned during the pandemic and potential projects for the future.

October 4, 2021: As a member, I attended a regular online meeting of the COU's government and community relations committee.

October 4, 2021: Over dinner, along with Deputy Provost and Vice-Provost, University Planning Glenn Craney; director and principal of Ryerson University International College Wessen Rawazik; and Jennifer S. Simpson, I met with COO of Navitas Canada and Navitas USA Darcy Rollins, and Navitas' president and CEO of university partnerships for North America, Brian Stevenson. We discussed the progress of collaboration between the University and Navitas.

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #F2021-2; Nov. 2021

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

- A. TRSM – Bachelor of Commerce (Business Technology Management) program 2-Year Public Ontario College Diploma Graduate - Degree Completion (Full-Time and Part-Time) – Exception to Senate Policy #2: Program Balance
- B. FEAS – Department of Architectural Science – Honours degree designation
- C. LIBERAL STUDIES – new course additions to Liberal Studies elective tables
- D. FEAS – Multiple Programs – Exception to Senate Policy #2: Program Balance

A. TRSM – Bachelor of Commerce (Business Technology Management) program 2-Year Public Ontario College Diploma Graduate - Degree Completion (Full-Time and Part-Time) – Exception to Senate Policy #2: Program Balance

Introduction and Rationale – The Ted Rogers School of Information Technology Management (TRSITM) 2-Year Public Ontario College Diploma Graduate - Degree Completion program offers graduates of approved three-year Business Administration Advanced Diploma programs a 20 course program of study to complete the Bachelor of Commerce (Business Technology Management) degree. Degree completion students enter the degree completion program with a business background and complete the core Business Technology Management (BTM) curriculum while at TRSITM. This program enables students to supplement their general business diplomas with specialized education in Business Technology Management, allowing them to earn the Bachelor of Commerce (BTM) designation with two years of study at the Ted Rogers School of Management.

The Degree Completion program offers a pathway for students who have completed general business studies at an Ontario college to earn the specialist Bachelor of Commerce (Business Technology Management degree).

This is possible through a program design in which students complete the core Business Technology Management courses in their two years at Ryerson. Specifically, students in the 2-year degree completion program take 16 Information Technology Management (ITM-code) courses, 1 critical thinking (SSH) course (in close alignment with the curriculum for the four-year BTM program which includes 18 ITM courses and 1 SSH course) and 3 upper-level liberal studies courses. **This design recognizes that degree completion students have completed core business courses and some electives in their Business Administration Advanced Diploma program, and complete their core ITM-coded courses while at Ryerson.** Degree completion students have not completed upper-level Liberal Studies courses in their Diploma program, thus these courses are necessary to fulfil the University's liberal studies requirements for undergraduate students. Table 1 shows that this program design necessitates a higher range of core studies courses, with no open electives.

| Degree to which the program(s) vary from Senate Policy: | | | |
|---|-------------------------------------|----------------------|----------------------|
| | Senate Policy 2: Expected Range (%) | # Courses in Program | % Courses in Program |
| Core Studies (required + core elective) | 60-75 | 17 | 85 |
| Open Electives | 10-25 | 0 | 0 |
| Liberal Studies | 15-20 | 3 | 15 |
| Total | 100 | 20 | 100 |

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this exception to Senate Policy #2 – Program Balance.***

B. FEAS – Department of Architectural Science – Honours degree designation

Introduction and Rationale – The Bachelor of Architectural science curriculum has been through the Periodic Program Review process in 2018/19 and assessed and approved by the Senate. The process of mapping the learning outcomes to the Undergraduate Degree Level Expectations met the Quality Assurance standards for Bachelor's Degree: Honours, and as such, the Department of Architectural science would like to apply to have the 'honors' designation added to the BArchSc degree.

Rationale:

1. The main rationale for the degree title change is that the program's curriculum already meets the requirements since it has already been assessed (through the PPR process) as meeting the Quality Assurance standards for a Bachelor's Degree Honours. The curriculum has been mapped according to the provincial Honours Undergraduate Degree Level Expectations (UDLEs). The Periodic Program Review was approved by the Senate on April 2, 2019.
2. Furthermore, the degree title change may clarify ambiguities for prospective students and current students who intend to apply to graduate school. An honours degree may be required for admission to some graduate (Master's) programs and is considered to be a study with enhanced focus on the area.
3. In terms of reputation and competition, the closest competitive school to Ryerson Architectural Science is at the University of Waterloo, which has an honours designation. It is therefore incumbent on us to update our BArchSc degree with a well-deserved Honours designation. Changing our degree title will put us at par with our main competitor school and enhance Ryerson's BArchSc degree. This requires no changes as the curriculum has been mapped and assessed as meeting the requirements and criteria.

Comparator Programs:

Accredited architecture programs in Canada can be combined undergraduate and graduate, or a longer graduate only programs. Some schools in Canada such as University of Toronto, McGill University, and University of British Columbia offer a graduate only program which is not a direct comparator. The most relevant comparator for an accredited architecture program in the region is at the University of Waterloo which offers an undergraduate plus graduate program similar to Ryerson, and includes an Honours Bachelor of Architectural Studies degree. As they are our closest comparator and we compete for attracting top students with them, the case can be made that it is incumbent on us to update our BArchSc degree with a well-deserved Honours designation. Also, for students who plan to go on to graduate school (especially those outside of Ontario/Canada), a University with the Honours designation is more appealing and provides an additional 'signal' that their program has met the expectations as preparation for graduate study.

A scan of other comparator schools shows that many institutions already offer Honours degree programs. These programs include:

| University | School/Faculty | Degree Granted |
|------------------------|--|--|
| University of Waterloo | Faculty of Engineering/The School of Architecture | Honours Bachelor of Architectural Studies |
| University of Guelph | School of Environmental Design and Rural Development | Honours Bachelor of Landscape Architecture |

| | | |
|----------------------------------|--|--------------------------|
| University of Toronto | John H. Daniels Faculty of Architecture, Landscape, and Design | Honours Bachelor of Arts |
| Illinois Institute of Technology | IIT College of Architecture | B.Arch. in Architecture |
| Penn State University | College of Arts and Architecture/Stuckeman School | B.Arch. in Architecture |

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the Honours degree designation for the Bachelor of Architectural Science – Department of Architectural Science – Faculty of Engineering and Architectural Science.*

C. LIBERAL STUDIES – New Course Proposals

The Liberal Studies Curriculum Committee (LSCC) met on September 22, 2021 to review 7 new liberal studies course proposals. The LSCC voted in favour of recommending 5 of the course proposals and declined 2. While two of the proposals were not recommended for approval, feedback was provided to the originating departments, and they were invited to revise and resubmit the proposals in the future. The ASC reviewed the 5 recommended and two declined course proposals submitted by the LSCC, and upheld the LSCC recommendation. The courses recommended for inclusion in the Liberal Studies curriculum effective Fall 2022 are listed in the table below, along with their calendar descriptions and requisites, where appropriate.

Proposed New Liberal Studies Courses (with calendar descriptions)

| Course Code | Course Name + Calendar Description |
|---|---|
| AER150 (Department of Aerospace Engineering) | Aerospace History - Aerospace technologies have shaped our life and culture and are at the centre of some of the greatest changes faced by our highly technological society. This course describes the non-technical aspects of history of aviation and space exploration in Canada and worldwide. The technological issues associated with flight are discussed in detail. The memorable historical events, past, present, and future trends in aerospace are presented. Some basic concepts of aerospace engineering, including how aircraft and rockets work, will also be discussed. (LL) |
| ASC121 (Department of Architectural Science) | Sustainable Architecture - This course introduces non-architecture students to how the principles of sustainability can be applied to the built environment. Examples of architectural projects that demonstrate sustainable futures are presented and discussed. Students become familiar with the environmental and social impacts of the built environment and approaches for implementation of environmentally conscious design. Various behavioral, cultural and technical strategies to reduce the impact of the built environment are discussed as are the means of measuring their success. (LL) |
| HST430 (Department of History) | Food History - This lower-level Liberal Studies course offers an interdisciplinary introduction to the broad field of food history. From our earliest ancestors to the present, food has defined (in one way or another) nearly every aspect of people's everyday lives. We can't survive without it. The quality and quantity of the food we eat plays a central role in determining our overall health and wellbeing. But we also define our culture and identities, in both subtle and overt ways, based on the foods that we eat—as well as those foods that we refuse to eat. Empires and nations, alike, rise and fall based on their ability to adequately feed their citizens. And, at the same time, food has always been one of the most devastating and effective weapons of war and conquest. |

| | |
|---------------------------------------|---|
| | In order to understand the place of food in history, then, it's necessary to take a multidisciplinary and multi-national approach. By exploring the ways in which specialists in fields like environmental history, economic history and the history of medicine have approached the history of food in comparison with those studying topics like gender history and the history of settler colonialism—to name just a few of the approaches we'll be examining—we can start to tease out some of the multiple ways in which food history offers a unique means of understanding the nature of historical change at a variety of different scales, from the global to the deeply individual and personal. And by looking at examples from nearly every continent in both readings and lectures, this course takes a genuinely global perspective on the origins of our shared food history. (LL) |
| PHL 561 (Department of Philosophy) | Philosophy of Social Science - This course explores philosophical issues concerning the methodology, history, aims and status of the social sciences, such as: Are there laws governing human behaviour? Do social groups have a reality and agency in their own right, beyond that of the individuals that comprise them? What is the relation between the social and natural sciences? How should we understand social norms? Are objectivity and political neutrality possible, or desirable, in the social sciences? (UL) |
| N/A (Centennial College) | The History of Medical Cannabis - This course reviews thousands of years of medical cannabis history from archeological evidence that continues to be discovered through to early modern history. Students learn how cannabis, as a medical treatment, evolved when it travelled from Eastern regions of the world to the West, and was widely accepted by medical professionals of the time before prohibition took effect in the early 1930s in North America. Students examine how medical cannabis is coming out of the 'dark age' and out of the closet, into people's living rooms and medicine cabinets in a wide variety of form factors. This course discusses issues of race, gender, and class as they continue to intersect in the everyday lives of individuals, who consume cannabis, work in the cannabis industry, or whose work is relevant to having formal education in medical cannabis. (LL) |

Centennial College offers lower-level liberal studies to students in the collaborative Nursing program. There are three degree programs offered in partnership by Ryerson University, Centennial College, and George Brown College. Students admitted at each campus complete the same program. Students admitted to the Ryerson campus of the program complete their four years at Ryerson. Students admitted to a college campus complete the first two years of their studies at the college and the final two years of their studies at the Ryerson campus with the teaching shared by university and college faculty in all years.

Centennial College offers Table A courses to students in their first two years and it must be approved by Ryerson. They must go through the same process as any department/school wishing to offer a course on Table A (or Table B). These Centennial College courses are only available to Centennial College students in the joint Collaborative Nursing Program. They are not available to Ryerson students.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *that Senate approve the new course proposals for addition to the Liberal Studies elective tables.*

D. FEAS – Multiple Programs – Exception to Senate Policy #2: Program Balance

Introduction and Rationale

Engineering Programs - Each engineering program in Canada accredited by the Canadian Engineering Accreditation Board (CEAB) is required to include the following minima for each of its curriculum components:

- Mathematics: Minimum 195 Accreditation Units (AU);
- Natural sciences: Minimum 195 AU;
- Mathematics and natural sciences combined: Minimum 420 AU;
- Engineering science: Minimum 225 AU;
- Engineering design: Minimum 225 AU;
- Engineering science and engineering design combined: Minimum 900 AU;
- Complementary Studies: Minimum 225 AU;
- Laboratory experience and safety procedures instruction.

Each program must have a minimum of 1,850 AU. The accreditation unit is defined as follows: one hour of lecture (corresponding to 50 minutes of activity) = 1 AU, and one hour of laboratory or scheduled tutorial = 0.5 AU. Complementary studies include humanities, social sciences, arts, languages, management, engineering economics and communications. To meet the standards of professional engineering accreditation by CEAB, the curriculum of each engineering program at Ryerson is organized and categorized in the aforementioned components and each curriculum component exceeds the required minimum AU.

In terms of the complementary studies curriculum component, each engineering program at Ryerson at least contains a course each on engineering economics (ECN 801), communications (CMN 432), and law and ethics in engineering practice (CEN 800), and four Liberal Studies courses (as authorized by Senate Policy 2 in Footnote No. 7). In terms of the engineering science and engineering design curriculum components, each engineering program at Ryerson has required core studies courses and core elective courses.

In terms of comparator programs at other universities in Canada, as noted earlier, every Canadian engineering program accredited by CEAB is required to meet the curriculum structure constraints and minimum curriculum component contents established by CEAB.

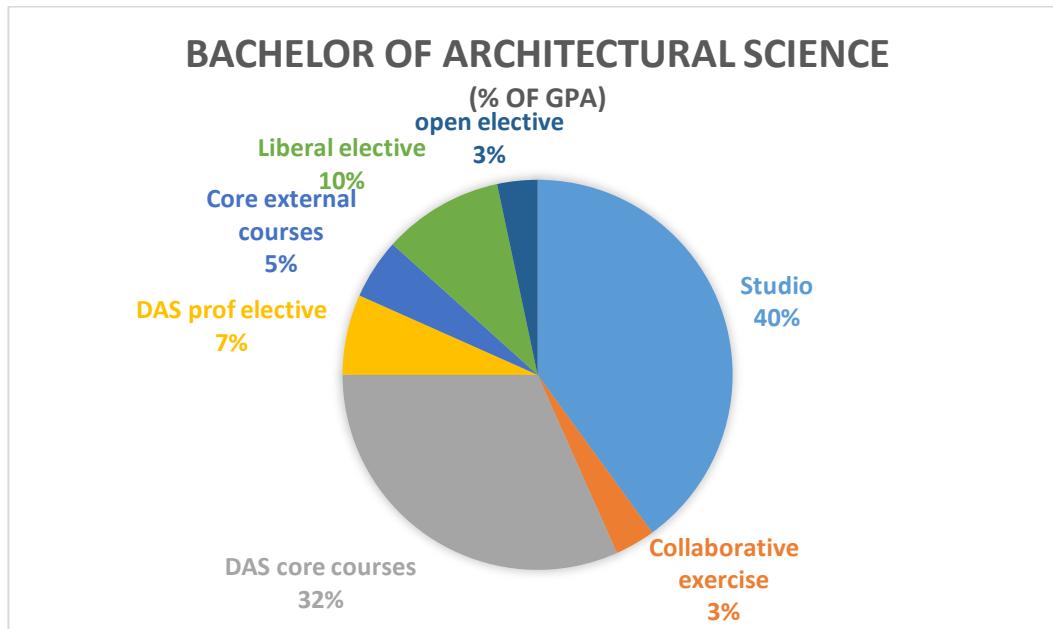
Architectural Science Program - The undergraduate Bachelor of Architectural Science (B.Arch.Sc.) program comprises a four-year, integrated, interdisciplinary, pre-professional architectural science degree program. It has a studio-based curriculum supplemented by lecture courses that draw from the liberal arts, physical sciences, social sciences and humanities, as well as engineering and building technology. The first three years of the program provide students with a common academic foundation to develop comprehensive knowledge of the fundamentals of architectural science. In the fourth-year students can choose to specialize in Architecture, Building Science or Project Management. The inclusion of these three concentrations within the program expresses the department's core belief in the holistic nature of architectural education, as well as the importance of an integrated design approach.

This multidisciplinary approach is unique in North America in that it prepares students for a variety of roles in the Architecture, Engineering and Construction (AEC) industry. Graduates of the B.Arch.Sc. program enjoy access to multiple professional pathways and enter industry with a comprehensive body of knowledge. The long-standing reputation of the program rests in large part on its unique curricular structure. Industry endorses the program's strong multidisciplinary background, with specific reference to our graduates being well prepared for roles in the industry.

One of the principles of the program is that all students, whichever concentration they choose are suitably prepared to apply to the department's graduate programs. This makes the B.Arch.Sc. program particularly demanding with a wide scope and more technical and process components compared to architecture programs.

In addition, the B.Arch.Sc. program together with the Master of Architecture is accredited by the Canadian Architectural Certification Board (CACB). This allows students who complete these programs to eventually become licensed architects in Canada and is an important feature of the program. The CACB requires programs to provide its students with a well-thought-out curriculum related to the subject area with educational opportunities that include general studies, professional studies, and elective studies. Accredited programs must meet six Program Performance Criteria and 24 Student Performance Criteria (SPCs) in the following categories: design (eight SPCs); culture, communications, and critical thinking (five SPCs); technical knowledge (five SPCs); comprehensive design (one SPC); and professional practice (five SPCs).

To meet the requirements of the CACB, the curriculum of the B.Arch.Sc. program at Ryerson is organized to address all the aforementioned components. The program is also heavily studio based due to the expectations of the CACB. These characteristics place a particular burden on the program to meet all the accreditation requirements while maintaining diversity of opportunity beyond the traditional “architecture” curriculum. The program has a high number of total course hours (180 hrs) and the first three years include only required elements and liberal courses. The fourth year is organised to allow students to explore and gain expertise in an area of knowledge that will prepare them with some expertise for employment. Students choose appropriate studios and professional elective courses.



To allow sufficient scope for the above objectives students need to take one elective studio and 2 professional electives each term during their final year. This leaves them the option of one course per term as an “Open Elective” for a total of two open electives.

Degree to which the programs vary from Senate Policy

The following eight tables show the degree to which eight Engineering programs vary from Senate Policy 2:

Table 1. Aerospace Engineering Program

| | Senate Policy 2: Expected Range (%) | # Courses in Aerospace Engineering Program | % Courses in Program |
|--|--|---|-------------------------|
| | | | |

| | | | |
|--|-------|-----|-----|
| Core Studies (required + core elective) | 60-75 | 42* | 91 |
| Open Electives | 10-25 | 0 | 0 |
| Liberal Studies | 15-20 | 4 | 9 |
| Total | 100 | 46 | 100 |

*Not including CEN 199 Writing Skills Test, which is a milestone, not a course.

Table 2. Biomedical Engineering Program

| | Senate Policy 2: Expected Range (%) | # Courses in Biomedical Engineering Program | % Courses in Program |
|--|--|--|-------------------------|
| Core Studies (required + core elective) | 60-75 | 42* | 91 |
| Open Electives | 10-25 | 0 | 0 |
| Liberal Studies | 15-20 | 4 | 9 |
| Total | 100 | 46 | 100 |

*Not including CEN 199 Writing Skills Test, which is a milestone, not a course.

Table 3. Chemical Engineering Program

| | Senate Policy 2: Expected Range (%) | # Courses in Chemical Engineering Program | % Courses in Program |
|--|--|--|-------------------------|
| Core Studies (required + core elective) | 60-75 | 42* | 91 |
| Open Electives | 10-25 | 0 | 0 |
| Liberal Studies | 15-20 | 4 | 9 |
| Total | 100 | 46 | 100 |

*Not including CEN 199 Writing Skills Test, which is a milestone, not a course.

Table 4. Civil Engineering Program

| | Senate Policy 2: Expected Range (%) | # Courses in Civil Engineering Program | % Courses in Program |
|--|--|---|-------------------------|
| Core Studies (required + core elective) | 60-75 | 41* | 91 |
| Open Electives | 10-25 | 0 | 0 |
| Liberal Studies | 15-20 | 4 | 9 |
| Total | 100 | 45 | 100 |

*Not including CEN 199 Writing Skills Test, which is a milestone, not a course.

Table 5. Computer Engineering Program

| | Senate Policy 2: Expected Range (%) | # Courses in Computer Engineering Program | % Courses in Program |
|--|--|--|-------------------------|
| Core Studies (required + core elective) | 60-75 | 41* | 91 |
| Open Electives | 10-25 | 0 | 0 |
| Liberal Studies | 15-20 | 4 | 9 |
| Total | 100 | 45 | 100 |

*Not including CEN 199 Writing Skills Test, which is a milestone, not a course.

Table 6. Electrical Engineering Program

| | Senate Policy 2: Expected Range (%) | # Courses in Electrical Engineering Program | % Courses in Program |
|--|--|--|-------------------------|
| Core Studies (required + core elective) | 60-75 | 41* | 91 |
| Open Electives | 10-25 | 0 | 0 |
| Liberal Studies | 15-20 | 4 | 9 |
| Total | 100 | 45 | 100 |

*Not including CEN 199 Writing Skills Test, which is a milestone, not a course.

Table 7. Industrial Engineering Program

| | Senate Policy 2: Expected Range (%) | # Courses in Industrial Engineering Program | % Courses in Program |
|--|--|--|-------------------------|
| Core Studies (required + core elective) | 60-75 | 41* | 91 |
| Open Electives | 10-25 | 0 | 0 |
| Liberal Studies | 15-20 | 4 | 9 |
| Total | 100 | 45 | 100 |

*Not including CEN 199 Writing Skills Test, which is a milestone, not a course.

Table 8. Mechanical Engineering Program

| | Senate Policy 2: Expected Range (%) | # Courses in Mechanical Engineering Program | % Courses in Program |
|--|--|--|-------------------------|
| Core Studies (required + core elective) | 60-75 | 41* | 91 |
| Open Electives | 10-25 | 0 | 0 |
| Liberal Studies | 15-20 | 4 | 9 |
| Total | 100 | 45 | 100 |

*Not including CEN 199 Writing Skills Test, which is a milestone, not a course.

Table 9. Architectural Science Program

| | Senate Policy 2: Expected Range (%) | # Courses in Architectural Science Program | % Courses in Program |
|--|--|---|-------------------------|
| Core Studies (required + core elective) | 60-75 | 36 | 81% |
| Open Electives | 10-25 | 2 | 5% |
| Liberal Studies | 15-20 | 6 | 14% |
| Total | 100 | 44 | 100 |

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: **that Senate approve this exception to Senate Policy #2 – Program Balance.**



Academic Governance and Policy Committee (AGPC)
Report #F2021-2 to Senate

1. Provost's Update
2. Revised School of Professional Communication Council Bylaws – (J. Simpson)

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

3. Revised IQAP Policies – Policy 110/112/126 &127 – (K. MacKay)

Motion: *That Senate approve the revised IQAP Policies – Policy 110/112/126 & 127.*

Respectfully submitted,

J. Simpson, Chair,
Provost and Vice-President, Academic

On behalf of the Committee:

K. MacKay, Vice-Provost, Academic

J. McMillen, Vice-Provost, Students

R. Parr, Interim Registrar

D. Bell, Secretary of Senate

T. Duever, Dean, Faculty of Engineering & Architectural Science

D. Checkland, Faculty Senator, Faculty of Arts

R. Ott, Faculty Senator, Faculty of Communication & Design

E. Ignagni, Faculty Senator, Faculty of Community Services

R. Ravindran, Faculty Senator, Faculty of Engineering and Architectural Science

S. Sabatinos, 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

A. S. Ali, Undergraduate Student Senator

H. S. Makawi, Undergraduate Student Senator

H. Brahmbhatt, Yeates School of Graduate Studies Student Senator

Update on Ryerson University International College (RUIC)

Background.

Ryerson University International College has, in its initial stages, found close alignment with the University's Academic Plan and international initiatives.

The Ryerson Internationalization Strategy was approved in October 2019, setting a goal for Ryerson to become a leading city-facing innovation university with global reach. Ryerson's Academic Plan 2020-2025 notes that expanding international enrolment will enrich our classrooms by bringing a global perspective to classroom discussions and developing cross-cultural competencies for all students, preparing them to be global leaders. In 2018-19, the proportion of international students at Ryerson was just 6.6%. Ryerson has set a target at the institutional level of increasing the proportion of international students to 15% over the next five years or so.

Degree Program Pathways. In addition to Ryerson's enhanced International Recruitment initiative through the OVPS, RUIC provides a complementary pathway to recruit, support and retain high-quality international students. The Ryerson University International College (RUIC) was launched in January 2021 with three different degree pathway programs: 1) Arts (BA); 2) International Economics and Finance (BA); and 3) Business Management (BComm). RUIC students who successfully complete the international pathway program, which includes 10 degree credit courses and obtaining the required program entrance GPA are eligible to move to the second year of their selected degree programs at Ryerson (i.e., BA, International Economics and Finance BA, Business Management B. Comm.).

Academic Oversight. University appointed course coordinators from each department approve instructor appointments, course outlines, assessments of term work, final examinations, and overall course grades. The Academic Advisory Committee (AAC), chaired by the vice-provost academic on behalf of the Provost, tracks the academic performance of students each semester. The retention rate of students to date is 93%. The average SGPA in Winter 2021 was 2.28 and 2.6 in Summer 2021, with 41% of students achieving a 3.0 or higher SGPA.

Student Enrolment. During the inaugural Winter 2021 semester RUIC admitted 36 students in its first cohort and offered programs, course tutorials and support classes - Integrated Learning Skills and Introduction to our Learning Community. In the 2021 summer semester, the College welcomed 15 more students and five additional courses were offered (all remotely).

The current RUIC student body is comprised of a diverse range of international students from Bangladesh, Chile, China, Colombia, Germany, India, Iran, Nigeria, Pakistan, and Vietnam. Students enrolled in the Business Management pathway represent approximately 77% of the total student population. The Faculty of Arts pathway including International Economics and Finance at 14%, accounts for the other 23%.

This fall term there are 208 students enrolled in 13 courses, including five courses with two sections. Additional support programming included email and technology workshops for students during Orientation and Weeks of Welcome.

The first wave of applications for admission to Ryerson will occur this fall.

This early progress will ideally support continued successful efforts for RUIC and for international students at Ryerson.

**Ryerson University
School of Professional Communication School
Council**

*By-Laws and Procedures
(Revised and approved at Senate - December 3, 2019)*

**Amendment approved by the School of Professional Communication School Council on
Tuesday, May 18, 2021.**

**Amendment requested by the Academic Governance and Policy Committee (AGPC) on
September 21, 2021: Removal of 8.3 and 8.4**

Approved by School Council on Monday, September 27, 2021

Change to the School of Professional Communication Council Bylaws

2nd iteration

Sent to the Academic Governance and Policy Committee (AGPC) for review, and ideally approval, on April 13, 2021, the committee requested the following clarification and addition to our proposed amendment to our Bylaws:

1. clarification as to whether the EDI BA student representative is intended to be someone from an equity-deserving group, which we have confirmed. The committee similarly requested that 'EDI' be replaced with 'a student representative from an equity deserving group,' to ensure longevity of the definition. We have reflected the spirit of this request, but have not revised the role's title.
2. an addition to 4.4 to make it clear that the new EDI representative is to follow the election rules outlined. We have made this amendment.

These requested changes were approved by Council on Monday, April 12, 2021.

3rd iteration: AGPC review September 21, 2021: Requested Amendments

The revised approved Bylaws were reviewed by the Academic Governance and Policy Committee (AGPC) on Tuesday, September 21, 2021. The AGPC were supportive of the amendments made, per their prior request, but have now asked that items 8.3. and 8.4 be excised from the Bylaws.

AGPC Rationale

Removal of items 8.3 and 8.4 ensures that our Bylaws align with the RFA Collective Agreement with respect to DEC and DHC voting procedures. The text, they felt, implies that Council members vote in the DEC and DHC election process. Instead, this is the sole purview of RFA instructors. Additionally, as the RFA Collective Agreement delineates DEC and DHC voting procedures, they regarded the text as redundant and possibly misleading.

The proposed amendments are to remove 8.3 and 8.4 from the Bylaws. These changes are highlighted in green, with strikethroughs, to distinguish between the prior approved changes.

Proposed Change to ProCom School Council Bylaws

A change is proposed to the School of Professional Communication Council Bylaws.

Approved by the Senate in December 2011, the Council Bylaws set out the rules and procedures governing Council as a sub-committee of Senate.

The proposed change is to establish an Equity, Diversity and Inclusion (EDI) BA student representative to serve on Council, as elected by the Professional Communication Course Union (PCCU). The PCCU supports the creation of this role.

Concurrently, as this proposal is being advanced to Council, the PCCU is amending its own Bylaws in order to create this role. Due to time constraints, the PCCU will be unable to elect a student to this position during their normal election period of mid-April, but will instead hold a smaller election at the beginning of the fall term, 2021, for this and other vacant positions, per their normal practice.

Rationale

The change is proposed in order to:

- address the EDI interests and concerns of the BA cohort;
- encourage greater engagement by students in the governance process;
- encourage greater engagement by students in the curriculum development and review process;
- provide a direct means through which BA EDI interests and concerns may be shared with Council

Voting

The support of at least two-thirds of members of Council who are present is required to carry a motion for amendment of the by-laws or procedures.

Ryerson University
School of Professional Communication
School Council

By-Laws and Procedures
(Revised and approved at Senate - December 3, 2019)

1. Authority

The School Council (“Council”) of the School of Professional Communication (ProCom) derives its authority from Policy No. 45 of the Senate of Ryerson University (Policy 45).

2. Mandate

The Council has the following Mandate:

- 2.1. To develop, review, recommend and enact School policies, consistent with those of Ryerson University and the ~~Faculty of Communication & Design~~. The **Creative School** **[formerly Faculty of Communication and Design]**

- 2.2. To foster understanding and co-operation among faculty, staff and students.

3. Membership

Membership in the Council, constituted annually, shall be announced by the Chair of ProCom each September in a notice to all faculty members, staff and students, and shall consist of the following members of ProCom:

- 3.1. The Chair of ProCom;
- 3.2. All faculty members in the department/school are members of Council. Faculty on leave who indicate in advance to the Council chair that they will be present at meetings during their leave will be included for the purposes of quorum. Faculty above the level of Chair/Director (e.g. Associate Dean, Dean, Vice Provosts, Provost) are not included.
- 3.3. One member elected by and from the part-time and sessional instructors under contract to teach in the Fall and Winter terms
- 3.4. One student member elected from the Master of Professional Communication program (MPC)
- 3.5. Four student members, one elected by and from students in each year of the program, subject to the requirements 4.4. below
- 3.6. One **Equity, Diversity, and Inclusion** (EDI) BA student representative elected by and from students in all years of the program, subject to the requirements 4.4. below.

The EDI BA student representative will help the School address the EDI interests and concerns of the ProCom Bachelor of Arts cohort and will be a student who self identifies as a member of a historically underrepresented, marginalized and/or disadvantaged

equity-deserving group. This includes, but is not limited to, Black, Indigenous and racialized communities, LGBTQI2S+ communities, first-generation post-secondary students, new immigrants, people with disabilities, people living with mental health challenges, people of different faiths, and the various intersections of these identities.

- 3.7 The senior ProCom administrative assistant manager, non-voting, who shall serve as Secretary of Council.

4. Selection of Student, Part-time/Sessional Instructor and Staff Members

- 4.1. The Chair of ProCom, in consultation with Council, will annually coordinate the process of election of Council members referred to in paragraphs 3.3, 3.4, and 3.5 above subject to the following:
 - 4.2. The MPC student member shall be elected each year from the current MPC class with the election occurring at the end of September.
 - 4.3. The part-time and/or sessional instructor member referred to in 3.3 shall be elected each academic year during the first 15 days of class and shall take office immediately upon election.
 - 4.4. Four student members, referred to in 3.5, and the EDI BA representative referred to in 3.6, shall be elected each year, by and from the current first, second, and third year classes, no later than the last day of classes of Winter term, and shall take office on the first day of the Fall term. This process will begin once ProCom's undergraduate program commences.
 - 4.5. The fourth student member referred to in 3.5 shall be elected by and from the current first year class during the first 15 days of class in the academic year and shall take office immediately upon election. This process will begin once ProCom's undergraduate program commences.
 - 4.6. Nothing in this section shall limit the ability of Council to meet or pass decisions at any time of the year, although, when practical, the first meeting of the academic year will take place after the members referred to in 3.3, 3.4, and 3.5 have been elected.
 - 4.7. The student membership is subject to the requirement that the number of student members be to the ratio of not less than one-fourth and not more than one-third of the total voting faculty members on the Council". Council shall amend the number of student members as appropriate to ensure that this requirement is met.

5. Designation and Duties of the Chair of the Council

The Chair of Council shall be a full-time faculty member who shall be elected by and from the voting membership. Voting will take place in May for membership in the following academic year and balloting will be by electronic ballot, overseen by the Secretary to Council. The Chair of ProCom may serve as Chair of Council.

- 5.1. The Chair of the Council is responsible for overseeing scheduling meetings, setting and distributing an agenda, as well as maintaining order and decorum, and forwarding decisions and recommendations to the Dean, Faculty of Communication & Design: The Creative School [formerly Faculty of Communication and Design]
- 5.2. For the period of time each academic year prior to the first meeting of the academic year, the duties described in 5.1 shall be carried out by the existing Chair of Council, or in his/her absence, by the Chair of ProCom.

6. Obligations of Members

Council members are expected to attend all meetings unless they are unable, in which case they shall notify the Chair of the Council in advance.

7. Quorum

- 7.1. The quorum for meetings shall be two-thirds (2/3) of the voting members.
- 7.2. a majority of those present must be faculty; and
- 7.3. faculty members on leave will not be counted in the quorum calculation unless present at the meeting either personally or via other media.

8. Voting

- 8.1. Each voting member of Council may cast one vote. Members must be present to vote. The support of a simple majority (50% plus one) of those casting either a yes or a no vote is required to carry a motion, except as provided in 13.2.
- 8.2. The Chair of Council shall not vote except to break a tie.
- ~~8.3. Voting for representatives to serve on the ProCom DEC and DHC will take place in January or February in May for membership in the following academic year and balloting will be by electronic ballot, overseen by the Secretary to Council.~~
- ~~8.4. Voting for representatives to serve on the ProCom DEC and DHC will take place in May for membership in the following academic year and balloting will be by electronic ballot, overseen by the Secretary to Council.~~

9. Committees

- 9.1. The Council shall establish a curriculum committee as mandated in Section (d) of Policy 45. It may at any time establish other committees to advise the Chair of ProCom or assist in dealing with matters concerning the operation of the School. Committees shall normally include faculty and student representatives in the same general proportion as they are represented on the Council.

10. Frequency and Notice of Meetings

- 10.1. The Council shall meet at least twice each academic year.
- 10.2. The Chair of the Council shall forward to each Council member by e-mail a notice of meetings at least five (5) working days in advance of each meeting. An agenda, including all relevant documents, will be forwarded to each Council member by email at least two (2) working days in advance of each meeting.
- 10.3. A Council member who wishes to propose an agenda item must submit it by e-mail to the Chair of the Council at least four (4) working days in advance of the meeting at which the member wishes it to be considered.
- 10.4. Any two members may request a special meeting of Council. Such requests must be by email to the Chair of the Council, and the Chair of the Council shall call a special meeting, which shall be held within twenty (20) working days.

11. Openness of Meetings

The following may attend and address Council meetings:

- 11.1. ProCom Faculty members on leave or reduced workload, ProCom part-time and sessional instructors;
- 11.2. ProCom full-time and part-time staff;
- 11.3. Students enrolled full-time in the ProCom programs who are registered in a Ryerson course or courses.

12. Minutes

All proceedings of Council, including attendance, will be recorded and a report distributed by email to all members of Council no later than ten (10) working days after each meeting. Minutes are public documents and may be viewed at the School administrative office by any faculty member, student or staff member of the School. The Chair of the Council will forward a copy of all minutes to the Dean, **The Creative School [formerly the Faculty of Communication & Design.]**

13. Amendments to By-laws and Procedures

- 13.1. Any two members of Council may propose an amendment to by-laws and procedures. The members must circulate the proposed wording to all other members at least four (4) working days in advance of the meeting at which the member wishes it considered.
- 13.2. The support of at least two-thirds of members of Council who are present is required to carry a motion for amendment of the by-laws or procedures.

Summary of Key Changes to Ryerson IQAP Policies to Align with Quality Council Framework

Policy 110: Institutional Quality Assurance Process

- **3. Definitions:**
 - Added explanatory note re: definitions.
 - Moved some definitions from front-end of the policy (Degree Level Expectations, Expedited Approvals, Field, Graduate Program, Degree Program, Diploma Program, Joint Program, New Program, Undergraduate Program), and provided an updated list of consolidated definitions in Appendix 3 - Glossary.
- **3.1 Cyclical Audit**
 - Added definition of Cyclical Audit.
- **4.1 Ontario Universities Council on Quality Assurance (Quality Council)**
 - 4.1.4: Added clarification re: “internal” quality assurance process for PPR and new programs (removed reference to major modifications)
 - 4.1.5 (4.1.5.1-4): Added information on QC authority re: policies and practices that arise through an audit.
- **5.2 Senate**
 - 5.2.3: Added authority to approve category 3 minor modifications for undergraduate programs.
- **5.4 Provost and Vice-President Academic**
 - 5.4.5: Added responsibility to submit approved new programs, including commentary on external reviewers.
- **5.6 Vice-Provost Academic**
 - 5.6.3: Replaced “major or minor” with “minor, major or a new program” to clarify responsibilities re: determining level of modification, and which policy applies.
 - 5.6.8: Added responsibility to post approved Audit and accompanying reports.
- **5.7 Vice-Provost and Dean, Yeates School of Graduate Studies (YSGS)**
 - 5.7.3: Added authority to determine if a modification to a graduate program is minor, major, or a new program.
- **Appendix 3: Glossary**
 - Added glossary, adopted from list of QAF definitions and aligned with Ryerson definitions.

Policy 112: Development of New Graduate and Undergraduate Programs

- **3. Definitions:**
 - Moved definition of a New Program into the Definitions section.

- Minor changes to language from “undergraduate degree program or graduate degree or diploma program” to “degree credential, degree program, or graduate diploma program.”
- **5. Internal Authority and Responsibility:**
 - 5.5.4: Updated Provost and Vice-President Academic responsibilities: adding the submission of a brief commentary on the qualifications of external reviewers.
 - 5.6.3: Updated Vice-Provost Academic responsibilities: authorizing virtual site visit for external review of undergraduate programs when on-site is not appropriate.
 - 5.7.4: Updated Vice-Provost and Dean, YSGS responsibilities: authorizing virtual site visit for external review of master’s programs when on-site is not appropriate.
- **7. Monitoring:**
 - Changed timelines (end of fourth, not third academic year), specified the drafting of an “interim” rather than “brief” report, included some additional requirements of what the report includes (evaluation of the program’s success in realizing its objectives, requirements, and outcomes; any changes that have occurred in the interim; and a response to any notes issued at the time of the program’s approval), and added the requirement of the report’s incorporation into the program’s first PPR.

PROCEDURES:

- **Preamble:**
 - Added information on the programs that fall under the Expedited Approval Process, and clarified that new programs follow all Policy 112 procedures, with the exception of both Sections 5 (Peer Review) and 6 (Responses to the PRT Report).
- **1.1 Letter of Intent:**
 - Added clarification re: incorporating the Letter Of Intent (LOI) into the full new program proposal following Provost and Vice-President Academic authorization for development.
- **1.1.3 Program Objectives:**
 - Section renamed (previously “Alignment with University’s plans”).
 - 1.1.3.1-3: Added requirements regarding program objectives.
 - 1.1.3.2: Added the requirement to address the appropriateness of degree nomenclature given the program’s objectives.
 - Removed mention of Degree Level Expectations
- **1.1.5 Program Requirements:**
 - Section renamed (previously “Structure”) and moved up.
 - 1.1.5.2 & 1.1.5.3: Added mention of program structure and requirements.
 - 1.1.5.2: Added mention of program objectives.
 - 1.1.5.4: Added requirement to include application of an EDI/anti-racism lens.
 - 1.1.5.5: Included modes of delivery under this heading (previously separate heading “Mode of Delivery”) and removed mention of meeting Degree Level Expectations.

- **1.1.6 Admission Requirements:**
 - 1.1.6.1: Added mention of program objectives.
- **1.1.7 Resources:**
 - Added lead-in re: the program's anticipated class sizes/cohorts and learning outcomes.
 - 1.1.7.1: Added language re: core faculty who can achieve the goals of the program and foster the appropriate academic environment.
 - 1.1.7.2: Added language re: impact on existing programs.
- **1.1.8 Appendices:**
 - 1.1.8.1: Added clarification re: the requirements for course outline content for the LOI versus full proposal.
- **1.2 Endorsements and Reviews of LOI:**
 - Added lead-in sentence outlining what is to be included in the full new program proposal.
- **2.1.2 Program Requirements:**
 - Section renamed (previously "Program content").
 - 2.1.2.3: Minor rephrasing and added "other significant high impact practices."
- **2.1.3 Assessment of Teaching and Learning**
 - 2.1.3.2: Added appropriateness of the plans to monitor and assess the program quality, achievement of objectives, student achievement of program outcomes, and the documentation and use of results for continuous improvement.
- **2.1.4 Resources**
 - Added mention of consultation with the University Library in section header.
 - Removed headers separating all new program proposals and undergraduate proposals to only include header listing separate graduate-specific requirements.
 - 2.1.4.1-2 & 2.1.4.4-7: Reorganized content with minor rephrasing for clarity.
- **2.1.5 Quality and other indicators**
 - 2.1.5.1: Added funding, honours, awards, and a commitment to student mentoring to the examples of evidence of the quality of the faculty.
 - 2.1.5.2: Rephrased from "Evidence of a program structure and faculty SRC" that will ensure the intellectual quality of the student experience, to "Any other evidence that the program and faculty" will ensure the intellectual quality of the student experience.
- **4. Peer Review**
 - Removed note re: new graduate diplomas falling under the Expedited Approval Process.
- **4.1 Selection of Peer Review Team (PRT) Members:**
 - 4.1.2: Added "including an appreciation of pedagogy and learning outcomes" to PRT member qualifications.
 - 4.1.3: Added more flexible language "may authorize" re: the authorization of a combined PRT.
- **4.1.4 PRT For Undergraduate New Program Proposals**
 - 4.1.4.1: Added the requirement of two required external reviewers instead of one.

- 4.1.4.2: Added the option of one further internal reviewer within the university but outside the discipline.
- 4.1.4.3: In the case of a joint program taught in collaboration with other Ontario universities, removed the option for both institutions to agree on one reviewer.
- 4.1.4.4: Added note regarding the Provost (or delegate) providing justification for the decision to use alternative options to an on-site visit.
- **4.1.5 PRT for Graduate New Program Proposals**
 - 4.1.5.2: Added the requirement for the internal reviewer to be from within the university but from outside the discipline.
 - 4.1.5.3: In the case of a joint program taught in collaboration with other Ontario universities, removed the option for both institutions to agree on one reviewer.
 - 4.1.5.4: Changed “graduate” to “doctoral program.”
 - 4.1.5.5: Added a note re: the desk review of certain master’s programs.
- **4.3 The Mandate of the Peer Review Team (PRT)**
 - Added a note that PRT members will be provided a report template.
 - 4.3.1: Added mention of program objectives and removed reference to program learning outcomes and Degree Level Expectations.
 - 4.3.2: Added mention of program objectives and the current state of the discipline/area of study (moved from previous section).
 - 4.3.3: Added the rationale of program length to ensure completion of learning outcomes within the time period (moved from previous section).
 - 4.3.5: Added mention of program objectives and prior work experience.
 - 4.3.6: Added context of class sizes/cohorts and learning outcomes, appropriateness of adjunct/sessional faculty, sustainability of the program and quality of student experience, incorporation of EDI and unique innovations, and provision of supervision for experiential learning. Also added mention of student research and laboratory access.
 - 4.3.7: Added context of class sizes/cohorts and learning outcomes.
 - 4.3.8: Minor revisions to language to focus on faculty quality.
 - 4.3.9: Added “Any additional assessment of the New Program Proposal as a whole or related issues, as appropriate.”
- **4.4 Information Provided to the PRT before the Site Visit**
 - 4.4.1: Added explicit mention of the Appendices being among the required documents to share with PRT.
- **8. Quality Council Approval**
 - Added the requirement of a brief commentary on the qualifications of external reviewers, and clarification that the proposal and required documents will be submitted for appraisal and approval, as outlined in the QAF.
- **10. Public Announcement of New Programs**
 - 10.1: Added requirements for announcing new programs.
- **12. Monitoring**
 - Changed timelines (end of fourth, not second academic year), and added the drafting of an “interim” rather than “brief” report, the requirements of what the report includes, and the report’s incorporation into the program’s first PPR.

- **13. Periodic Program Review**
 - Added a note regarding the eligibility of new programs for the university's next Cyclical Audit.
- **Appendix A - Choosing Arm's Length Reviewers**
 - Removed "consultants" (previously "reviewers/consultants") when referring to reviewers.
 - Added specificity to the last example of what may violate an arm's length requirement to a recent doctoral supervisor (within the past seven years).

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

- **Preamble**
 - Added language around maintaining a culture of continuous improvement.
- **2. Scope**
 - Added a note re: closed programs or suspended admission and PPR.
- **5.7 Faculty Dean or Dean of Record**
 - 5.7.4: Added information on responsibilities re: receiving the PRT report, requesting additional input or clarification, and distributing it to the program.

PROCEDURES:

- **Preamble**
 - Added context re: the Final Assessment Report (FAR) and Implementation Plan as a key outcome of a PPR.
- **1. The Self-Study Report**
 - Added language around maintaining a culture of continuous improvement, the self-study being forward looking, and the involvement of staff in the PPR process.
 - Replaced VPA with Director, Curriculum Quality Assurance as the advisor for programs throughout the review process.
- **1.1 Program Objectives**
 - Section renamed (previously "Objectives")
 - 1.1.1: Added mention of program objectives and removed reference to program requirements and learning outcomes.
 - Removed mention of alignment of learning outcomes with Degree Level Expectations (separated and moved to the next section).
- **1.2 Program Requirements:**
 - Section renamed (previously "Curriculum") and moved up.
 - 1.2.1: Added mention of the program's structure.
 - 1.2.2: Added mention of the program's structure.
 - 1.2.3: Added discussion of the application of an EDI/anti-racism lens.
 - 1.2.5: Added "appropriateness and effectiveness of" to clarify focus of analysis.
 - 1.2.6: Added "ways in which" to clarify focus of analysis.

- Added section and items For Graduate Programs only (revision of some items removed from previous section 1.8).
- **1.3 Assessment of teaching and learning**
 - Section renamed (previously “Teaching and Assessment”)
 - 1.3.2: Replaced appropriateness and effectiveness of assessment in demonstrating achievement of the program learning outcomes and DLEs with appropriateness and effectiveness of the plans to monitor program quality, achievement of program objectives, student achievement of learning outcomes, and documentation of resulting information.
- **1.4 Admission Requirements:**
 - 1.4.1: Added mention of program objectives.
 - 1.4.2: Added information on alternative requirements.
- **1.5 Resources**
 - Added lead-in re: the program’s anticipated class sizes/cohorts and learning outcomes.
 - 1.5.1: Added language re: the core faculty who can achieve the goals of the program and foster the appropriate academic environment.
 - 1.5.2: Added discussion of the role and percentage of adjunct and part-time faculty.
 - 1.5.3: Added supervision of experiential learning.
 - 1.5.6: Added evidence for adequate resources to sustain the quality of SRC produced by students.
 - Added section and items For Graduate Programs only.
- **1.6 Quality and other indicators**
 - 1.6.1: Added examples of indicators of quality, including funding, honours, awards, innovation; appropriateness of collective expertise; commitment to student mentoring; and other evidence the program and faculty ensure quality of student experience.
 - 1.6.2: Added examples of indicators of quality, including grade-level for admission; retention; scholarly output; success rates in scholarships, competitions, professional and transferable skills; and student feedback.
 - 1.6.3: Added employer feedback and removed reference to including information when permitted by FIPPA.
- **1.8 Appendices**
 - 1.8.1: Simplified the title of the appendix
 - 1.8.2: Added a note for programs undertaking their first program review
 - 1.8.3: Added a description of the CV format
 - 1.8.4: Added specificity re: which course outlines to include in the appendix
 - 1.8.5: Renamed appendix to Summary of the self-study completion process, together with documentation of approvals and related communications (previously “Documentation of Approvals and Related Communications”)
- **2. Protocol for Concurrent Undergraduate and Graduate PPRs**
 - 2.1: Added requirement for separate evaluation criteria and quality indicators.
- **5. Protocol for Accredited Programs**

- 5.1: Added approval of the VPA or Vice-Provost and Dean, YSGS, and removed the reference to using accreditation review information to supplement the PPR if feasible.
- **6.1 Initial review by Faculty Dean or Dean of Record**
 - Added the requirement and description of the Dean's initial review.
- **6.3 Program Advisory Council (for Undergraduate Programs)**
 - 6.3.1: Updated with more flexible language re: consultation with PAC.
- **6.4 Faculty Dean or Dean of Record**
 - Updated the description of the sequence of the review and Dean's endorsement.
- **7. Peer Review**
 - Moved up the note regarding the requirement of Peer Review Teams from section 7.1.
 - 7.1.2: Added "including an appreciation of pedagogy and learning outcomes" to PRT member qualifications.
 - 7.1.3: Added more flexible language "may authorize" re: the authorization of a combined PRT.
- **7.1.4 PRT For Undergraduate PPRs**
 - 7.1.4.1: Added requirement of two required external reviewers instead of one.
 - 7.1.4.2: Added the option of one further internal reviewer within the university but outside the discipline.
 - 7.1.4.4: Added information and a note regarding the Provost (or delegate) providing justification for the decision to use alternative options to an on-site visit.
- **7.1.5 PRT for Graduate PPRs**
 - 7.1.5.2: Added the requirement that the internal reviewer be from within the university but from outside the discipline.
 - 7.1.5.4: Added the requirement of an on-site visit for doctoral programs.
 - 7.1.5.5: Added a note re: the desk review of certain master's programs.
- **7.1.6 PRT for Concurrent PPRs**
 - 7.1.6.2: Added the requirement that the internal reviewer be from within the university but from outside the discipline.
- **7.3 The Mandate of the Peer Review Team (PRT)**
 - Added a note that PRT members will provide a report in writing, will submit a single joint report, and will be provided a report template.
 - Added a note regarding recommendations on significant resource issues.
 - 7.3.1-7: Updated all items to be addressed in the PRT report.
- **7.4 Information Provided to the PRT before the Site Visit**
 - 7.4.1.1: Added university Academic Plan to list of items provided, and added "all aspects of the review process" to the components intended to be confidential.
 - 7.4.2.1: Added university Academic Plan to list of items provided, and added "all aspects of the review process" to the components intended to be confidential.
- **7.6 Peer Review Team (PRT) Report**
 - 7.6.1.2: Added a note re: requesting further input or clarification.
 - 7.6.2.2: Added a note re: requesting further input or clarification.
- **10. Final Assessment Report (FAR)**

- 10.1: Added clarification that the FAR provides synthesis of the PRT report and the strategies for continuous improvement.
- 10.1.1-7: Added a list of components to be included in the FAR.
- 10.3: Added the requirement to identify who will be responsible for providing resources needed to address recommendations.
- **13. Distribution Requirements**
 - 13.1: Added a bracketed note re: excluding confidential information in the FAR.
 - 13.3: Added requirement to provide the program Department/School with the FAR.
 - 13.4: Added a bracketed note re: excluding confidential information in the FAR.
- **14. Selection for Cyclical Audit**
 - Added information re: eligibility for the next Cyclical Audit.
- **Appendix A - Choosing Arm's Length Reviewers**
 - Removed "consultants" (previously "reviewers/consultants") when referring to reviewers.
 - Added specificity to the last example of what may violate an arm's length requirement to a recent doctoral supervisor (within the past seven years).

Policy 127: Curriculum Modification Graduate and Undergraduate Programs

- **1. Purpose:**
 - Added context on program renewal and continuous improvement, including a bulleted list of the intended purposes of curriculum modifications.
- **3.1 Major Modifications:**
 - Added language to the definition re: a significant change in program requirements, outcomes, and/or resources.
 - Added clarifying language to map out examples, and what constitutes a major modification versus a new program.
 - Added a note that expedited approvals for major modifications and new/modified graduate fields are not normally subject to the Cyclical Audit process.
- **3.2 Minor Modifications:**
 - 3.2.3: Added "substantial changes to a Minor" in list of examples.
- **4.1 Ontario Universities Council on Quality Assurance (Quality Council)**
 - 4.1.2: Added clarification that the QC has final authority whether a major modification constitutes a new program and must follow the new program protocol.
- **5.2 Standing Committees and Governance Council of Senate**
 - 5.2.2: Added clarifying language re: what body (Senate) approves major modifications, and that YSGS Council assesses Category 3 Minor Modifications and recommends to Senate for information.
- **5.5 Vice-Provost Academic**
 - 5.5.1: Added responsibility to determine what constitutes a significant change.

- **5.6 Vice-Provost and Dean, Yeates School of Graduate Studies (YSGS)**
 - 5.6.1: Added responsibility to determine what constitutes a significant change.

PROCEDURES: UNDERGRADUATE PROGRAMS

- **Preamble:**
 - Changed “the Schedule” to “annual memo.”
- **1.1. Category 1 Minor Modifications:**
 - 1.1.1: Removed “minor” as qualifier to “changes” in the second bullet.
- **1.2 Category 2 Minor Modifications:**
 - 1.2.1: Removed “considerable” as qualifier to “changes” in the second bullet.
- **1.3 Category 3 Minor Modifications:**
 - 1.3.4: Added the fifth bullet re: the consideration of an EDI/Anti-racism lens, and added “student experience” to the sixth bullet.
- **2.1 Description:**
 - Updated language re: the description of major modifications. Moved additional language to update the definition of a Major Modification in the Definitions section 3.1.
 - Added note that Vice-Provost Academic provides clarification on whether a proposed modification constitutes a significant change.
- **2.2 Consultations:**
 - Added current students and recent graduates to the list of consultations.
- **2.4 Documentation:**
 - Section renamed (previously “Proposal”).
 - Removed reference to the Expedited Approval process.
 - Removed Supplemental proposal section (previously section 2.4.2), which outlined the additional requirements if requesting an Expedited approval.
 - Replaced “program name and/or degree designation” with “degree credential” in the third paragraph.
- **2.4.1 Proposal (mandatory)**
 - 1. Replaced “program learning outcomes” with “program’s stated objectives.”
 - 3. Added impact of changes on students/student experience.
 - 4. Added consideration of EDI/anti-racism lens.
 - 6. Added a note re: the adequacy of technology platforms and tools, support services, and faculty/staff training.

PROCEDURES: GRADUATE PROGRAMS

- **1.1. Category 1 Minor Modifications:**
 - 1.1.1: Removed “minor” as qualifier to “changes” in the second bullet.
- **1.2 Category 2 Minor Modifications:**
 - 1.2.1: Removed “considerable” as qualifier to “changes” in the second bullet, and added “single” as qualifier in the third bullet.
- **1.3.3 Forms and Documents**
 - 1.3.3.2: Added the requirement to provide both current and proposed curricular structure.

- **2.1 Description:**
 - Updated language re: the description of major modifications. Moved additional language to update the definition of a Major Modification in the Definitions section 3.1.
 - Added a note that the Vice-Provost Academic provides clarification on whether a proposed modification constitutes a significant change.
- **2.2 Consultations**
 - Added the section outlining required consultations.
- **2.4 Documentation**
 - Added information re: changes to degree credential (moved up from lower section).
 - Removed reference to the Expedited Approval process.
 - Removed Supplemental proposal section (previously section 2.4.3), which outlined the additional requirements if requesting an Expedited approval.
- **2.4.2 Proposal (mandatory)**
 - 1. Replaced “program learning outcomes” with “program’s stated objectives.”
 - 3. Added impact of changes on students/student experience.
 - 4. Added consideration of EDI/anti-racism lens.
 - 6. Added a note re: the adequacy of technology platforms and tools, support services, and faculty/staff training.
- **2.5 Proposed Curricular Structure:**
 - Added the requirement to provide both current and proposed curricular structure (previously only proposed structure).
- **Appendix A - Examples of Major Modifications - Undergraduate and Graduate**
 - Added a note in bullet b) re: meeting the threshold of a new program.
 - Removed “that affect learning outcomes” from the end of the third bullet describing substantial changes.
 - Added a note to the final bullet in the list of examples for graduate programs only re: the creation of a field and the expedited protocol process.

IQAP Checklist Review Guidelines

- This checklist includes all elements of the QAF that are required to be addressed in the IQAP. Please review the IQAP carefully to see if you can find these details and if so, note where.
- Note any elements that you cannot find, are not clear, and/or if you have questions, and/or comments.
- It is helpful to note in the checklist any areas that might be considered as best practice. This is true whether it is an required element of the Framework, or something that the Framework indicates as optional. For example, one university included the following additional evaluation criterion, which it was commended for in the past: "Completeness of plans for communicating to students the assessment of program learning outcomes, at appropriate levels, using appropriate methods."
- It is strongly recommended that you read the whole IQAP through and not just search for the elements required by the Framework. Minimally, this will help you to get a general sense of the following elements:
 - The document's overall readability and degree of user-friendliness.
 - Whether there are QAF specified elements that appear in the wrong protocol in the IQAP. For example, something listed as an example of a minor modification that should, in fact, be an example of a major modification. Or something like "the merger or separation of two or more programs" has in the past been provided as an example of a major modification in a revised IQAP. While the merger of two or more programs would be in compliance with the QAF, the separation aspect of this example could potentially result in the creation of a new program if the new degree / degree program or program of specialization was not previously approved.
 - Sometimes steps can be repeated in several places and may be compliant in one, but omit a QAF requirement in another. For example, the requirement for separate responses from the unit and the Dean might be clearly specified in one section, but not another. This type of requirement should be consistently stated throughout the IQAP.
 - Is there required follow-through from the Protocol for New Program Approvals to the Protocol for Cyclical Program Reviews? For example, if a new program is Approved to Commence, with Notes for the first CPR, does the CPR protocol require somewhere that these notes are considered in a new program's first CPR?
 - Where the QAF requires that the IQAP detail steps to be taken, are areas that have frequently resulted in an audit recommendation or suggestion been addressed? For example, does the IQAP specify who is responsible for ensuring that a New Program Proposal or Self-study is complete? Does it state what will be done if an unsatisfactory / incomplete external reviewers' report is received? Are there clear and specific monitoring requirements for new programs and cyclical program reviews? Etc.
 - Will the IQAP and its associated protocols and procedures facilitate ongoing and continuous improvement? And is continuous improvement an explicit and required goal of the university's quality assurance activities?
- Please note when a QAF required element can only be found in an appendix. Ideally, all QAF required elements will be detailed in the IQAP itself to ensure that when templates, etc. that are in an appendix are subsequently changed by a university, something required by the QAF is not inadvertently missed.
- While the universities may add to the QAFs requirements detailed in this checklist, they cannot omit or amend them. For example, while universities can add additional criteria, the IQAP should mirror the QAFs wording for the Evaluation Criteria for new program proposals and self-studies.
- In the past, some universities have tried to blend the evaluation criteria for new program reviews and CPRs. This is acceptable as long as none of the required criteria language for either Protocol is omitted.

- Universities have been told that it is acceptable to hyperlink to the Quality Council's website for elements such as to the Evaluation Criteria for new and existing program reviews. However, if there are links to portions of the university's website that you cannot access (e.g., because it is password protected), please note this as an element that you were unable to verify and why.
- While the QAF uses the word "normally" in various places, pay attention to when this appears in an IQAP to ensure that it is not in violation of the QAF's requirements. For example, the use of "normally" in the following sentences would be in violation of the Framework: "The external review of new graduate program proposals **normally** requires an on-site visit."
- While not required, it can be helpful if the examples of minor and major modifications in the IQAP are quantified so that you can be sure whether something is truly a minor change and not major, or a major change and not new. Regardless, please review these examples carefully to ensure they are correctly categorized as an example of a minor or major modification.
- If an IQAP splits QA responsibilities (for example, between undergraduate and graduate vice-provosts), ensure all QAF required elements are appropriately accounted for across these responsibilities.
- If the IQAP includes flowcharts / tables, do these appropriately mirror the detailed protocols and/or meet the QAF's requirements?
- Ensure elements such as the process for monitoring new programs provide sufficient details that both the university will be clear on the process, as well as the audit team when it comes time to audit the university. Similarly, if the monitoring process for a new program occurs one year after the program's commencement, are there other checks and balances before its first CPR, which might not be for another seven years?
- Is it clear that an accreditation review cannot wholly replace a CPR?
- Does the IQAP provide a clear description of the process to be used for the review of new and existing joint programs? (See [guidance](#))
- If the IQAP has included any definitions, do these align with those included in the QAF?
- Ultimately, you will want to flag any area(s) that:
 - Are clearly not in compliance and need to be fixed before the IQAP can be re-ratified
 - Are unclear
 - Might be offered as a helpful suggestion, e.g., an element that could be tweaked to improve the IQAP's readability / usability

IQAP Checklist

| | |
|--|--|
| University: Ryerson University | |
| Title of document(s) analyzed: Institutional Quality Assurance Process (IQAP) - Policies 110, 112, 126, 127 | |
| Institutional approval by: | Date of institutional approval: |
| Name of IQAP reviewer: | Date reviewed: |

| Does the policy... | Yes/ No/ Not Clear | Where was this found? (Section(s) or Page Number(s)) | Notes |
|---|---------------------------------------|---|--|
| Section 1.1 Scope of Application of the Institutional Quality Assurance Processes (IQAP) | | | |
| • Include a reference to the university's commitment to the Principles detailed in Part One? | Yes | Policy 110 – pg. 1 | Reference with footnoted link to QAF |
| • Include a definition for "program"? <i>(NOTE: this may be located in Protocol for Cyclical Program Reviews)</i> | Yes | Policy 110 – in list of definitions (Appendix 3) | Includes QAF definitions for degree program, diploma program, combined program, inter-institutional program, new program, and professional master's program. |
| • Cover all programs including those offered in full, in part or conjointly by institutions federated and affiliated with the university? | Yes | Policy 110 – in list of definitions (Appendix 3) | See above |
| • Cover programs offered in partnership with other post-secondary institutions? | Yes | Policy 110 – in list of definitions (Appendix 3) | See above |
| • Identify the institutional authority or authorities responsible for the IQAP? | Yes | Policy 110 – pg. 1, and further detail in section 5 | Provost |
| • Identify the primary (key) contact for communication between the university and the Quality Council? | Yes | Policy 110 – section 5.4 & 5.6 | Provost, with V-P Academic as alternate |

IQAP Checklist

| Protocol for New Program Approvals | | | | |
|---|-----|--|--|--|
| Section 2.1 Initial Institutional Process | | | | |
| • Identify the steps required for the university to develop and approve new undergraduate and (as appropriate) graduate programs? | Yes | Policy 112 | | |
| • Add any additional components for the new program approval process (e.g., consideration of equity, diversity and inclusion, special missions and mandates, and student populations that are being encouraged by governments, institutions, and others)? <i>(NOTE: this is not required by the QAF and therefore is a non-issue if excluded)</i> | Yes | Policy 112 - Section 1 (1.1.5.4) and 4.3.9 in Procedures | | |
| Section 2.1.1 Program Proposal | | | | |
| • Require the use of a new program proposal template (either the Quality Council's or their own)? | Yes | Policy 112 - Procedures | Procedures section of Policy 112 provides a template that encompasses all sections of QC New Program Proposal Template as posted: https://oucqa.ca/resources-publications/templates/ | |
| • Require that, the new program proposal minimally address the evaluation criteria as defined in the Framework (see below)? | Yes | Policy 112 - Sections 1 and 2 in Procedures | | |
| • Add any additional evaluation criteria? | Yes | Policy 112 - Sections 1 and 2 in Procedures | | |
| • Require the identification of unique curriculum or program innovations, creative components, or significant high impact practices? | Yes | Policy 112 - Section 2.1.2.3 in Procedures | | |
| Section 2.1.2 Evaluation Criteria | | | | |
| INSTRUCTIONS | | | | |
| For this section, please review the IQAP to assess whether: | | | | |
| <ul style="list-style-type: none"> • All of the following Evaluation Criteria are included, as worded in this checklist • The IQAP requires the New Program Proposal include and address these Evaluation Criteria, as worded below • The IQAP also requires that the external reviewers address these same Evaluation Criteria in their report (see also Section 2.2.2 b) below) • There are any exclusions, variations and / or ambiguities that need to be noted | | | | |
| Additional notes: | | | | |

IQAP Checklist

- The general section(s) and/or page references for the Evaluation Criteria's location in the IQAP need only be noted once below, if preferable
- While universities can add additional criteria, they cannot change or exclude the criteria required by the QAF

| | | | |
|---|-----|--|--|
| 2.1.2.1 Program objectives | | | |
| a) Clarity of the program's objectives; | Yes | Policy 112 - Section 1.1.3.1 in Procedures | |
| b) Appropriateness of degree nomenclature given the program's objectives; and | Yes | Policy 112 - Section 1.1.3.2 in Procedures | |
| c) Consistency of the program's objectives with the institution's mission and academic plans. | Yes | Policy 112 - Section 1.1.3.3 in Procedures | |
| 2.1.2.2 Program requirements | | | |
| a) Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes; | Yes | Policy 112 - Section 1.1.5.2 in Procedures | |
| b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's undergraduate or graduate Degree Level Expectations; | Yes | Policy 112 - Section 1.1.5.3 in Procedures | |
| c) Appropriateness of the proposed mode(s) of delivery (see Definitions) to facilitate students' successful completion of the program-level learning outcomes; and | Yes | Policy 112 - Section 1.1.5.5 in Procedures | |
| d) Ways in which the curriculum addresses the current state of the discipline or area of study. | Yes | Policy 112 - Section 2.1.2.1 in Procedures | |
| 2.1.2.3 Program requirements for graduate programs only | | | |
| a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time; | Yes | Policy 112 - Section 1.1.5.6 in Procedures | |
| b) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses; and | Yes | Policy 112 - Section 2.1.2.5 in Procedures | |
| c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion. | Yes | Policy 112 - Section 2.1.2.4 in Procedures | |
| 2.1.2.4 Assessment of teaching and learning | | | |
| a) Appropriateness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations; and | Yes | Policy 112 - Section 2.1.3.1 in Procedures | |

IQAP Checklist

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| b) Appropriateness of the plans to monitor and assess: <ul style="list-style-type: none"> i. The overall quality of the program; ii. Whether the program is achieving in practice its proposed objectives; iii. Whether its students are achieving the program-level learning outcomes; and iv. How the resulting information will be documented and subsequently used to inform continuous program improvement. | Yes | Policy 112 - Section 2.1.3.2 (i) in Procedures | |
| | Yes | Policy 112 - Section 2.1.3.2 (ii) in Procedures | |
| | Yes | Policy 112 - Section 2.1.3.2 (iii) in Procedures | |
| | Yes | Policy 112 - Section 2.1.3.2 (iv) in Procedures | |
| 2.1.2.5 Admission requirements | | | |
| a) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes; and | Yes | Policy 112 - Section 1.1.6.1 in Procedures | |
| b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience. | Yes | Policy 112 - Section 1.1.6.2 in Procedures | |
| 2.1.2.6 Resources Given the program's planned /anticipated class sizes and cohorts as well as its program-level learning outcomes: | Yes | Policy 112 - Section 1.1.7.1 in Procedures | |
| a) Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment; | Yes | | |
| b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience; | Yes | Policy 112 - Section 2.1.4.4 in Procedures | |
| c) If required, provision of supervision of experiential learning opportunities; | Yes | Policy 112 - Section 2.1.4.5 in Procedures | |
| d) Adequacy of the administrative unit's planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the university; | Yes | Policy 112 - Section 1.1.7.2 in Procedures | |

IQAP Checklist

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| e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access; and | Yes | Policy 112 - Section 2.1.4.6 in Procedures | |
| f) If necessary, additional institutional resource commitments to support the program in step with its ongoing implementation. | Yes | Policy 112 - Section 2.1.4.7 (ii) in Procedures | |
| 2.1.2.7 Resources for graduate programs only Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes: | Yes | Policy 112 - Section 2.1.4.19 in Procedures | |
| a) Evidence that faculty have the recent research or professional/clinical expertise needed to sustain the program, promote innovation, and foster an appropriate intellectual climate; | | | |
| b) Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and | Yes | Policy 112 - Section 2.1.4.20 in Procedures | |
| c) Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty. | Yes | Policy 112 - Section 2.1.4.21 in Procedures | |
| 2.1.2.8 Quality and other indicators | Yes | | |
| a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring); and | Yes | Policy 112 - Section 2.1.5.1 in Procedures | |
| b) Any other evidence that the program and faculty will ensure the intellectual quality of the student experience. | Yes | Policy 112 - Section 2.1.5.2 in Procedures | |
| 2.2 External evaluation | | | |
| 2.2.1 External perspective | | | |
| • Establish and describe a process for the selection and appointment of external reviewers and any others who will review the New Program Proposal and adequacy of the administrative unit's planned utilization of existing human, physical and financial resources? | Yes | Policy 112 - Section 4: Peer review | |
| • Require at least two external reviewers for new undergraduate and graduate programs. The external reviewers will normally be associate or full professors (or equivalent) and will have suitable disciplinary expertise, qualifications and program management experience, including an appreciation of pedagogy and learning outcomes, and will be at arm's length from the program under review? | Yes | Policy 112 - Sections 4.1.1, 4.1.2, 4.1.4, and 4.1.5 in Procedures | |
| • Define "arm's length?" | Yes | Appendix A | |

IQAP Checklist

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| • Require an additional internal member from the university, but from outside of the discipline (or interdisciplinary group) engaged in the proposed program to participate in the review process? <i>(NOTE: this is optional)</i> | Yes | Policy 112 - Section 4.1.4.2 and 4.1.5.2 in Procedures | |
| • Specify that the external reviewers receive all relevant faculty CVs at the same time as they receive the New Program Proposal? | Yes | Policy 112 - Section 2.1.7.1 and 4.4.1 in Procedures | The policy does not explicitly state that the external reviewers must receive CVs at the same time as the proposal, but the CVs are a required component of the New Program Proposal as Appendix V |
| • Require an on-site visit for new doctoral program proposals? | Yes | Policy 112 - Section 4.1.5.4 in Procedures | |
| • Normally require an on-site visit for a new undergraduate Program Proposal. The Provost (or delegate) may propose that the review be conducted by desk review, virtual site visit, or equivalent method if the external reviewers are satisfied that the off-site option is acceptable? | Yes | Policy 112 - Section 4.1.4.4 in Procedures | |
| • Require the Provost (or delegate) to provide a clear justification for the decision to use these alternatives? | Yes | Policy 112 - Section 4.1.4.4 in Procedures | |
| • Normally require an on-site visit for a new master's program, but certain new master's program's (e.g., professional master's programs) may be conducted by desk review, virtual site visit, or equivalent method if both the Provost (or delegate) and external reviewers are satisfied that the off-site option is acceptable? | Yes | Policy 112 - Section 4.1.5.5 in Procedures | |

2.2.2 External Review Report**...ensure that the External Review Report(s) will:**

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| a) Address the substance of the New Program Proposal? | Yes | Policy 112 - Section 4.3 in Procedures | |
| b) Respond to the evaluation criteria as set out in Framework Section 2.1.2? | Yes | Policy 112 - Section 4.3. in Procedures | |
| c) Comment on the adequacy of existing physical, human and financial resources? | Yes | Policy 112 - Section 4.3.9 in Procedures | |
| d) Acknowledge any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it? | Yes | Policy 112 - Section 4.3.9 in Procedures | |

IQAP Checklist

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| 2.3 Internal perspective | | | |
| 2.3.1 Internal response | | | |
| ...require that the Internal response will: | | | |
| • Clearly require separate responses from the proposing academic unit and the relevant Dean(s) or their designate(s)/Divisional Head to the External Review Report and recommendations? | Yes | Policy 112 - Section 5.1, 5.2 & 5.3 in Procedures | |
| • Make an exception for single-department Faculty (or equivalent) where the Dean (or equivalent) is essentially the Divisional Head? <i>(NOTE: this will apply to only some institutions)</i> | Yes | N/A | |
| • Clarify the process for amending the proposal in response to the external reviewers' recommendations and subsequent internal responses? | Yes | Policy 112 - Section 5.2.1.1.4 & 5.3.1.2 in Procedures | |
| 2.4 Institutional approval | | | |
| • Specify the governance steps to be taken for internal approval of the proposed program? | Yes | Policy 112 - Section 7, 8 & 11 in Procedures | |
| 2.5 Submission of New Program Proposal to the Quality Assurance Secretariat | | | |
| • Require submission of the New Program Proposal and all other required documentation to the Secretariat? | Yes | Policy 112 - Section 8 in Procedures | |
| 2.6.2 - 2.6.3 | | | |
| • Minimally refer to the QAF's Appraisal process and possible outcomes as specified in the QAF? | Yes | Policy 112 - Section 8 in procedures | Note also footnote added with direct reference to relevant QAF sections. |
| 2.7 Public announcement of new programs | | | |
| • Specify that, subject to approval by the university's senior academic officer (e.g. Provost and Vice-President Academic), a university may publicly announce its intention to offer a new undergraduate or graduate program in advance of receiving approval by the Quality Council? Further, when such announcements are made at this stage, they must contain the following statement: "Prospective students are advised that the program is still subject to formal approval." | Yes | Policy 112 - Section 10 in Procedures | |
| 2.7.1 - 2.8.2 | | | |
| • Minimally refer to the subsequent processes (e.g., the internal process in response to a program that has been "Approved to Commence, with Report"), as specified in the QAF? | Yes | Policy 112 - Section 9 in procedures | |

IQAP Checklist

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| 2.9. Subsequent institutional process | | | |
| 2.9.1 Implementation window | | | |
| • Require the new program to begin within 36 months of that date of approval; otherwise, the approval will lapse? | Yes | Policy 112 - Section 11 in Procedures | |
| 2.9.2 Monitoring window | | | |
| • Detail a formal process for the monitoring of new programs? | Yes | Policy 112 - Section 12 in Procedures | |
| • Minimally include the requirement for an interim monitoring report to be produced between the program's launch and its first cyclical review? | Yes | Policy 112 - Section 12 in Procedures | |
| • Require that the interim report should also carefully evaluate the program's success in realizing its objectives, requirements and outcomes, as originally proposed and approved, as well as any changes that have occurred in the interim, including in response to any Note(s) from the Appraisal Committee? | Yes | Policy 112 - Section 12 in Procedures | |
| • Require that the monitoring process also take into consideration the outcomes of the interim monitoring report and any additional areas to be considered in the first cyclical review of the new program? | Yes | Policy 112 - Section 12 in Procedures | |
| 2.9.3 First cyclical review | | | |
| • State that the first cyclical review of any new program must be conducted no more than eight years after the date of the program's initial enrolment? | Yes | Policy 112 - Section 13 in Procedures | |
| 2.9.4 Selection for Cyclical audit | | | |
| • Specify that new undergraduate and/or graduate programs that have been approved within the period since the conduct of the previous Audit are eligible for selection for the university's next Cyclical Audit? It may further note that an audit cannot reverse the approval of a program to commence. | Yes | Policy 112 - Section 13 in Procedures | |
| Protocol for Expedited Approvals | | | |
| Introduction and Scope | | | |
| • Require the development and approval of new Type 2 and 3 graduate diploma programs to be subject to this protocol? | Yes | Policy 112 - In preamble of Procedures | |

IQAP Checklist

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| <ul style="list-style-type: none"> Offer the option of the review and approval of a new field(s) for a graduate program and/or a proposed major modification to go through this protocol, should the university so choose? <i>(NOTE: this is not required by the QAF and therefore is a non-issue if excluded)</i> | Yes | Policy 127 – Section 3.1 | |
| <ul style="list-style-type: none"> Require the creation of a new standalone degree program from a long-standing field in a master's or doctoral program that has undergone at least two Cyclical Program Reviews and has at least two graduating cohorts to be subject to this Protocol? <i>(NOTE: this is not required by the QAF and therefore is a non-issue if excluded)</i> | Yes | Policy 112 - In preamble of Procedures | |
| Process | | | |
| <ul style="list-style-type: none"> Require the submission to the Quality Council of a proposal that addresses the applicable Evaluation Criteria detailed in Section 2.1.2 of the QAF? | Yes | Policy 112 - In preamble of Procedures | |
| <ul style="list-style-type: none"> Require any additional components to the institution's expedited approval process, such as equity, diversity and inclusion, special missions and mandates, and student populations that are being encouraged by governments, institutions and others? <i>(NOTE: this is not required by the QAF and therefore is a non-issue if excluded)</i> | Yes | Policy 112 - Section 1.1.5.4 in Procedures | |
| 3.2 – 3.3 | | | |
| <ul style="list-style-type: none"> Minimally refer to the QAF's Expedited Appraisal process and possible outcomes as specified in the QAF? | Yes | Policy 112 - In preamble of Procedures Policy 110 - Definitions Policy 127 - Definitions | |
| 3.4 | | | |
| <ul style="list-style-type: none"> Clarify that programs created or modified through the Protocol for Expedited Approvals are not normally subject to the institution's Cyclical Audit? | Yes | Policy 127 – Section 3.1 | |
| Protocol for Major Modifications (Program Renewal and Significant Change) | | | |
| Introduction and Scope | | | |
| <ul style="list-style-type: none"> Detail the objectives for the Protocol for Major Modifications and reference the opportunity for continuous improvement? For example, the QAF states that major modifications are made by institutions in order to: <ul style="list-style-type: none"> Implement the outcomes of a cyclical program review; Reflect the ongoing evolution of the discipline; Accommodate new developments in a particular field; | Yes | Policy 127 – Section 1. | |

IQAP Checklist

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| <ul style="list-style-type: none"> ○ Facilitate improvements in teaching and learning strategies; ○ Respond to the changing needs of students, society, and industry; and/or ○ Respond to improvements in technology. | | | |
| <ul style="list-style-type: none"> ● Specify that the Quality Council has the final authority to decide if a major modification constitutes a new program and, therefore, must follow the Protocol for New Program Approvals? | Yes | Policy 127 – Section 4.1.2 | |
| <ul style="list-style-type: none"> ● Detail that major modifications typically include, but are not limited to, one or more of the following: <ul style="list-style-type: none"> ○ Requirements that differ significantly from those existing at the time of the previous cyclical program review; ○ Significant changes to the program-level learning outcomes that do not, however, meet the threshold of a new program; ○ Significant changes to the program's delivery, including to the program's faculty and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (e.g., different campus and/or online / hybrid delivery – see below); ○ Change in program name and/or degree nomenclature, when this results in a change in learning outcomes; and/or ○ Addition of a single new field to an existing graduate program. Note that universities are not required to declare fields for either master's or doctoral programs. Note also that the creation of more than one field at one point in time or over subsequent years may need to go through the Expedited Protocol. | Yes | Policy 127 – Section 3.1 and Appendix A | |
| Process | | | |
| <ul style="list-style-type: none"> ● Provide an internal definition of what constitutes a "significant change" in the requirements, program-level learning outcomes, or faculty and/or the essential physical resources associated with the program? | Yes | Policy 127 – Section 3.1; Appendix A | |
| <ul style="list-style-type: none"> ● Identify an arbiter or authority whose responsibility it will be to determine whether a proposed change constitutes a "significant change" and hence a "major modification" to an existing program or is, in fact, a minor modification or a new program? <p><i>(NOTE: the identification of an arbiter or authority is strongly recommended but not required by the QAF and therefore is a non-issue if excluded)</i></p> | Yes | Policy 127 – Section 5.5.1; Section 5.6.1 | |

IQAP Checklist

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| <ul style="list-style-type: none"> Set out the information required and steps to be taken internally for its own approval process for such major modifications? | Yes | Policy 127 – Section 2 in Procedures (Graduate) and in Procedures (Undergraduate) | |
| <ul style="list-style-type: none"> As appropriate, include a requirement for the internal approval process to ensure that the proposed modification is in alignment with the relevant program-level learning outcomes? | Yes | Policy 127 – Section 2.4.1 in Procedures (Graduate) and in Procedures (Undergraduate) | |
| <ul style="list-style-type: none"> Require that the internal review and approval process include an assessment of the impact the proposed modification will have on the program's students? | Yes | Policy 127 – Section 2.4; 2.4.1 in Procedures (Graduate) and in Procedures (Undergraduate) | |
| <ul style="list-style-type: none"> Require input from current students and recent graduates of the program be considered as part of the development of the Proposal, with the Proposal including a statement on the way in which the proposed major modification will improve the student experience? | Yes | Policy 127 – Section 2.2; 2.4.1 in Procedures (Graduate) and in Procedures (Undergraduate) | |
| <ul style="list-style-type: none"> Provide the option for a proposed major modification to be submitted to the Quality Council for review and approval through the Protocol for Expedited Approval? <i>(NOTE: this is not required by the QAF and therefore is a non-issue if excluded)</i> | Yes | Policy 127 – Section 2.4 in Procedures (Graduate) and in Procedures (Undergraduate) | |
| <ul style="list-style-type: none"> Specify that, in such cases where a submission of a major modification to the Quality Council is made, the submitted Proposal requires: <ul style="list-style-type: none"> Description of, and rationale for, the proposed changes; and Application of the relevant criteria, as outlined in Framework Section 2.1.2, to the proposed changes. The university will determine which criteria are deemed relevant for each Proposal and, to meet their own needs and in recognition of the diversity in institutional strategies, institutions may include their own quality assurance requirements, including for example, consideration of equity, diversity and inclusion, special missions and mandates, and student populations that are being encouraged by governments, institutions, and others. | Yes | Policy 127 – Section 2.4 in Procedures (Graduate) and in Procedures (Undergraduate) Policy 112 – Procedures (Preamble explains differences for Expedited Approvals) | |
| <ul style="list-style-type: none"> Provide the option to consider the following criteria for when changing the mode of delivery of a program to online for all or a significant portion of a program that was previously delivered in-person? <i>(NOTE: the QAF strongly encourages but does not require this as part of the approval process for the proposed major modification):</i> <ul style="list-style-type: none"> Maintenance of and/or changes to the program objectives and program-level learning outcomes; Adequacy of the technological platform and tools; | Yes | Policy 127 - Section 2.4.1 in Procedures (Graduate) and in Procedures (Undergraduate) | |

IQAP Checklist

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| ○ Sufficiency of support services and training for teaching staff; ○ Sufficiency and type of support for students in the new learning environment; and ○ Access. | | | |
| Outcomes | | | |
| ● Detail a process that encourages and values ongoing and continuous assessment and modification where appropriate of programs? | Yes | Policy 127 Section 1 - Purpose | |
| ● Demonstrate the value the institution places on this kind of self-assessment? | Yes | Policy 127 Section 1 - Purpose Policy 110 - Preamble | |
| 4.1 Other Program Changes | | | |
| ● Set out the intra-institutional steps that will apply to the quality assurance of other program changes that do not necessarily rise to the level of a major modification. These would minimally include: changes to an existing Emphasis, Option, or Minor Program; the creation of a new micro-credential(s); undergraduate certificate(s); and laddering, stacking or similar options, or comparable elements that do not require Quality Council appraisal and approval. However, it is important for the purposes of transparency and consistency that the IQAP indicate how such changes will be made and quality assured. | Yes | Policy 127 - Section1 in Procedures (undergraduate) and in Procedures (Graduate) | |
| 4.2 Program Closure | | | |
| ● Specify the conditions under which a program closure will be considered as a minor or major modification and the process that is to be followed accordingly. | Yes | Policy 127 - Appendix A | all program closures considered as major? |
| ● Require that all program closures be reported in the Annual Report to the Quality Council (as per Section 4.3)? | Yes | Policy 127 - Section 5.3.2 | all major modifications, including program closures will be reported. |
| 4.3 Annual Report to the Quality Council | | | |
| ● Require the filing of an Annual Report to the Quality Council that provides a summary of major program modifications and program closures that were approved through the university's internal approval process in the past year? | Yes | Policy 127 - Section 5.3.2 | |
| 4.4 Selection for Cyclical Audit | | | |
| ● Note that major modifications are not normally subject to the institution's Cyclical Audit? | Yes | Policy 127 - Section 3.1 | |

IQAP Checklist

| Protocol for Cyclical Program Reviews | | | | |
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| Objectives | | | | |
| • Indicate the role continuous improvement plays as a driver for Cyclical Program Reviews? | Yes | Policy 126 - Intro paragraph | | |
| Scope | | | | |
| • Define “program” when considering the unit of review, or “scope”, of a Cyclical Program Review? | Yes | Policy 110 - Appendix 3 Policy 126 - Procedures: Section 2; Section 3 -Protocol for Joint Programs; Section 4 – Protocol for Interdisciplinary and Multidisciplinary Programs | Includes QAF definitions for degree program, diploma program, combined program, inter-institutional program, new program, and professional master’s program. | |
| • Indicate that programs which have been closed or for which admission has been suspended are out of scope? | Yes | Policy 126 - Section 2 - scope | | |
| • Specify the process for reviewing a joint program and/or other inter-institutional programs? (See guidance) | Yes | Policy 126 - Section 2 –Scope; Procedures - Sections 2, 3, 4. | | |
| Process | | | | |
| • Include additional quality assurance requirements, including for example, consideration of equity, diversity and inclusion, special missions and mandates, and student populations that are being encouraged by governments, institutions, and others? <i>(NOTE: this is not required by the QAF and therefore is a non-issue if excluded)</i> | Yes | Policy 126 - Procedures Section 1.2.3 | | |
| Outcomes | | | | |
| • Make clear that the key outcome from a Cyclical Program Review is the Final Assessment Report and associated Implementation Plan, which become the basis of a continuous improvement process through monitoring of key performance indicators? | Yes | Policy 126 - Procedures - introduction | | |
| • Ensure that primary responsibility to execute the Implementation Plan lies with the leadership of the program and overall, provide clear timelines and communication requirements throughout the process? | Yes | Policy 126 - 5.8.1.6 | | |
| 5.1.1 Schedule of Reviews | | | | |
| • Establish a cycle, not to exceed eight years, for the review of all of its programs? | Yes | Policy 126 - Intro paragraph | | |

IQAP Checklist

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| • Indicate how the cycle may coincide with any other internal reviews and professional accreditation? | Yes | Policy 126 - Section 5 | |
| • Consider all independent offerings of each program? | Yes | Policy 126 - Section 2 scope | |
| • Require that the first cyclical review of any new program be scheduled to take place no more than eight years after the date of the program's first enrolment? | Yes | Policy 112 - Procedures Section 13 | |
| • Require that the Schedule reflect all program offerings, including those that are joint/inter-institutional, multi-disciplinary, interdisciplinary, at multiple sites and all modes of program delivery? | Yes | Policy 126 - Section 5.5.2 | |
| • Require independent and/or concurrent review of undergraduate and graduate programs and/or with other departments and academic units? | Yes | Policy 126 - Procedures - Section 2 | Not a 'requirement' for any Ryerson programs, but optional. |
| • Regardless of the "bundling" of program reviews, stipulate that the quality of each academic program and the learning environment of the students in each program be explicitly addressed in the self-study and the external reviewers' report(s)? | Yes | Policy 126 - Procedures - Section 2 | |
| 5.1.2 The Program or Programs | | | |
| • Require that the appropriate university authority initiate the scheduled review, identifying the specific program or programs that will be reviewed and identifying, where there is more than one mode or site involved in delivering a specific program, the distinct versions of each program that are to be reviewed? | Yes | Policy 126 - Section 5.5, 5.6 | |
| 5.1.3 Self-study | | | |
| • Require the submission of a self-study document that is broad-based, reflective, and forward-looking, and includes critical analysis of the program(s)? | Yes | Policy 126 - Procedures Section 1 Intro paragraph | |
| • Require that the views of program faculty, staff, and students must be considered during the process of writing of the self-study? | Yes | Policy 126 - (who is responsible) 5.8.1.2; 5.8.2.2; Procedures - Section 1; Section 3.1; 3.3.1 | |

IQAP Checklist

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| <ul style="list-style-type: none"> Require the preparation of separate reports for each discrete program or address each program within a single omnibus report, when an institution chooses to review different program levels (for example, graduate and undergraduate), program modes, or programs offered at different locations at the same time? | Yes | Policy 126 - Procedures Section 2, 3, 4, 5 | |
| <ul style="list-style-type: none"> a) Include a description of how the self-study was written, including how the views of faculty, staff and students were obtained and considered? <i>(NOTE: this might only be found in the template for the self-study)</i> | Yes | Policy 126 - Procedures Section 1.7.5; also provided in the self study template. | |
| <ul style="list-style-type: none"> b) Require the inclusion of the evaluation criteria and quality indicators identified in Framework Section 5.1.3.1, for each discrete program being reviewed? | Yes | Policy 126 - Procedures Section 1 | |
| <ul style="list-style-type: none"> c) Require that program-related data and measures of performance, including applicable provincial, national and professional standards (where available), with a notation of all relevant data sources be addressed? | Yes | Policy 126 - Procedures Section 1.7.1 | |
| <ul style="list-style-type: none"> d) Include a description of how concerns and recommendations raised in previous reviews have since been addressed, especially those detailed in the Final Assessment Report, Implementation Plan and subsequent monitoring reports from the previous Cyclical Review of the program? | Yes | Policy 126 - Procedures Section 1.7.2 | |
| <ul style="list-style-type: none"> e) For the first Cyclical Review of a new program, identify the steps to be taken to address any issues or items flagged in the monitoring report for follow-up (see Section 2.9.2), and/or items identified for follow-up by the Quality Council? | Yes | Policy 126 - Procedures Section 1.7.2 | |
| <ul style="list-style-type: none"> f) Identify any unique curriculum or program innovations, creative components, or significant high impact practices, where appropriate? | Yes | Policy 126 - Procedures - Section 1.2.4 | |
| <ul style="list-style-type: none"> g) Identify areas that the program's faculty, staff and/or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change? | Yes | Policy 126 - Procedures - Section 1.6 | |
| <ul style="list-style-type: none"> h) Include an assessment of the adequacy of all relevant academic services that directly contribute to the academic quality of each program under review? | Yes | Policy 126 - Procedures- Sectin 1.5.5 | |
| <ul style="list-style-type: none"> Identify and include any other pertinent information that the university deems appropriate? <i>(NOTE: This is not required by the QAF and therefore is a non-issue if excluded)</i> | Yes | Policy 126 - Procedures - Section 1 (text that is not italicized is specific to the university) | |

IQAP Checklist

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| <ul style="list-style-type: none"> Include, as appropriate, the perspectives of other individuals/groups not listed above, i.e. graduates of the program, representatives of industry, the professions, practical training programs and employers? <i>(NOTE: This is not required by the QAF and therefore is a non-issue if excluded)</i> | Yes | Policy 126 - Procedures - Section 1.6.3 (employer feedback); Section 6.3 Program Advisory Council feedback) | |
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5.1.3.1 Evaluation Criteria

For this section, please review the IQAP to assess whether:

- All of the following Evaluation Criteria are included, as worded in this checklist
- The IQAP requires that the Process for Cyclical Reviews includes and addresses these Evaluation Criteria, as worded below
- The IQAP also requires that the external reviewers address these same Evaluation Criteria in their report (see also Section 5.2.1 i below)
- There are any exclusions, variations and / or ambiguities that need to be noted

Additional notes:

- The general section(s) and/or page references for the Evaluation Criteria's location in the IQAP need only be noted once below, if preferable
- While universities can add additional criteria, they cannot change or exclude the criteria required by the QAF

| | | | |
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| 5.1.3.1.1 Program Objectives | Yes | Policy 126 - 1.1.1 | |
| a) Consistency of the program's objectives with the institution's mission and academic plans. | Yes | Policy 126 - 1.2.1 | |
| 5.1.3.1.2 Program Requirements | Yes | Policy 126 - 1.2.2 | |
| a) Appropriateness of the program's structure and the requirements to meet its objectives and the program-level learning outcomes | Yes | Policy 126 - 1.2.5 | |
| b) Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's own undergraduate or graduate Degree Level Expectations | Yes | Policy 126 - 1.2.6 | |
| c) Appropriateness and effectiveness of the mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes | Yes | Policy 126 - 1.2.7 | |
| d) Ways in which the curriculum addresses the current state of the discipline or area of study. | Yes | Policy 126 - 1.2.8 | |
| 5.1.3.1.3 Program requirements for graduate programs only | Yes | Policy 126 - 1.2.9 | |
| a) Clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the time required | Yes | Policy 126 - 1.2.10 | |
| b) Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses | Yes | Policy 126 - 1.2.11 | |

IQAP Checklist

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| c) For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion | Yes | Policy 126 - 1.2.9 | |
| 5.1.3.1.4 Assessment of Teaching and Learning | Yes | Policy 126 - 1.3.1 | |
| a) Appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations | Yes | Policy 126 - 1.3.2 | |
| b) Appropriateness and effectiveness of the plans to monitor and assess: | Yes | Policy 126 - 1.3.2 | |
| i) The overall quality of the program | Yes | Policy 126 - 1.3.2 | |
| ii) Whether the program continues to achieve in practice its objectives | Yes | Policy 126 - 1.3.2 | |
| iii) Whether its students are achieving the program-level learning outcomes | Yes | Policy 126 - 1.3.2 | |
| iv) How the resulting information will be documented and subsequently used to inform continuous program improvement | Yes | Policy 126 - 1.3.2 | |
| 5.1.3.1.5 Admission requirements | Yes | Policy 126 - 1.4.1 | |
| a) Appropriateness of the program's admission requirements given the program's objectives and program-level learning outcomes | Yes | Policy 126 - 1.4.2 | |
| b) Sufficient explanation of alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, e.g., minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience. | Yes | Policy 126 - 1.5.1 | |
| 5.1.3.1.6 Resources Given the program's class sizes and cohorts as well as its program level learning outcomes: | Yes | Policy 126 - 1.5.2 | |
| a) Participation of a sufficient number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment | Yes | Policy 126 - 1.5.3 | |
| b) If applicable, discussion/explanation of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience | Yes | Policy 126 - 1.5.4 | |
| c) If required, provision of supervision of experiential learning opportunities | Yes | | |
| d) Adequacy of the administrative unit's utilization of existing human, physical and financial resources | Yes | | |

IQAP Checklist

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| e) Evidence that there are adequate resources to sustain the quality of scholarship and research activities produced by students, including library support, information technology support, and laboratory access | Yes | Policy 126 - 1.5.5 | |
| 5.1.3.1.7 Resources for graduate programs only Given the program's class sizes and cohorts as well as its program-level learning outcomes: | Yes | Policy 126 - 1.5.6 | |
| a) Evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation | | | |
| b) Where appropriate to the program, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students | Yes | Policy 126 - 1.5.7 | |
| c) Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty | Yes | Policy 126 - 1.5.8 | |
| 5.1.3.1.8 Quality and other indicators | Yes | Policy 126 - 1.6.1 | |
| a) Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the program and commitment to student mentoring) | | | |
| b) Any other evidence that the program and faculty ensure the intellectual quality of the student experience | Yes | Policy 126 - 1.6.1 | |
| c) For students: grade-level for admission, scholarly output, success rates in provincial and national scholarships, competitions, awards and commitment to professional and transferable skills, and times-to-completion and retention rates | Yes | Policy 126 - 1.6.2 | |
| 5.2 External Evaluation | | | |
| 5.2.1 External Perspective | | | |
| • Establish and describe a process for the selection and appointment of external reviewers and any others who will review the program and the adequacy of the administrative unit's utilization of existing human, physical and financial resources? | Yes | Policy 126 - Procedures - Section 7.1 | |
| • Require that there are at least two external reviewers for the review of undergraduate and graduate programs? | Yes | Policy 126 - Procedures - 7.1.4.1; 7.1.5.1 | |
| • Specify that external reviewers should normally be associate or full professors, or the equivalent, who have suitable disciplinary expertise, qualifications and program management experience? | Yes | Policy 126 - Procedures - 7.1.2 | |

IQAP Checklist

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| • Allow for the inclusion of an additional internal member from within the university but from outside the discipline (or interdisciplinary group) of the program under review? <i>(NOTE: This is not required by the QAF and therefore is a non-issue if excluded)</i> | Yes | Policy 126 - Procedures - 7.1.4.2; 7.1.5.2 | |
| • Allow for the assignment of additional discretionary members to the Review Committee, such as appropriately qualified and experienced individuals selected from industry or the professions and/or student members. <i>(NOTE: This is not required by the QAF and therefore is a non-issue if excluded)</i> | | N/A | |
| • Define “at arm’s length”? | Yes | Policy 126 - Appendix I Choosing Arm’s Length reviewers | |
| • Require that the external reviewers be at arm’s-length from the program under review? | Yes | Policy 126 - Procedures - Section 7.1.1 | |
| • Require that the external review of a doctoral program must incorporate an on-site visit? | Yes | Policy 126 - Procedures - Section 7.1.5.4 | |
| • Require that the external review of undergraduate programs must normally be conducted on-site. The Provost (or delegate) may propose that the review be conducted by desk review, virtual site visit or an equivalent method if the external reviewers are satisfied that an off-site visit is acceptable? | Yes | Policy 126 - Procedures - Section 7.1.4.4 | |
| • Require that the Provost (or delegate) provide clear justifications for the decision to use an off-site visit? | Yes | Policy 126 - Procedures - Section 7.1.4.4 | |
| • Allow for external reviews of certain master’s programs, e.g., professional master’s programs and fully online programs, to be conducted by desk review, virtual site visit or an equivalent method if the Provost and the external reviewers are satisfied that the off-site option is acceptable and require that all an on-site visit be required for all other master’s programs? | Yes | Policy 126 - Procedures - Section 7.1.5.5 | |
| a) Describe how the members of the Review Committee are selected? | Yes | Policy 126 - Procedures - Section 7.2 | |
| b) Describe the steps to be taken to ensure that all members of the Review Committee will understand their role and obligations, including recognition of the university’s autonomy to determine priorities for funding, space, and faculty allocation, and the confidentiality required for all aspects of the review process? | Yes | Policy 126 - Procedures - Section 7.4 | |
| c) Identify what information the Review Committee will receive in addition to the self-study? | Yes | Policy 126 - Procedures - Section 7.4; 7.5 | |

IQAP Checklist

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| d) Describe how site visits will be conducted, including how reviewers will meet with faculty, students, staff, and senior program administrators? | Yes | Policy 126 - Procedures - Section 7.5 | |
| e) Describe, in the case of professional programs, how the views of employers and professional associations will be solicited and made available to the Review Committee? | Yes | Policy 126 - Procedures - Section 5; Section 6.3 | |
| • Require that the Review Committee submit one joint report, where possible? | Yes | Policy 126 - Procedures - Section 7.3 | |
| ...require that the External Reviewers' Report(s): | | | |
| i) Address the substance of the self-study, with particular focus on responding to the evaluation criteria detailed therein? | Yes | Policy 126 - Procedures - Section 7.3.1 | |
| ii) Identify and commend the program's notably strong and creative attributes? | Yes | Policy 126 - Procedures - Section 7.3.2 | |
| iii) Describe the program's respective strengths, areas for improvement, and opportunities for enhancement? | Yes | Policy 126 - Procedures - Section 7.3.3 | |
| iv) Make at least three recommendations for specific steps to be taken that will lead to the continuous improvement of the program, distinguishing between those the program can itself take and those that require external action? | Yes | Policy 126 - Procedures - Section 7.3.6 | |
| v) Identify the distinctive attributes of each discrete program documented in the self-study in those cases where a university chooses to simultaneously review more than one program / program level (for example, graduate and undergraduate), program modes, and/or programs offered at different locations? | Yes | Policy 126 - Procedures - Section 7.3.7 | |
| • If the external reviewers' report includes commentary on issues such as faculty complement and/or space requirements, require recommendations on these or any other elements that are within the purview of the university's budgetary decision-making processes be tied directly to issues of program quality or sustainability? | Yes | Policy 126 - Procedures - Section 7.3 | |
| a) Identify to whom the Review Committee submits its report(s) and specify a timeframe for its submission? | Yes | Policy 126 - Procedures - Section 7.6.1.1; 7.6.2.1 | |
| b) Include a process for dealing with external reviewers' reports that do not meet the requirements of the IQAP? | Yes | Policy 126 - Procedures - Section 7.6.1.2; 7.6.2.2 | |
| 5.3 Internal Perspective | | | |
| 5.3.1 Internal Response | | | |

IQAP Checklist

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| <ul style="list-style-type: none"> Require a clearly separate response to the External Review Report(s) and recommendations from the academic unit and the relevant Dean(s) or their designate(s)/Divisional Head? The exception to this requirement is in the case of a single-department Faculty, where the Dean (or equivalent) is essentially the Divisional Head. | Yes | Policy 126 - Procedures - Section 8 | |
| 5.3.2 Final Assessment Report and Implementation Plan | | | |
| a) Describe how the Final Assessment Report will be drafted? | Yes | Policy 126 - Procedures - Section 10 | |
| ● Present the Final Assessment Report as an important tool for institutional synthesis of the external evaluation report and a program's continuous improvement? | Yes | Policy 126 - Procedures - Section 10.1 | |
| ...require that the Final Assessment Report: | | | |
| 1. Identify significant strengths of the program? | Yes | Policy 126 - Procedures - Section 10.1.1 | |
| 2. Identify opportunities for further program improvement and enhancement with a view towards continuous improvement? | Yes | Policy 126 - Procedures - Section 10.1.2 | |
| 3. List all recommendations of the external reviewers and the associated separate internal responses and assessments from the unit and from the Dean(s)? | Yes | Policy 126 - Procedures - Section 10.1.3 | |
| 4. Explain why any external reviewers' recommendations not selected for further action in the Implementation Plan have not been prioritized? | Yes | Policy 126 - Procedures - Section 10.1.4 | |
| 5. Include any additional recommendations that the unit, the Dean(s) and/or the university may have identified as requiring action as a result of the program's review? | Yes | Policy 126 - Procedures - Section 10.1.5 | |
| 6. Include a confidential section, if required (for example, where personnel issues need to be addressed)? | Yes | Policy 126 - Procedures - Section 10.1.6 | |
| 7. Identify who will be responsible for approving the recommendations set out in the Final Assessment Report? | Yes | Policy 126 - Procedures - Section 10.1.7 | |
| b) Include an Executive Summary, excluding any confidential information, which is to be published on the institution's website alongside the associated Implementation Plan? | Yes | Policy 126 - Procedures - Section 10.2 | |
| c) Include an Implementation plan that: | Yes | Policy 126 - Procedures - Section 10.3 | |
| 1. Sets out and prioritizes those recommendations that are selected for implementation? | Yes | Policy 126 - Procedures - Section 10.3 | |

IQAP Checklist

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| 2. Identifies the group or individual responsible for providing resources needed to address recommendations from the external reviewers or action items identified by the university? | Yes | Policy 126 - Procedures - Section 10.3 | |
| 3. Identifies who will be responsible for acting on those recommendations? | Yes | Policy 126 - Procedures - Section 10.3 | |
| 4. Provides specific timelines for acting on and monitoring the implementation of those recommendations? | Yes | Policy 126 - Procedures - Section 10.3 | |

5.4 Reporting Requirements**5.4.1 Internal Reporting Requirements**

| | | | |
|---|-----|---|--|
| a) Require that the Final Assessment Report (excluding all confidential information) and associated Implementation Plan be distributed to Senate (or equivalent)? | Yes | Policy 126 - Procedures - Section 11 | |
| b) Require that the Executive Summary and the associated Implementation Plan be posted on the university's website and copies provided to the university's governing body? <i>(NOTE: while the Executive Summary and Implementation Plan must be published on a public and easily discoverable section of the university's website, the QAF also notes that publication of these documents on the program's own website is also highly recommended.</i> <i>Further, the IQAP should ensure that, for programs offered by an affiliated institution, the Executive Summary and Implementation Plan are also to be publicly posted on their website in an easily discoverable place.)</i> | Yes | Policy 126 - Procedures - Section 13.1 Policy 126 - Procedures - Section 3.5.2 | |
| c) Require that the approved Final Assessment Report (excluding all confidential information, as appropriate), Executive Summary and Implementation Plan be provided to the unit to "own" and act on, as appropriate? | Yes | Policy 126 - Procedures - Section 13.3 | |
| • Require that the program post the Executive Summary and Implementation Plan on its website? <i>(NOTE: This is strongly recommended but not required by the QAF and therefore is a non-issue if excluded)</i> | | N/A | |
| d) There is timely monitoring of the implementation of the recommendations, and the appropriate distribution, including web postings, of the scheduled monitoring reports? | Yes | Policy 126 - Procedures - Section 12 | |
| e) Establish the extent of public access to the following: 1. Information made available for the self-study? | Yes | Policy 126 - Procedures - Section 13.2 | |

IQAP Checklist

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| 2. Self-study report? | Yes | Policy 126 - Procedures - Section 13.2 | |
| 3. Report of the Review Committee? | Yes | Policy 126 - Procedures - Section 13.2 | |
| 4. Specified internal responses to the report of the Review Committee? | Yes | Policy 126 - Procedures - Section 13.2 | |
| • Provide for an appropriate level of confidentiality in the report from the Review Committee? | Yes | Policy 126 - Procedures - Section 13.2 | |
| 5.4.2 External Reporting Requirements | | | |
| • Identify the mechanism through which the outcomes of its Cyclical Program Review activity will be reported to Quality Council? This may be either a) or b) below or a combination. | Yes | Policy 126 - Procedures - Section 13.4 | |
| a) Submission of the approved Final Assessment Report (excluding all confidential information), Executive Summary and associated Implementation Plan for each completed Cyclical Program Review; and/or | | N/A | |
| b) Submission of an annual report to the Quality Council (see below), which simply lists the past year's completed Final Assessment Reports, Implementation Plans and monitoring reports and provides an attestation by the Provost (or delegate) that all IQAP-required Cyclical Program Review processes have been followed. The report will also include a link to the university's web posting of the completed Executive Summaries and Implementation Plans, as well as any monitoring reports that have also been completed over the prior year | Yes | Policy 126 - Procedures - Section 13.4 | |
| • If b) is chosen above, does the policy acknowledge that the annual report and related Cyclical Program Review processes will occasionally be reviewed for compliance by the Quality Council and that if issues are found, the Quality Council may decide to initiate a Focused Audit? | | N/A | |
| <i>(NOTE: This is not required by the QAF and therefore is a non-issue if excluded)</i> | | | |
| 5.5 Use of Accreditation and other external reviews in the IQAP | | | |
| • Clearly describe a process for determining which elements of an accreditation review may replace parallel requirements of a Cyclical Program Review? | Yes | Policy 126 - Procedures - Section 5 | |
| • Indicate who is responsible for making this decision? | Yes | Policy 126 - Procedures - Section 5 | |

IQAP Checklist

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| <ul style="list-style-type: none"> Require that a Record of Substitution or Addition be produced in each case where some elements of the CPR are substituted or augmented with elements from an accreditation review? | | N/A | Not applicable, as this is not allowed under Senate Policy. Policy 126 still requires self-study and appendices in conjunction with any accreditation review. Further, the University requires a separate PRT report. |
| <ul style="list-style-type: none"> Require that the Record of Substitution include the grounds on which decisions were made? | | N/A | Not applicable, as this is not allowed under Senate Policy. Policy 126 still requires self-study and appendices in conjunction with any accreditation review. Further, the University requires a separate PRT report. |

5.6 Selection for Cyclical Audit

| | | | |
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| <ul style="list-style-type: none"> Specify that Cyclical Program Reviews that were undertaken within the period since the conduct of the previous Audit are eligible for selection for the university's next Cyclical Audit? | Yes | Policy 126 - Procedures - Section 14 | |
|---|-----|--------------------------------------|--|

Audit Protocol

| | | | |
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| <ul style="list-style-type: none"> Identify the Cyclical Audit as providing necessary accountability to post-secondary education's principal stakeholders? | Yes | create and incorporate into a new set of guidelines? | |
| <ul style="list-style-type: none"> Acknowledge the role of the Cyclical Audit in evaluating past and current practice as well as the university's approach to continuous improvement? | Yes | create and incorporate into a new set of guidelines? | |
| <ul style="list-style-type: none"> Indicate that the university will be audited by the Quality Council on an 8-year cycle under the terms outlined in the Framework? | Yes | Policy 110 - Section 4.1.4 | |
| <ul style="list-style-type: none"> Indicate its willingness to participate in a Focused Audit, as required? | Yes | Policy 110 - Section 4.1.5 | to be expanded upon in new set of guidelines |

6.2 Cyclical Audit: Process**6.2.1 Pre-orientation and briefing details**

| | | | |
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| <ul style="list-style-type: none"> Require the participation by the university in a half-day briefing with the Secretariat and an Audit Team member approximately one-year prior to the scheduled Cyclical Audit? | Yes | Policy 110 - Section 5.6.6 + 5.7.8 + 5.4.8 | to be expanded upon in new set of guidelines |
|--|-----|--|--|

6.2.3 Institutional self-study

IQAP Checklist

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| • Require the preparation of an institutional self-study? | Yes | Policy 110 - Section 5.6.6 + 5.7.8 | to be expanded upon in new set of guidelines |
| • Describe the process for the preparation of the institutional self-study? | Yes | Policy 110 - Section 5.6.6 + 5.7.8 | to be expanded upon in new set of guidelines |
| • Assign responsibility for the preparation of the self-study and its submission to the Secretariat? | Yes | Policy 110 - Section 5.6.6 + 5.7.8 + 5.4.6 + 5.4.8 | VPA and VP/Dean YSGS prepare self-study, Provost submits to QC. |
| 6.2.10 Publication of main audit findings | | | |
| • Require that the Audit Report, absent any confidential information, be published on its website? | Yes | Policy 110 - Section 5.6.8 | |
| 6.2.12 Web publication of follow-up report | | | |
| • Require that any Follow-up Response Report, as well as the associated auditors' report, be published on its website? | Yes | Policy 110 - Section 5.6.8 | |
| 6.3.1 Focused Audit Report | | | |
| • Require that any Focused Audit Report be published on its website? | Yes | Policy 110 - Section 5.6.8 | |
| Additional Information: | | | |
| • Indicate that the IQAP is subject to approval of the Quality Council when it is initiated and thereafter, when it is revised? | Yes | Policy 110 – Section 6.2 | |
| Reviewer Comments: Please add any additional / final comments about the IQAP in the space below. For example: | | | |
| • How complete is the IQAP? | | | |
| • How user-friendly is it? For example, do you have any comments related to the overall usability, clarity of instruction, format / design, use of table of contents and/or overall organization? | | | |
| • Are there areas where the university's administrative / governance structure does not exactly meet one or more of the QAF's requirements? | | | |
| • Any other summary comments? | | | |

IQAP Checklist

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| IQAP reviewer's recommendation: | |
| <input type="checkbox"/> Re-ratify | |
| <input type="checkbox"/> Conditionally re-ratify, with minor changes required (please list relevant section numbers below) | |
| <input type="checkbox"/> IQAP requires more significant revisions (please list relevant section numbers below) | |
| <input type="checkbox"/> Include suggestion(s) for improvement | |
| Recommended change(s): | |
| For Secretariat use: | |
| Audit Committee meeting date: | |
| Audit Committee decision: | |
| Quality Council meeting date: | |
| Quality Council decision: | |

RYERSON UNIVERSITY POLICY OF SENATE

INSTITUTIONAL QUALITY ASSURANCE PROCESS

Policy Number: 110

Previous Approval Dates: May 3, 2011; November 4, 2014; March 6, 2018;
June 11, 2019

Policy Approval Date: TBD

Next Policy Review Date: May 2023 (*or sooner at the request of the Provost and Vice-President Academic or Senate*)

Responsible Committee or Office: Provost and Vice-President Academic

Ryerson University, in its ongoing commitment to offer undergraduate and graduate programs of high academic quality, has developed this Institutional Quality Assurance Process (IQAP), which adheres to the principles and protocols outlined in the Quality Assurance Framework¹ established by the Ontario Universities Council on Quality Assurance (Quality Council). Academic programs at Ryerson are aligned with the statement of undergraduate and graduate degree-level expectations adopted by the Council of Ontario Universities (COU)². Ryerson's IQAP describes the University's quality assurance process requirements for new program development and approval, the periodic review of existing programs, and the modification of existing curricula and programs.

The University's IQAP includes the following policies:

Policy 110: Institutional Quality Assurance Process

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

¹ The Quality Assurance Framework is available at: <https://oucqa.ca/resources-publications/quality-assurance-framework/>

² Degree level expectations for undergraduate and graduate programs are outlined in Appendices 1 and 2.

1. PURPOSE

This policy describes the authority and responsibility for Ryerson's IQAP.

2. SCOPE

This policy governs all undergraduate degree, graduate degree, and graduate diploma programs, both full and part-time, offered solely by Ryerson or in partnership with any other post-secondary institutions.

3. DEFINITIONS

See also Appendix 3 - Glossary

The following nomenclature related to Ryerson's institutional quality assurance process appears in various University documents and other Senate policies. Other documents and policies may elaborate on these definitions but may not contradict them. If/when IQAP policies change, the change must be reflected in both places.

Definitions contained in Appendix 3 - Glossary have been adapted from the list of definitions provided by the Quality Council in its Quality Assurance Framework. Any changes to these definitions require approval by Ryerson Senate as well as the Quality Council.

3.1. Cyclical Audit

All publicly assisted universities in Ontario associated with the Quality Council have committed to participating in a Cyclical Audit, which occurs at least once every eight years. The purpose of the Cyclical Audit process is to ensure transparency and accountability in the development and review of academic programs, to assure students, citizens, and the government of the international standards of quality assurance processes, and to monitor the degree to which a university has:

- a) Improved/enhanced its quality assurance processes and practices;
- b) Created an ethos of continuous improvement; and
- c) Developed a culture that supports program-level learning outcomes and student-centered learning.

3.2. Dean of Record

A Dean named by the Provost and Vice-President Academic and given decanal authority over an interdisciplinary or multidisciplinary program.

3.3. Designated Academic Unit

Faculty groups that comprise faculty from a single School/Department, from several Schools and/or Departments within a Faculty, from Schools/Departments from different Faculties, from other internal Ryerson units,

or from collaborative structures involving other post-secondary institutions.

3.4. Final Assessment Report (FAR)

A report on a periodic review of an undergraduate or graduate program that must be submitted to the Quality Council. The FAR includes the University's synthesis of the external evaluation and internal responses and assessments of a periodic program review, along with an associated implementation plan and executive summary.

3.5. Letter of Intent

The Letter of Intent (LOI) is a preliminary new program proposal and is the first stage in the development of a new program proposal.

4. EXTERNAL AUTHORITY AND RESPONSIBILITY

4.1. Ontario Universities Council on Quality Assurance (Quality Council)

- 4.1.1. Has ultimate authority for the approval of Ryerson University's IQAP and any subsequent revisions.
- 4.1.2. Reviews and approves proposals for all new undergraduate and graduate programs.
- 4.1.3. Reviews undergraduate and graduate periodic program review FARs and major modifications.
- 4.1.4. On an eight-year cycle audits the internal quality assurance process for periodic program review and new programs, and determines whether the University has acted in compliance with the provisions of its IQAP. Assesses the extent to which the University has responded to the recommendations and suggestions of the audit report.
- 4.1.5. Where concerns on policies and practices arise through an audit, has the authority to:
 - 4.1.5.1. Require a report on steps taken where deficiencies are minimal;
 - 4.1.5.2. Issue directives about steps to be taken, followed by a report on completion of those steps;
 - 4.1.5.3. Initiate rolling and/or accelerated audits of all institutional internal quality assurance processes;
 - 4.1.5.4. Decline to approve, or suspend enrolment in, programs where processes are deficient, and/or suspend the institution's ability to create new programs.

5. INTERNAL AUTHORITY AND RESPONSIBILITY

5.1. Ryerson University Board of Governors

- 5.1.1. Approves new program proposals based on financial viability.

5.2. Senate

- 5.2.1. Exercises final internal authority for the approval of all new undergraduate and graduate programs.
- 5.2.2. Exercises final authority for the approval of all undergraduate and graduate periodic program reviews.
- 5.2.3. Exercises final authority for the approval of all major modifications to curriculum/programs for all undergraduate and graduate programs, as well as all category 3 minor modifications for undergraduate programs.
- 5.2.4. Exercises final internal authority for the approval and review of all new and revised academic policies.

5.3. Standing Committees and Governance Council of Senate

- 5.3.1. **Academic Governance and Policy Committee (AGPC):** A Standing Committee of Senate that proposes, oversees, and periodically reviews Senate policies and University procedures regarding any matter within the purview of Senate.
- 5.3.2. **Academic Standards Committee (ASC)³:** A Standing Committee of Senate that assesses and provides recommendations to Senate for approval of new undergraduate program proposals, undergraduate periodic program reviews, minor curriculum modifications (Category 3), and major curriculum modifications to undergraduate programs.
- 5.3.3. **Yeates School of Graduate Studies Council (YSGS Council):** A Governance Council of Senate that assesses and provides recommendations to Senate for approval of new graduate program proposals, graduate periodic program reviews, and major curriculum modifications to graduate programs.
 - 5.3.3.1. **YSGS Programs and Planning Committee (PPC):** Assesses and makes recommendations to YSGS Council on new graduate program proposals, graduate periodic program reviews, and major curriculum modifications to graduate programs.

5.4. Provost and Vice-President Academic

- 5.4.1. Assumes overall responsibility for the IQAP policies and procedures, and

³ ASC assesses Chang School certificate proposals, revisions, and reviews within the parameters of Ryerson Senate Policy 76.

policy reviews.

- 5.4.2. Authorizes new program Letters of Intent, development of new program proposals, and the commencement, implementation and budget of new programs.
- 5.4.3. Following Senate approval, reports to the Board of Governors (i) new program proposals for review of their financial viability; and (ii) outcomes of periodic program reviews.
- 5.4.4. Should there be a disagreement between Faculty Deans or Dean of Record or between a Faculty Dean and a Department/School or Faculty Council, where appropriate, the Provost and Vice-President Academic will decide how to proceed.
- 5.4.5. Submits Senate approved new program proposals, including a brief commentary on the qualifications of external reviewers, to the Quality Council for approval.
- 5.4.6. Reports to the Quality Council, as required. This responsibility may be delegated to the Vice-Provost Academic.
- 5.4.7. Approves any budget allocations related to academic programs.
- 5.4.8. Is responsible for the University's participation in the Quality Council cyclical audit process⁴.

5.5. Deputy Provost and Vice-Provost University Planning

- 5.5.1. Develops program costing and evaluates societal need, differentiation, sustainable applicant pool, and outcomes of new program proposals.
- 5.5.2. In collaboration with the relevant offices, supports new program development, implementation and monitoring.
- 5.5.3. Analyzes program costing for major curriculum modifications and other minor curriculum modifications, as required, to programs.
- 5.5.4. Provides institutional data for the development of new programs, periodic program reviews, and major modifications.

⁴ Information about the Quality Council cyclical audit process is available at: <https://oucqa.ca/wp-content/uploads/2021/03/Quality-Assurance-Framework-2021.pdf>. See Part Two: Section 6 – Audit Protocol of the Quality Assurance Framework.

5.6. Vice-Provost Academic

- 5.6.1. Submits undergraduate new program Letters of Intent to the Provost and Vice-President Academic; submits full undergraduate new program proposals to the Academic Standards Committee (ASC); submits to Senate a brief of a new undergraduate program proposal along with the ASC's recommendations; and, in collaboration with relevant offices, supports new program development, implementation and monitoring.
- 5.6.2. Maintains periodic program review schedules for undergraduate programs; communicates, advises, and monitors the periodic program review process; assesses the undergraduate periodic program review self-study and appendices for completeness prior to giving permission for a peer review team site visit; submits undergraduate periodic program reviews and subsequent follow-up reports to the ASC; submits to Senate an undergraduate periodic program review FAR and the ASC's recommendations; submits periodic program review follow-up reports to Senate, for information.
- 5.6.3. Advises undergraduate programs on curriculum modifications and has final authority, where necessary, to determine if a modification to an undergraduate program is considered minor, major or a new program; submits Category 3 minor curriculum modification proposals and major curriculum modification proposals to the ASC for assessment; submits to Senate Category 3 minor curriculum modifications proposals and major curriculum modification proposals and the ASC's recommendations for approval.
- 5.6.4. Resolves disputes between Faculty Deans or Dean of Record or between a Faculty Dean or Dean of Record and a Department/School/Faculty Council with respect to undergraduate curriculum modifications.
- 5.6.5. Reports, as required, to the Quality Council, in consultation with the Provost and Vice-President Academic, including an annual report on Senate-approved undergraduate and graduate major curriculum modifications and FARs of periodic program reviews.
- 5.6.6. Implements the Quality Council Audit process, as outlined in the Quality Assurance Framework, and oversees the undergraduate requirements of the Cyclical Audit.
- 5.6.7. Posts the Executive Summary of new undergraduate and graduate programs and the Final Assessment Report of undergraduate and graduate periodic program reviews on the Ryerson University Curriculum Quality Assurance website with links to the Senate website and the Provost and Vice-President Academic's website.
- 5.6.8. Posts the approved Audit Report, the university's Follow-up Response

Report, and the auditors' report on the scope and adequacy of the university's response, as well as any Focused Audit Reports, if required, on the Ryerson University Curriculum Quality Assurance website with links to the Provost and Vice-President Academic's website.

5.7. Vice-Provost and Dean, Yeates School of Graduate Studies (YSGS)

- 5.7.1. Submits new graduate program Letters of Intent to the Provost and Vice-President Academic; submits new graduate program proposals to the YSGS Council for approval to recommend to Senate; submits to Senate a brief of the new graduate program proposal and YSGS Council's recommendation for approval; and, in collaboration with relevant offices, supports new program development, implementation and monitoring.
- 5.7.2. Maintains periodic program review schedules for graduate programs; communicates, advises, and monitors the periodic program review process; gives permission for a peer review team site visit following the YSGS Programs and Planning Committee's (PPC) assessment of the graduate periodic program review self-study and appendices for completeness, and submits graduate periodic program reviews and subsequent follow-up reports to the YSGS PPC, followed by the YSGS Council. Submits to Senate a graduate periodic program review FAR and the YSGS Council's recommendations; submits periodic program review follow-up reports to Senate, for information.
- 5.7.3. Advises graduate programs on curriculum modifications and has final authority, where necessary, to determine if a modification to a graduate program is considered minor, major or a new program; submits minor curriculum modification proposals to the Programs and Planning Committee for review; submits major curriculum modification proposals to the Programs and Planning Committee followed by the YSGS Council for approval to recommend to Senate, followed by submission to Senate.
- 5.7.4. Submits to Senate the YSGS Council's recommendations regarding new graduate programs, periodic program reviews for graduate programs, Category 3 minor curriculum modifications (for information), and major curriculum modifications.
- 5.7.5. Resolves disputes between Faculty Deans or Dean of Record or between a Faculty Dean or Dean of Record and a Department/School/Faculty Council with respect to graduate curriculum modifications.
- 5.7.6. Appoints Peer Review Teams for graduate programs, as appropriate, in consultation with the Faculty Dean or Dean of Record.
- 5.7.7. Responds to the Peer Review Team Report as well as to the Program Response and the Faculty Dean's Response to the Peer Review Team Report for new graduate degree program proposals and for periodic program

reviews of graduate programs, as applicable.

- 5.7.8. Oversees the graduate requirements of the Quality Council cyclical audit process, as outlined in the Quality Assurance Framework.

5.8. Faculty Dean or Dean of Record

- 5.8.1. Submits Letters of Intent for new program proposals to the Vice-Provost Academic or the Vice-Provost and Dean, YSGS, as appropriate.
- 5.8.2. Submits full new program proposals to the Vice-Provost Academic or the Vice-Provost and Dean of the YSGS, as appropriate, and, in collaboration with relevant offices, supports new program development and implementation.
- 5.8.3. Reviews an undergraduate periodic program review self-study and appendices prior to submission to Department/School/Faculty Council(s) and endorses following Council endorsement.
- 5.8.4. Endorses a periodic program review self-study and appendices of graduate programs in consultation with the Vice-Provost and Dean, YSGS.
- 5.8.5. Appoints Peer Review Teams for undergraduate programs.
- 5.8.6. Provides consultation to the Vice-Provost and Dean, YSGS regarding the appointment of Peer Review Teams for graduate programs, where applicable.
- 5.8.7. Reviews mandated Follow-up Reports to ensure progress with the recommendations from ASC or YSGS Council. If it is believed that there has not been sufficient progress, an additional update and course of action by a specified date may be required.
- 5.8.8. Endorses minor modifications (Category 2 and Category 3) and major modifications to undergraduate programs.
- 5.8.9. Endorses minor modifications (Category 2 and Category 3) and major modifications to graduate programs, in consultation with the Vice-Provost and Dean, YSGS.
- 5.8.10. Resolves disputes between a Department/School/Program Council and Faculty Council, if applicable, and Chair/ Director with respect to curriculum modification, as required.
- 5.8.11. Responds to reports of the periodic program review and/or new program Peer Review Team and subsequent program responses, as applicable.

5.9. Chair/Director of Department/School (or designated academic unit)

- 5.9.1. Oversees the preparation of a Letter of Intent for new program proposals and submits to the Faculty Dean or Dean of Record, as appropriate;
- 5.9.2. Oversees preparation of a new program proposal and submits to the Faculty Dean or Dean of Record, as appropriate;
- 5.9.3. For periodic program reviews of undergraduate and graduate programs, oversees the preparation of the program self-study and appendices and presents the completed documents to the Faculty Dean or Dean of Record for initial review prior to presentation to Department/School/Program and Faculty Councils, as appropriate.
- 5.9.4. Prepares a response to the reports of Peer Review Teams for undergraduate and graduate programs.
- 5.9.5. Prepares a mandated periodic program review follow-up report for submission to the Faculty Dean or Dean of Record, and Vice-Provost Academic or Vice-Provost and Dean, YSGS, as appropriate.
- 5.9.6. Administers the periodic program review implementation plan to ensure that it is effectively accomplished in a timely manner.
- 5.9.7. Prepares minor and major curriculum modifications, and submits, as required, to the Department/School/Program and Faculty Council (where applicable) and to the Faculty Dean or Dean of Record.

5.10. Department/School/Program Council and Faculty Council (where applicable)

- 5.10.1. Endorses Letters of Intent for new undergraduate and graduate programs and recommends these to the appropriate Faculty Dean or Dean of Record.
- 5.10.2. Endorses new program proposals for undergraduate and graduate programs, and recommends these to the appropriate Faculty Dean or Dean of Record.
- 5.10.3. Endorses undergraduate and graduate periodic program review self-studies and appendices to be forwarded to the Faculty Dean or Dean of Record.
- 5.10.4. For undergraduate programs, endorses Category 1 minor curriculum modifications (or designates another approval process), Category 2 and Category 3 minor curriculum modifications, and major curriculum modifications, and recommends these to the appropriate Faculty Dean or Dean of Record.
- 5.10.5. For graduate programs, endorses minor curriculum modifications (Category 1, Category 2 and Category 3) and major curriculum modifications, and recommends these to the appropriate Faculty Dean or Dean of Record.

6. REVIEW OF IQAP POLICIES AND PROCEDURES

- 6.1.** The Academic Governance and Policy Committee (AGPC) recommends to Senate the establishment of a Policy Review Committee, mandated by Senate, to undertake a periodic review or special review of an IQAP policy or policies.
- 6.2.** Any revision of the University's IQAP policies requires approval by Senate, and any substantive revisions require ratification by the Quality Council.
- 6.3.** Procedures associated with the IQAP policies are reviewed by the Provost and Vice-President Academic, as needed, to ensure their currency and effectiveness.

APPENDIX 1: DEGREE LEVEL EXPECTATIONS FOR UNDERGRADUATE PROGRAMS

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| UNDERGRADUATE DEGREE | Baccalaureate/Bachelor's Degree: honours <i>This degree is awarded to students who have demonstrated the following:</i> |
| EXPECTATIONS | |
| 1. Depth and Breadth of Knowledge | <p>a. Developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline;</p> <p>b. Developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines;</p> <p>c. Developed ability to:</p> <ul style="list-style-type: none"> i. gather, review, evaluate and interpret information; and ii. compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline; <p>d. Developed, detailed knowledge of and experience in research in an area of the discipline;</p> <p>e. Developed critical thinking and analytical skills inside and outside the discipline;</p> <p>f. Ability to apply learning from one or more areas outside the discipline.</p> |
| 2. Knowledge of Methodologies | <p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <p>a. evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;</p> <p>b. devise and sustain arguments or solve problems using these methods; and</p> <p>c. describe and comment upon particular aspects of current research or equivalent advanced scholarship.</p> |

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| 3. Application of Knowledge | <p>The ability to review, present and critically evaluate qualitative and quantitative information to:</p> <ol style="list-style-type: none"> develop lines of argument; make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; where appropriate use this knowledge in the creative process; and <p>The ability to use a range of established techniques to:</p> <ol style="list-style-type: none"> initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; propose solutions; frame appropriate questions for the purpose of solving a problem; solve a problem or create a new work; and to make critical use of scholarly reviews and primary sources. |
| 4. Communication Skills | <p>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p> |
| 5. Awareness of Limits of Knowledge | <p>An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.</p> |
| 6. Autonomy and Professional Capacity | <p>Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:</p> <ol style="list-style-type: none"> the exercise of initiative, personal responsibility and accountability in both personal and group contexts; working effectively with others; decision-making in complex contexts; the ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and behaviour consistent with academic integrity and social responsibility. |

APPENDIX 2: DEGREE LEVEL EXPECTATIONS FOR GRADUATE PROGRAMS

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| MASTER'S DEGREE | <i>This degree is awarded to students who have demonstrated the following:</i> |
| EXPECTATIONS | |
| 1. Depth and Breadth of Knowledge | A systematic understanding of knowledge, including, where appropriate, relevant knowledge outside the field and/or discipline, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice; |
| 2. Research and Scholarship | <p>A conceptual understanding and methodological competence that:</p> <ul style="list-style-type: none"> a. Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; b. Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and c. Enables a treatment of complex issues and judgments based on established principles and techniques; and, <p>On the basis of that competence, has shown at least one of the following:</p> <ul style="list-style-type: none"> a. The development and support of a sustained argument in written form; or b. Originality in the application of knowledge. |
| 3. Level of Application of Knowledge | Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting. |
| 4. Professional Capacity/Autonomy | <ul style="list-style-type: none"> a. The qualities and transferable skills necessary for employment requiring: <ul style="list-style-type: none"> i. The exercise of initiative and of personal responsibility and accountability; and ii. Decision-making in complex situations; b. The intellectual independence required for continuing professional development; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts. |
| 5. Level of Communications Skills | The ability to communicate ideas, issues and conclusions clearly. |

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| 6. Awareness of Limits of Knowledge | Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines. |
| DOCTORAL DEGREE | <i>This degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated the following:</i> |
| EXPECTATIONS | |
| 1. Depth and Breadth of Knowledge | A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice including, where appropriate, relevant knowledge outside the field and/or discipline. |
| 2. Research and Scholarship | <ul style="list-style-type: none"> a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication. |
| 3. Level of Application of Knowledge | <p>The capacity to</p> <ul style="list-style-type: none"> a. Undertake pure and/or applied research at an advanced level; and b. Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials. |
| 4. Professional Capacity/Autonomy | <ul style="list-style-type: none"> a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b. The intellectual independence to be academically and professionally engaged and current; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to evaluate the broader implications of applying knowledge to particular contexts. |
| 5. Level of Communication Skills | The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively. |
| 6. Awareness of Limits of Knowledge | An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines. |

APPENDIX 3: GLOSSARY

Definitions contained in this glossary have been adopted from the list of definitions provided by the Quality Council in its Quality Assurance Framework. Any changes to these definitions require approval by Ryerson Senate as well as the Quality Council.

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| Adjusted Oversight | A guiding Principle of the Quality Assurance Framework, adjusted oversight refers to the practice of decreasing or increasing the degree of oversight by the Quality Council depending upon the university's compliance across the spectrum of its quality assurance practices. Oversight may also be increased in one area and decreased in another. Examples include: a reduction or increase in the number of programs selected for a Cyclical Audit, a Focused Audit, adjusted requirements for documentation, and adjusted reporting requirements. |
| Collaborative Specialization | An intra-university graduate field of study that provides an additional multidisciplinary experience for students enrolled in and completing the degree requirements for one of a number of approved master's and/or PhD programs within the collaborative specialization. Students meet the admission requirements of and register in the participating (or "home") program but complete, in addition to the degree requirements of that program, the additional requirements specified by the Collaborative Specialization. The degree conferred is that of the home program, and the completion of the Collaborative Specialization is indicated by a transcript notation indicating the additional specialization that has been attained (e.g., MA in Political Science with specialization in American Studies). A Collaborative Specialization must have: <ul style="list-style-type: none">• At least one core one-semester course that is foundational to the specialization and does not form part of the course offerings of any of the partner programs. This course must be completed by all students from partner programs registered in the specialization and provides an opportunity for students to appreciate the different disciplinary perspectives that can be brought to bear on the area of specialization. This course may serve as an elective in the student's home program.• Clear and explicit requirements for each Collaborative Specialization. In programs requiring a major research paper, essay, or thesis, the topic must be in the area of the collaborative specialization. In course-only master's programs, at least 30% of the courses must be in the area of specialization including the core course described above. Courses in the area of specialization may be considered electives in the home program.• Only core faculty that are those faculty members in the participating home programs who have an interest and expertise in the area of the collaborative specialization (this may include faculty primarily appointed to an interdisciplinary academic unit – for example, an |

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| | <p>Institute of American Studies – that provides the anchor for the specialization).</p> <ul style="list-style-type: none"> • Appropriate administrative and academic oversight/governance to ensure requirements associated with the specialization are being met. |
| Combined Programs | <p>A program of study that combines two existing degree programs of different types. The combination may, for example, consist of two existing graduate programs, or a graduate and an undergraduate program. In most cases, the combination will involve at least one professionally oriented program. As students normally pursue one degree program at a time, and if two qualifications are sought, the degree programs would best be pursued consecutively. However, there are cases where the combination of two programs may be advantageous from a student's point of view.</p> <p>If a combined program is proposed, there must be a demonstration that it provides such advantages to students through time efficiency, benefits to scholarship, professional development, or other considerations. Students must be made fully aware of the requirements and the schedule for completion of both programs, before embarking upon the combined degree.</p> |
| Degree | <p>An academic credential awarded on successful completion of a prescribed set and sequence of requirements at a specified standard of performance consistent with the OCAV's Degree Level Expectations and the university's own expression of those Expectations (see Appendix 1 and Appendix 2) and achievement of the degree's associated learning outcomes.</p> |
| Degree Level Expectations (DLEs) | <p>Academic standards that identify the knowledge and skill outcome competencies that reflect progressive levels of intellectual and creative development (See Appendix 1 and Appendix 2). Degree Level Expectations may be expressed in subject-specific or in generic terms. Graduates at specified degree levels (e.g. BA, MSc, PhD) are expected to demonstrate these competencies. DLEs have been established by the Ontario Council of Academic Vice-Presidents and serve as Ontario universities' academic standards.</p> |
| Degree Program | <p>The complete set and sequence of courses, combination of courses and/or other units of study, research and practice prescribed by the University for the fulfillment of the requirements for each particular degree.</p> |
| Desk Audit | <p>The process associated with the Audit Team's auditing of documents that have been submitted for a university's audit, as required as a preliminary step of the Cyclical Audit. A desk audit is one part of the process to determine an institution's compliance with its own IQAP and/or the Quality Assurance Framework.</p> |
| Desk Review | <p>A review of a New Program Proposal or Self-study conducted by external reviewers that is conducted independently of the university (i.e., does not typically include interviews or in-person or virtual site</p> |

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| | visits). Such a review may, with the agreement of both the external reviewers and the Provost, replace the external reviewers' in-person or virtual site visit in the New Program Approval process and Periodic Program Review process for certain undergraduate and master's program reviews |
| (Graduate) Diploma Program | <p>The Quality Council recognizes only three types or categories of Graduate Diploma, with specific appraisal conditions applying to each. An Expedited Approval process may be requested when proposing a new graduate diploma. Once approved, these programs will be subject to the normal cycle of program reviews, typically in conjunction with the related degree program.</p> <p>Type 1: Awarded when a candidate admitted to a master's program leaves the program after completing a certain prescribed proportion of the requirements. Students are not admitted directly to these programs.</p> <p>When new, these programs require approval through the university's Protocol for Major Modification (Program Renewal and Significant Change) prior to their adoption. Once approved, they will be incorporated into the periodic program review schedule as part of the parent program.</p> <p>Type 2: Offered in conjunction with a master's or doctoral degree, the admission to which requires that the candidate be already admitted to the master's or doctoral program. This represents an additional, usually interdisciplinary, qualification.</p> <p>When new, these programs require submission to the Quality Council for an Expedited Approval prior to their adoption. Once approved, they will be incorporated into the periodic program review schedule as part of the parent program.</p> <p>Type 3: A stand-alone, direct-entry program, generally developed by a unit already offering a related master's or doctoral degree, and designed to meet the needs of a particular clientele or market. The Expedited Approval process is used for new programs of this nature. Type 3 Graduate Diplomas are included in the periodic program review schedule and are then subject to external review.</p> |
| Expedited Approval | Generally, approvals granted in a shorter time span with less required documentation. The Expedited Protocol requires the submission to the Quality Council of a Proposal Brief of the proposed program change/new program and the rationale for it. Only the applicable criteria, as outlined in Ryerson Senate Policy 112, will be applied to the proposal. The process is further expedited by not requiring the use of external reviewers. Furthermore, the Council's appraisal and approval processes are reduced. The outcomes of these submissions will be conveyed to the proposing university directly by the Quality Assurance Secretariat and reported to the Quality Council. |
| Field | In graduate programs, an area of specialization or concentration (in multi/interdisciplinary programs a clustered area of specialization) that |

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| | is related to the demonstrable and collective strengths of the program's faculty and to a new or existing program. Universities are not required to declare fields at either the master's or doctoral level. Universities may wish, through an Expedited Protocol, to seek the endorsement of the Quality Council. |
| Focused Audit | A close examination of a specific aspect of an institution's quality assurance processes and practices that have not met the standards/requirements set out by the Quality Council in the QAF or in the institution's IQAP. A Focused Audit does not replace a Cyclical Audit. |
| Graduate Level Course | A course offered by a graduate program and taught by institutionally-approved graduate faculty, where the learning outcomes are aligned with the Graduate Degree Level Expectations and the majority of students are registered as graduate students. |
| Inter-Institutional Program Categories | <p>1. Conjoint Degree Program: A program of study, offered by a postsecondary institution that is affiliated, federated or collaborating with a university, which is approved by the university's Senate or equivalent body, and for which a single degree document signed by both institutions is awarded.</p> <p>2. Cotutelle: A customized program of doctoral study developed jointly by two institutions for an individual student in which the requirements of each university's doctoral program are upheld, but the student working with supervisors at each institution prepares a single thesis which is then examined by a committee whose members are drawn from both institutions. The student is awarded two degree documents, though there is a notation on the transcripts indicating that the student completed his or her thesis under Cotutelle arrangements.</p> <p>In the case of the Cotutelle, since this arrangement relates to an existing, approved program, no separate appraisal or review processes will apply.</p> <p>3. Dual Credential/Degree Program: A program of study offered by two or more universities or by a university and a college or institute, including Institutes of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a separate and different degree/diploma document being awarded by each of the participating institutions.</p> <p>4. Joint Degree Program: A program of study offered by two or more universities or by a university and a college or institute, including an Institute of Technology and Advanced Learning, in which successful completion of the requirements is confirmed by a single degree document.</p> |
| Major Modifications | A significant change in the program requirements, intended learning outcomes, and/or human and other resources associated with a degree program or program of specialization, as defined by Ryerson Senate Policy 127. |
| Micro-credentials | A designation of achievement of a coherent set of skills and |

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| | knowledge, specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, and/or the community. They have fewer requirements and are of shorter duration than a qualification and focus on learning outcomes that are distinct from diploma/degree programs. While requiring recognition in the IQAP, proposals for the introduction or modification of a micro-credential do not require reference to the Quality Council unless they are part of a New Program. |
| Mode of Delivery | The means or medium used in delivering a program (e.g., lecture format, distance, online, synchronous/asynchronous, problem-based, compressed part-time, multi-campus, inter- institutional collaboration or other non-standard forms of delivery). |
| New Program | Any degree credential (e.g., BMus, Bachelor of Integrated Studies) or degree program (within an existing degree credential), or graduate diploma program, currently approved by Senate, which has not been previously approved for Ryerson University by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied. A change of name, only, does not constitute a new program; nor does the inclusion of a new program of specialization where another with the same designation already exists (e.g., a new honours program where a major with the same designation already exists). A new program has substantially different program objectives, program requirements and substantially different program-level learning outcomes from those of any existing approved programs offered by the institution. |
| Professional Master's Program | Typically, a professional master's degree is a terminal degree that does not lead to entry into a doctoral program. Such programs are designed to help students to prepare for a career in specific fields, such as occupational therapy, physical therapy, finance or business, among others. A professional master's degree often puts a great deal of focus on real-world application, with many requiring students to complete internships or projects in their field of study before graduation. In contrast, a research master's degree provides experience in research and scholarship, and may be either the final degree or a step toward entry into a doctoral program. |
| Program-Level Student Learning Outcomes | Clear and concise statements that describe what successful students should have achieved and the knowledge, skills, and abilities that they should have acquired by the end of the program, however an institution defines 'program' in its IQAP. Program-level student learning outcomes emphasize the application and integration of knowledge – both in the context of the program and more broadly – rather than coverage of material; make explicit the expectations for student success; are measurable and thus form the criteria for assessment/evaluation; and are written in greater detail than the program objectives. Clear and concise program-level learning outcomes also help to create shared expectations between students |

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| | and instructors. |
| Program Objectives | Clear and concise statements that describe the goals of the program, however an institution defines 'program' in its IQAP. Program objectives explain the potential applications of the knowledge and skills acquired in the program; seek to help students connect learning across various contexts; situate the particular program in the context of the discipline as a whole; and are often broader in scope than the program-level learning outcomes that they help to generate. |
| Undergraduate Certificate | A short form credential that forms a coherent program of study organized around a clear set of learning outcomes. Undergraduate certificates are comprised of undergraduate level academic content normally equivalent to a minimum of half a year of full-time study. While requiring recognition in the IQAP, proposals for the introduction or modification to an undergraduate certificate do not require reference to the Quality Council unless they are part of a New Program. For more information, see Ryerson Policy 76. |
| Virtual Site Visit | The practice of conducting all required elements of the external reviewers' site visit using videoconferencing software and/or other suitable platforms. A virtual site visit will still include elements such as virtual meetings with students, faculty, and other stakeholders. It may also include remote attendance at performances or events, and virtual facilities tours. A virtual site visit may replace an in-person site visit for certain undergraduate and master's program, with agreement from both the external reviewers and the Provost. |

**RYERSON UNIVERSITY
POLICY OF SENATE****DEVELOPMENT OF NEW GRADUATE AND UNDERGRADUATE PROGRAMS**

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| Policy Number: | 112 |
| Previous Approval Dates: | February 7, 1995 (original policy), May 9, 2002, March 1, 2005, May 6, 2008, May 3, 2011, November 4, 2014; March 6, 2018; June 11, 2019 |
| Current Policy Approval Date: | <u>TBD</u> |
| Next Policy Review Date: | 2023 (<i>or sooner at the request of the Provost and Vice President Academic or Senate</i>) |
| Responsible Committee or Office: | Provost and Vice-President Academic |

New program development is part of Ryerson University's Institutional Quality Assurance Process (IQAP) which includes the following policies:

Policy 110: Institutional Quality Assurance Process

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

1. PURPOSE

This policy governs the creation of new programs at the undergraduate and graduate levels that require Quality Council approval.

2. SCOPE

This policy includes all undergraduate and graduate programs, both full and part- time, offered solely by Ryerson or in partnership with any other post-secondary institutions.

3. DEFINITIONS

A New Program is defined as any degree credential, degree program, or graduate diploma program, currently approved by Ryerson's Senate, which has not been previously approved for Ryerson University by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied. A change of name, only, does not constitute a new program; nor does the addition of a new program of specialization where another with the same designation already exists (e.g., a new honours program where a major with the same designation already exists). A new program has substantially different program objectives, program requirements and program-level learning outcomes from those of any existing approved programs offered by the institution.

A new program proposal is prepared by a Designated Academic Unit, defined as faculty groups that comprise faculty members from a single School/Department, from several Schools and/or Departments within a Faculty, from Schools/Departments from different Faculties, from other internal Ryerson units, or from collaborative structures involving other post-secondary institutions.

3.1. Refer to Ryerson Senate Policy 110 for other definitions related to this policy.

3.2. Refer to Ryerson Senate Policy 110 for Degree Level Expectations for Undergraduate and Graduate Programs.

4. EXTERNAL AUTHORITY AND RESPONSIBILITY

4.1. Ontario Universities Council on Quality Assurance (Quality Council)

4.1.1. The Quality Council requires that new undergraduate and graduate program proposals are appraised by the Quality Council's Appraisal Committee. The Quality Council has the authority to approve or decline new program proposals.

4.1.2. The Quality Council audits the University's quality assurance process for new programs on an eight year cycle and determines whether the University has acted in compliance with the provisions of its IQAP.

5. INTERNAL AUTHORITY AND RESPONSIBILITY

5.1. Ryerson University Board of Governors

Approves new program proposals based on financial viability.

5.2. Senate

5.2.1. Senate has final internal authority for the approval of all new undergraduate and graduate programs.

5.2.2. Senate has the final internal authority for the approval of all new and revised academic policies.

5.3. Standing Committees and Governance Council of Senate

5.3.1. **Academic Standards Committee (ASC):** A standing Committee of Senate that assesses and provides recommendations to Senate for approval of new undergraduate program proposals.

5.3.2. **Yeates School of Graduate Studies Council (YSGS Council):** A Governance Council of Senate that assesses and provides recommendations to Senate for approval of new graduate program proposals.

5.3.2.1. **YSGS Programs and Planning Committee (PPC):** Assesses and make recommendations to YSGS Council on new graduate program proposals.

5.4. Provost and Vice-President Academic

- 5.4.1. Authorizes and oversees the posting of new program Letters of Intent to the Ryerson community.
- 5.4.2. Authorizes the development of new program proposals, and authorizes the commencement, implementation and budget of new programs.
- 5.4.3. Following Senate approval, reports new program proposals to the Board of Governors for review of financial viability.
- 5.4.4. Submits Senate approved new program proposals, including a brief commentary on the qualifications of external reviewers, to the Quality Council for approval.

5.5. Deputy Provost and Vice-Provost University Planning

- 5.5.1. Develops program costing and evaluates societal need, differentiation, and sustainable applicant pool, and evaluates employability of graduates for new program proposals.
- 5.5.2. In collaboration with the relevant offices, supports new program development and implementation.
- 5.5.3. Provides institutional data for the development and monitoring of new programs.

5.6. Vice-Provost Academic

- 5.6.1. Submits undergraduate new program Letters of Intent to the Provost and Vice-President Academic.
- 5.6.2. Reviews for completeness new undergraduate program proposals, after endorsement by the Faculty Dean or Dean of Record and prior to submission of the proposal to a Peer Review Team (PRT).
- 5.6.3. When an on-site visit is not appropriate, authorizes external review of new undergraduate program proposals to be conducted by virtual site visit or an equivalent method and provides a clear justification for the decision to use these alternatives.
- 5.6.4. Submits new undergraduate program proposals to the Academic Standards Committee (ASC).
- 5.6.5. Submits to Senate undergraduate new program proposal briefs and ASC's recommendations for approval.
- 5.6.6. In collaboration with the relevant offices, supports new undergraduate program development, implementation and monitoring.
- 5.6.7. Posts an Executive Summary of new undergraduate and graduate programs on the Ryerson University Curriculum Quality Assurance website with links to the

Senate website and the Provost and Vice-President Academic's website.

- 5.6.8. Develops a manual that details the process and supports the preparation of new undergraduate degree program proposals.

5.7. Vice-Provost and Dean, Yeates School of Graduate Studies (YSGS)

- 5.7.1. Submits graduate new program Letters of Intent to the Provost and Vice-President Academic.
- 5.7.2. Submits new graduate program proposals to the PPC for a review for completeness, after endorsement by the Faculty Dean or Dean of Record and prior to submission of the proposal to a PRT.
- 5.7.3. Appoints PRTs for graduate programs in consultation with the Faculty Dean or Dean of Record.
- 5.7.4. When an on-site visit is not appropriate, authorizes external review of eligible new master's program proposals to be conducted by virtual site visit or an equivalent method, and provides a clear justification for the decision to use these alternatives.
- 5.7.5. Submits new graduate program proposals to the PPC and the YSGS Council.
- 5.7.6. Submits to Senate graduate new program proposal briefs and the YSGS Council's recommendations for approval regarding new graduate programs.
- 5.7.7. In collaboration with the relevant offices, supports new graduate program development, implementation and monitoring.
- 5.7.8. Responds to the PRT Report, the designated academic unit's response to the PRT Report and the Faculty Dean's Response to the PRT Report for graduate programs.
- 5.7.9. Develops a manual that details the process and supports the preparation of new graduate program proposals.

5.8. Faculty Dean or Dean of Record¹

- 5.8.1. Submits Letters of Intent for new program proposals to the Vice-Provost Academic or to the Vice-Provost and Dean, YSGS, as appropriate.
- 5.8.2. Submits new program proposals to the Vice-Provost Academic or to the Vice-Provost and Dean, YSGS, as appropriate.
- 5.8.3. In collaboration with the relevant offices, supports new program development and implementation.

¹ The Dean of Record for Interdisciplinary Graduate Programs that cross faculty lines is the Vice-Provost and Dean, YSGS (Policy 45).

- 5.8.4. Appoints PRTs for undergraduate programs.
- 5.8.5. Provides consultation to the Vice-Provost and Dean, YSGS regarding the appointment of PRTs for graduate programs.
- 5.8.6. Responds to the PRT Report as well as to the designated academic unit's response to the PRT Report for undergraduate and graduate programs.

5.9. Designated Academic Unit

- 5.9.1. Oversees preparation of a Letter of Intent for new program proposals and submits to the Faculty Dean or Dean of Record, as appropriate.
- 5.9.2. Oversees preparation of a new program proposal and submits to the Faculty Dean or Dean of Record, as appropriate.
- 5.9.3. Prepares a written response to the PRT Report for undergraduate and graduate programs.

5.10. Department/School/Program Council and Faculty Council (where applicable)

- 5.10.1. Endorses Letters of Intent for new undergraduate programs and graduate programs and recommends these to the appropriate Faculty Dean or Dean of Record.
- 5.10.2. Endorses new program proposals for undergraduate and graduate programs, and recommends these to the appropriate Faculty Dean or Dean of Record.

6. IMPLEMENTATION

A new program must be implemented within thirty-six months of its approval to commence by the Quality Council and Ryerson University's Board of Governors. After that time, the new program's approval will lapse.

7. MONITORING

No later than the end of the fourth academic year after a new program has commenced, an interim report from the academic unit will be filed with the Office of the Vice Provost Academic (for undergraduate programs) or the Office of the Vice-Provost and Dean, YSGS (for graduate programs) for submission to Senate. The report will carefully evaluate the program's success in realizing its objectives, requirements and outcomes, as originally proposed and approved; summarizing student registrations compared to projections; student retention; the status of issues raised in the implementation plan; any changes that have occurred in the interim; any challenges faced by the program together with how these challenges are being addressed; and, a response to any note(s) issued from the Quality Council's Appraisal Committee at the time of the program's approval. The interim monitoring report and its outcomes will be incorporated into the program's first periodic program review.

8. REVIEW OF IQAP POLICIES AND PROCEDURES

The review of Ryerson University's IQAP policies will follow the procedures set out in Ryerson Senate Policy 110.

POLICY 112: DEVELOPMENT AND APPROVAL OF NEW GRADUATE AND UNDERGRADUATE PROGRAMS

PROCEDURES

This document outlines the sequential stages of the developmental, review, and approval process of new undergraduate degree programs, graduate degree programs and graduate diploma programs.

Proposed new programs that fall under the Expedited Approval Process include new graduate diploma programs, and new standalone degree programs arising from a long-standing field in a master's or doctoral program that has undergone at least two Periodic Program Reviews and has at least two graduating cohorts. These proposed new programs follow all of the Policy 112 procedures outlined below, with the exception of Section 4 (Peer Review) and Section 5 (Responses to the Peer Review Team Report).

A Field² can be declared as part of a graduate new program proposal.

1. LETTER OF INTENT

The first stage for a new program proposal is the development of a preliminary new program proposal, hereafter referred to as the Letter of Intent (LOI). The LOI is developed by an originating designated academic unit.

Consultations must take place during the development of the LOI, including, at least, all of the following:

- 1.1. Faculty Dean or Dean of Record;
- 1.2. Vice-Provost Academic or the Vice-Provost and Dean, YSGS as appropriate;
- 1.3. University Planning Office; and
- 1.4. Registrar's Office.

1.1. LETTER OF INTENT CONTENT

The LOI must include all the following information. If the Provost and Vice-President Academic subsequently authorizes the development of a new program proposal, the LOI is incorporated into the full new program proposal.

Basic information

- 1.1.1. Name and brief description of the proposed program, the proposed degree designation(s), identification of the designated academic unit, and the program governance structure; and
- 1.1.2. Discussion of the overlap between, and/or integration of, the program with other

² Refer to Senate Policy 110 for definition

existing or planned programs at Ryerson.

Program details (*Quality Council requirements have been italicized*)

1.1.3. Program Objectives

- 1.1.3.1. *A clear set of program objectives;*
- 1.1.3.2. *Appropriateness of degree nomenclature given the program's objectives; and*
- 1.1.3.3. *Consistency of the program objectives with the University's mission and academic plan.*

1.1.4. Societal Need

- 1.1.4.1. Evidence of societal need and labour market demand;
- 1.1.4.2. Evidence of student demand; and
- 1.1.4.3. Comparison of the proposed program with the most similar programs in Ontario or beyond and indicating that the proposed program differs from others in one or more significant ways. If there are significant similarities between the proposed program and existing programs, a case for duplication should be made.

1.1.5. Program Requirements

- 1.1.5.1. Presentation of the program curriculum in a clear table format;
- 1.1.5.2. *Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes;*
- 1.1.5.3. *Appropriateness of the program's structure, requirements, and program-level learning outcomes in meeting the institution's undergraduate or graduate Degree Level Expectations;*
- 1.1.5.4. Discussion of how an EDI/anti-racism lens has been applied in the development of the program;
- 1.1.5.5. *Appropriateness of the proposed mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes;*
- 1.1.5.6. *For graduate programs, a clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time;*
- 1.1.5.7. For undergraduate programs, a rationale for any deviations from the program balance requirements outlined in Ryerson Senate Policy #2.

1.1.6. Admission Requirements

- 1.1.6.1. *A statement of the admission requirements and the appropriateness of the program's admission requirements given the program objectives and the program-level learning outcomes; and*
- 1.1.6.2. *Sufficient explanation of alternative requirements, if any, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, along with how the program recognizes prior work or learning experience.*

1.1.7. Resources (developed in consultation with the University Planning Office)

Given the program's planned/anticipated class sizes and cohorts as well as its program-level learning outcomes:

- 1.1.7.1. *Participation of a sufficient number and quality of core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;*
- 1.1.7.2. *Adequacy of the administrative units' planned utilization of existing human, physical and financial resources, including implications for the impact on other existing programs at the university and any current institutional commitment to support the program;*
- 1.1.7.3. For graduate programs: a statement of whether the program is a professional program and/or a full cost recovery program.

1.1.8. Appendices

- 1.1.8.1. Appendix I: Template course outlines of each of the proposed core courses including those taught by Schools/Departments other than the Program Department. For the LOI stage, the course outlines will include, at a minimum, calendar ready course descriptions for each of the core courses in the proposed curriculum. Once the LOI proceeds to the full proposal stage, course outlines must be fully developed to include course descriptions, course learning outcomes, major topics of study, teaching methods, assessment methods, and potential readings.
- 1.1.8.2. Appendix II: A schedule for the development of the program, noting that the program proposal must be presented to the ASC or YSGS Council within one year of the Provost and Vice-President Academic's authorization to proceed, along with the proposed schedule for program implementation.
- 1.1.8.3. Appendix III: Letters of support, if appropriate.
- 1.1.8.4. Appendix IV: An executive summary.

1.2. ENDORSEMENTS AND REVIEWS OF LETTER OF INTENT (In Order)

The following documentation must be included in the full new program proposal, as part of Appendix VII (see Section 2.1.7.3 below)

- 1.2.1. Endorsement of Letter of Intent by originating designated academic unit.
- 1.2.2. Endorsement to go forward by relevant Faculty Dean or Dean of Record.
- 1.2.3. Review by Vice-Provost Academic or Vice-Provost and Dean, YSGS, as appropriate.
- 1.2.4. Review by Deputy Provost and Vice-Provost University Planning.
- 1.2.5. Review by Provost and Vice-President Academic, who decides whether the Letter of Intent is ready to be reviewed by the Ryerson community.
- 1.2.6. If the proposal is deemed ready for review, the Provost and Vice-President Academic will post the complete Letter of Intent and the Executive Summary on the Provost and Vice-President Academic's website for a period of one month³.
- 1.2.7. Review of the Letter of Intent by any interested member of the Ryerson community. Written comments/feedback on the new program proposal may be submitted to the Provost and Vice-President Academic within the specified community-response period.

1.3. AUTHORIZATION TO PROCEED

- 1.3.1. The Provost and Vice-President Academic will respond to the Letter of Intent after the expiry of the one-month community response period.
- 1.3.2. If the Provost and Vice-President Academic authorizes the development of a new program, an academic unit will be formally designated to assume responsibility for it and a Faculty Dean or Dean of Record will be given primary responsibility. The designated academic unit(s) may correspond to an existing School/Department or be newly created for the purpose of developing a full new program proposal. In the case of undergraduate inter- Faculty proposals, the Provost and Vice-President Academic will decide on a Dean of Record who will be given primary responsibility.
- 1.3.3. Authorization to proceed signifies that the University supports the continued development of a new program proposal, but it does not commit the University or the Faculty to final endorsement.

³ At the discretion of the Provost and Vice-President Academic the posting requirement may vary for graduate diplomas at the Master's and Doctoral level.

2. NEW PROGRAM PROPOSAL

2.1. Full New Program Proposal

2.1.1. Letter of Intent

2.1.1.1. The full new program proposal includes all of section 1.1, as described above in the Letter of Intent Content.

2.1.2. Program Requirements

2.1.2.1. *Ways in which the curriculum addresses the current state of the discipline or area of study;*

2.1.2.2. An analysis of the program's curriculum content in terms of professional licensing/accreditation requirements, if any;

2.1.2.3. Identification of any unique curriculum or program innovations, creative components, experiential learning components, or other significant high impact practices;

2.1.2.4. *For research-focused graduate programs, clear indication of the nature and suitability of the major research (scholarly, research and creative) requirements for degree completion; and*

2.1.2.5. *Evidence that each graduate program requires students to take a minimum of two-thirds of the course requirements from among graduate level courses.*

2.1.3. Assessment of teaching and learning

2.1.3.1. *Appropriateness of the proposed methods for assessing student achievement of the program-level learning outcomes and Degree Level Expectations;*

2.1.3.2. *Appropriateness of the plans to monitor and assess:*

- i) The overall quality of the program;
- ii) Whether the program is achieving in practice its proposed objectives;
- iii) Whether its students are achieving the program-level learning outcomes; and
- iv) How the resulting information will be documented and subsequently used to inform continuous program improvement.

2.1.3.3. Grading, academic continuance, and graduation requirements, if variant from Ryerson's graduate or undergraduate policies.

2.1.4. Resources (developed in consultation with the University Planning Office and the University Library)

- 2.1.4.1 Planned/anticipated class sizes;
- 2.1.4.2 Planned number of faculty and staff;
- 2.1.4.3 Report by the University library on existing and proposed collections and services to support the program's learning outcomes;
- 2.1.4.4 *Discussion of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience.*
- 2.1.4.5 *Supervision of experiential learning opportunities (if required);*
- 2.1.4.6 *Evidence that there are adequate resources to sustain the quality of scholarship, research, and creative activities produced by students, including library support, information technology support, and laboratory access;*
- 2.1.4.7 *Evidence of plans and additional institutional resource commitments, if necessary, to support the program in step with its ongoing implementation;*

Resources for graduate programs only

- 2.1.4.8 *Evidence that faculty have the recent research (scholarly, research and creative) or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate;*
- 2.1.4.9 *Where appropriate to the program, evidence that financial assistance for students will be sufficient to ensure adequate quality and numbers of students; and*
- 2.1.4.10 *Evidence of how supervisory loads will be distributed, in light of qualifications and appointment status of the faculty.*

2.1.5. Quality and other indicators

- 2.1.5.1 *Evidence of the quality of the faculty (e.g., qualifications, funding, honours, awards, research, innovation, creative, and scholarly record; appropriateness of collective faculty expertise to contribute substantively to the proposed program and commitment to student mentoring); and*
- 2.1.5.2 *Any other evidence that the program and faculty will ensure the intellectual quality of the student experience.*

2.1.6. Fields in a graduate program (optional - if a graduate program wishes to have a Quality Council endorsed field)

2.1.6.1. A list of Fields, if applicable, in the proposed Master's program; and/or

2.1.6.2. A list of the Fields, if applicable, in the proposed PhD program.

2.1.7. Appendices (in addition to Appendices I-IV, as described in Section 1.1.8 above)

2.1.7.1. Appendix V: Curriculum Vitae of the faculty members who will be involved in the development/delivery of the proposed program, formatted as per local norm.

2.1.7.2. Appendix VI: Copy of the Provost and Vice-President Academic's authorization to proceed.

2.1.7.3. Appendix VII: Documentation of approvals and related communications⁴.

2.1.8. Preliminary External Review for Graduate Programs

2.1.8.1. If a graduate program so desires, it may engage an external consultant to review the written documents, normally prior to presenting the proposal to the Department/School/Program Council and Faculty Council for endorsement, where appropriate. The consultant will be selected in consultation with the Faculty Dean or Dean of Record and the Vice- Provost and Dean, YSGS, and may not be a member of the subsequent PRT.

3. ENDORSEMENT AND REVIEW OF NEW PROGRAM PROPOSAL

3.1. Faculty Dean or Dean of Record Endorsement

3.1.1. The Faculty Dean or Dean of Record assumes involvement with all stages of the full proposal including review of the proposal before presentation to Department/School/Program Council(s) and Faculty Council(s), where appropriate. After the new program proposal has been endorsed by the Department/School/Program Council(s) and Faculty Council(s), where appropriate, it will be forwarded to the Faculty Dean or Dean of Record for endorsement. Inter-Faculty programs will require the endorsement of the Faculty Dean or Dean of Record of all involved Faculties.

3.2. Departmental/School/Faculty Council Endorsement

3.2.1. The full proposal for a new undergraduate or graduate program will be presented to the relevant Departmental/School/Program Council(s) and Faculty Councils, where appropriate, for review and endorsement. The appropriate Council(s) will be determined in accordance with Senate policies. Where such a Council does not exist, the Faculty Dean or Dean of Record shall establish an appropriate committee, comprising members of related Department/School/Program Councils

⁴ Reviews, endorsements, approvals and related communications must be documented and retained at every stage of the development of the new program. The documentation (Appendix VII) accompanies the new program proposal that is submitted to the ASC or YSGS Council.

and Faculty Councils, where appropriate.

- 3.2.2. A record will be kept of the date(s) of the relevant Council meeting(s), along with any qualifications or limitations placed on endorsement by the Council(s). This information must be forwarded to the Faculty Dean or Dean of Record.

3.3. Undergraduate Review for Completeness

- 3.3.1. Once an undergraduate new program proposal is endorsed by the participating Department/School Council(s) and the Faculty Dean or Dean of Record, the Faculty Dean or Dean of Record will submit the proposal to the Vice-Provost Academic who will conduct a preliminary review for completeness of the proposal prior to the Peer Review Team receiving the proposal.

3.4. Graduate Review for Completeness

- 3.4.1. Once a graduate new program proposal has been endorsed by the participating Program Council(s), it will be forwarded to the Faculty Dean or Dean of Record who will submit their letter of endorsement and the new program proposal to the Vice-Provost and Dean, YSGS. The Program and Planning Committee of YSGS Council will conduct a preliminary review for completeness of the proposal prior to the Peer Review Team receiving the proposal.

4. PEER REVIEW

Peer review teams are required for new program proposals for both undergraduate degree programs and graduate degree programs.

As soon as possible after a proposal has been endorsed by Departmental/School Council(s) and Faculty Council, where appropriate, and by Faculty Dean or Dean of Record, and reviewed by the Vice-Provost Academic, for undergraduate degree programs, or YSGS Council, for graduate degree programs, it will undergo review by a PRT as described below.

4.1. SELECTION OF PEER REVIEW TEAM (PRT) MEMBERS

- 4.1.1. All members of the PRT will be at arm's length⁵ from the program under review.
- 4.1.2. The external and internal reviewers will be active and respected in their field, and normally associate or full professors with program management experience, including an appreciation of pedagogy and learning outcomes.
- 4.1.3. If graduate and undergraduate reviews are done simultaneously, the Faculty Dean or Dean of Record, and the Vice-Provost Academic and the Vice-Provost and Dean, YSGS may authorize a combined PRT, if appropriate. However, separate PRT reports are required.

⁵ See Appendix A for information on arm's length selection of PRT members.

4.1.4. PRT for Undergraduate New Program Proposals

The PRT for new undergraduate degree program proposals will consist of:

- 4.1.4.1. Two external reviewers; and
- 4.1.4.2. The option of one further internal reviewer from within the university, but from outside the discipline (or interdisciplinary group). Internal reviewers are not members of the designated academic unit under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.
- 4.1.4.3. This PRT composition is the same for undergraduate degree programs that will be taught in collaboration with colleges or institutions outside of Ontario. In a joint program with other Ontario universities, if applicable, one internal reviewer will be appointed from each participating institution.
- 4.1.4.4. External review of new undergraduate program proposals will normally be conducted on-site, but may be conducted by desk review, virtual site visit or an equivalent method if the external reviewers are satisfied that the off-site option is acceptable. The Provost (or designate) will also provide a clear justification for the decision to use these alternatives.

4.1.5. PRT for Graduate New Program Proposals

The PRT for graduate new program proposals will consist of:

- 4.1.5.1. Two external reviewers; and
- 4.1.5.2. One further external reviewer, or an internal reviewer from within the university, but from outside the discipline (or interdisciplinary group). Internal reviewers are not members of the designated academic unit under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.
- 4.1.5.3. This PRT composition is the same for graduate programs that will be taught in collaboration with colleges or institutions outside of Ontario, Canada. In a joint program with other Ontario universities, if applicable, one internal reviewer will be appointed from each participating institution.
- 4.1.5.4. External review of new doctoral program proposals must be conducted on-site.
- 4.1.5.5. Certain new master's programs (e.g., professional master's programs, fully online, etc.) may be conducted by desk review, virtual site visit or an equivalent method if both the Provost (or designate) and external reviewers are satisfied that the off-site option is acceptable. An on-site visit is required for all other proposed master's programs.

4.2. APPOINTMENT OF PEER REVIEW TEAM (PRT) MEMBERS

4.2.1. Undergraduate

- 4.2.1.1. The membership of the undergraduate PRT will be determined and appointed by the Faculty Dean or Dean of Record based on written information provided by the designated academic unit.
- 4.2.1.2. The designated academic unit will provide the Faculty Dean or Dean of Record with names and brief biographies of four or more faculty external to Ryerson and two or more faculty internal to Ryerson (if applicable).
- 4.2.1.3. Initial communications to the reviewers, such as interest, availability, and invitation to serve on a PRT, will come only from the Faculty Dean or Dean of Record.
- 4.2.1.4. The Faculty Dean or Dean of Record will invite one of the external reviewers to act as Chair of the PRT.

4.2.2. Graduate

- 4.2.2.1. The membership of the graduate PRT will be determined by the Vice- Provost and Dean, YSGS in consultation with the Faculty Dean or Dean of Record and designated academic unit.
- 4.2.2.2. The designated academic unit will provide the Vice-Provost and Dean, YSGS with names and brief biographies of four or more faculty external to Ryerson and two or more faculty internal to Ryerson (if applicable).
- 4.2.2.3. Initial communications to the reviewers, such as interest, availability, and invitation to serve on a PRT, will come only from the Vice-Provost and Dean, YSGS.
- 4.2.2.4. The Vice-Provost and Dean, YSGS in consultation with the Faculty Dean or Dean of Record for graduate programs, will invite one of the external reviewers to act as Chair of the PRT.

4.3. THE MANDATE OF THE PEER REVIEW TEAM (PRT)

The general mandate of the PRT is to evaluate and report in writing on the academic quality of the proposed program and the capacity of the designated academic unit to deliver it in an appropriate manner. The report of the PRT will evaluate the new proposed program against the following criteria (Note: PRT members will be provided with a template for guidance in completing their report):

- 4.3.1. Consistency of the program with the institution's mission and academic plans, clarity of its objectives, and appropriateness of the degree nomenclature, given the program's objectives;
- 4.3.2. Appropriateness of the program's structure and requirements to meet specified

objectives, program learning outcomes and degree level expectations, as well as address the current state of the discipline or area of study.

- 4.3.3. For graduate programs, a rationale for program length to ensure program-level learning outcomes and requirements can be reasonably completed within the proposed time period, a minimum of two-thirds of the course requirements are graduate-level courses, and for research focused programs, the appropriateness of the major research requirements for degree completion;
- 4.3.4. Appropriateness and effectiveness of proposed methods to assess student achievement of the program-level learning outcomes and Degree Level Expectations, as well as the appropriateness of the plans to monitor and assess: i) The overall quality of the program; ii) Whether the program is achieving in practice its proposed objectives; iii) Whether its students are achieving the program-level learning outcomes; and iv) How the resulting information will be documented and subsequently used to inform continuous program improvement;
- 4.3.5. Appropriateness of the program's admission requirements for the program objectives and learning outcomes established for completion of the program, and sufficient explanation of any alternative admission requirements, such as recognition of prior work or learning experience;
- 4.3.6. Given the program's planned class sizes and cohorts as well as its program-level learning outcomes, adequacy of the number and quality of core faculty; appropriateness of the role of adjunct/sessional faculty; sustainability of the program and quality of the student experience; incorporation of EDI into the program, as well as any unique curriculum or program innovations and provision of supervision for experiential learning, if applicable; appropriateness of the administrative unit's planned use of existing human, physical and financial resources; and evidence of adequate resources to sustain quality scholarship, student research and creative activities, and laboratory access;
- 4.3.7. For graduate programs, given the planned class sizes and cohorts as well as the program-level learning outcomes, evidence of recent faculty research (scholarly, research and creative) or professional/clinical expertise needed to sustain the program, promote innovation and foster an appropriate intellectual climate; evidence of sufficient student financial assistance to ensure adequate quality and numbers of students; and evidence of how supervisory loads will be distributed to provide qualified faculty instruction and supervision;
- 4.3.8. Indicators of faculty quality and any other evidence that the program and faculty will ensure the intellectual quality of the student experience.
- 4.3.9. Any additional assessment of the New Program Proposal as a whole or related issues, as appropriate.

4.4. INFORMATION PROVIDED TO THE PEER REVIEW TEAM BEFORE THE SITE VISIT

4.4.1. The PRT will be provided with a Letter of Invitation from the Faculty Dean or Dean of Record for undergraduate programs or the Vice-Provost and Dean YSGS for graduate programs, along with the PRT's mandate, information on the University, and its mission and mandate. Once confirmed, the Dean of Record for undergraduate programs or the Vice-Provost and Dean YSGS for graduate programs will provide to the PRT a site visit agenda along with the new program proposal, including Appendices, and all documentation pertinent to its approval to this point. This communication will remind the PRT of the confidentiality of the documents presented.

4.5. THE PEER REVIEW TEAM (PRT) SITE VISIT

The PRT will be provided with:

4.5.1. Access to program administrators, staff, and faculty (including representatives from joint or collaborative Ontario institutions), administrators of related departments and librarians, and students (including representatives from joint or collaborative Ontario institutions), as appropriate.

4.5.2. Coordination of site visits to Ontario institutions offering joint programs (excluding college collaborative programs), where appropriate, and any additional information that may be needed to support a thorough review.

4.5.3. Undergraduate

4.5.3.1. At the opening of the site visit the Vice-Provost Academic will review the PRT mandate, the format for the PRT Report as outlined in the template guidelines, and the timeline for completion of the PRT Report.

4.5.3.2. At the close of the site visit the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice-Provost Academic, the Faculty Dean or Dean of Record, and any others who may be invited by the Faculty Dean or PRT.

4.5.4. Graduate

4.5.4.1. At the opening of the site visit the Vice-Provost and Dean, YSGS will review the PRT mandate, the format for the PRT Report as outlined in the template guidelines, and the timeline for completion of the PRT Report.

4.5.4.2. At the close of the site visit, the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice-Provost and Dean, YSGS, the Faculty Dean, and any others who may be invited.

4.6. PEER REVIEW TEAM (PRT) REPORT

4.6.1. Undergraduate

4.6.1.1. Within four weeks of the completion of the site visit, the PRT for an undergraduate program will submit its written report to the Faculty Dean or Dean of Record and the Vice-Provost Academic. The Faculty Dean or Dean of Record will review the submission for completeness and contact the peer reviewers if further information is required. The Faculty Dean or Dean of Record will circulate this report to the designated academic unit.

4.6.2. Graduate

4.6.2.1. Within four weeks of the completion of the site visit, the PRT for a graduate program will submit its written report to the Vice-Provost and Dean, YSGS. The Vice-Provost and Dean, YSGS will review the submission for completeness and contact the peer reviewers if further information is required. The Vice-Provost and Dean, YSGS will circulate this report to the designated academic unit and to the Faculty Dean or Dean of Record.

5. RESPONSES TO THE PEER REVIEW TEAM (PRT) REPORT

5.1. DESIGNATED ACADEMIC UNIT'S RESPONSE

5.1.1. Undergraduate and Graduate

5.1.1.1. Within four weeks of receipt of the PRT Report, the designated academic unit will submit its response to the Faculty Dean or Dean of Record. The response will identify any corrections or clarifications and will indicate how the PRT recommendations are being accommodated, or if they are not to be accommodated, reasons for this.

5.2. FACULTY DEAN OR DEAN OF RECORD'S RESPONSE

5.2.1. Undergraduate

5.2.1.1. Within four weeks of receipt of the designated academic unit's response, a written response to the PRT Report must be provided by the Faculty Dean or Dean of Record. The Faculty Dean or Dean of Record will provide a response to each of the following:

- 5.2.1.1.1. the recommendations of the PRT;
- 5.2.1.1.2. the designated academic unit's response to the PRT Report; and
- 5.2.1.1.3. any changes in organization, policy or governance required to meet the recommendations.
- 5.2.1.1.4. If the new program proposal is revised following, or as a result of, the PRT's Report, the original and the revised documents must be

resubmitted through the Faculty Dean or Dean of Record to the Vice-Provost Academic.

- 5.2.1.1.5. If the Faculty Dean or Dean of Record and the Vice-Provost Academic believe that this document differs substantially from the original, it must be resubmitted to the Department/School/Program Council(s) and Faculty Councils, where appropriate, for further endorsement before providing decanal endorsement.

5.3. FACULTY DEAN OR DEAN OF RECORD'S RESPONSE and VICE-PROVOST AND DEAN, YSGS RESPONSE

5.3.1. Graduate

- 5.3.1.1. Within four weeks of receipt of the designated academic unit's response, a written response to the PRT Report must be provided by the Faculty Dean or Dean of Record and by the Vice-Provost and Dean, YSGS. The Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS will each provide a response to the following:

- 5.3.1.1.1. the recommendations of the PRT;
- 5.3.1.1.2. the designated academic unit's response to the PRT Report;
- 5.3.1.1.3. any changes in organization, policy or governance required to meet the recommendations; and
- 5.3.1.1.4. the Vice-Provost and Dean, YSGS will also provide a response to the Faculty Dean or Dean of Record's Response.

- 5.3.1.2. If the new program proposal is revised following, or as a result of, the PRT's Report, the original and the revised documents must be resubmitted through the Faculty Dean or Dean of Record to the Vice-Provost and Dean, YSGS.

- 5.3.1.3. If the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS believe that this document differs substantially from the original, it must be resubmitted to the Department/School/Program Council(s) for further endorsement before providing decanal endorsement.

6. ASSESSMENT AND RECOMMENDATIONS OF ACADEMIC STANDARDS COMMITTEE (ASC) OR YSGS COUNCIL

6.1. Undergraduate

- 6.1.1. The designated academic unit submits to the Vice-Provost Academic the new program proposal, with any revisions, together with the PRT Report, the responses to the PRT Report by the designated academic unit and by the Faculty Dean or Dean of Record, and the associated documentation (see Section 2.2.7). The Vice-Provost Academic will submit the full new program proposal to the ASC.

6.1.2. The ASC will assess the proposal for academic quality and societal need and make one of the following recommendations:

- 6.1.2.1. that the new program proposal be recommended for approval by Senate, with or without qualification;
- 6.1.2.2. that the new program proposal be returned to the designated academic unit for further revision; or
- 6.1.2.3. that the new program proposal not be recommended for approval by Senate.

6.2. Graduate

6.2.1. The designated academic unit submits to the YSGS, for submission to the PPC, the new program proposal, with any revisions, together with the PRT Report, the responses to the PRT Report by the Designated Academic Unit, the Faculty Dean or Dean of Record, and the Vice-Provost and Dean, YSGS, and the associated documentation (see Section 2.2.7). The PPC will make one the following recommendations:

- 6.2.1.1. that the new program proposal be sent to the YSGS Council with or without qualification; or
- 6.2.1.2. that the new program proposal be returned to the designated academic unit for further revision.

6.2.2. Upon recommendation by the PPC, the Vice-Provost and Dean, YSGS will submit the new program proposal, to the YSGS Council.

6.2.3. The YSGS Council will assess the proposal for academic quality and societal need and make one of the following recommendations:

- 6.2.3.1. that the new program proposal be recommended for approval by Senate, with or without qualification;
- 6.2.3.2. that the new program proposal be returned to the designated academic unit for further revision; or
- 6.2.3.3. that the new program proposal not be recommended for approval by Senate.

7. SENATE APPROVAL

7.1. The Vice-Provost Academic (as Chair of the ASC) for undergraduate program proposals, or the Vice-Provost and Dean, YSGS (as Chair of the YSGS Council) for graduate program proposals, will submit a report of the new program proposal to Senate, as appropriate. Senate approval is the culmination of the internal academic approval process for new program proposals.

8. QUALITY COUNCIL APPROVAL

- 8.1. Once approved by Senate, the new program proposal, together with all required reports and documents, including a brief commentary on the qualifications of external reviewers, as outlined in the Ontario Universities Council on Quality Assurance Framework, will be submitted to the Quality Council for appraisal and approval as per the process outlined in the Quality Assurance Framework⁶.

9. PRESENTATION TO THE BOARD OF GOVERNORS

- 9.1. The Provost and Vice-President Academic is responsible for presentation of the new program to the Board for approval of financial viability.

10. PUBLIC ANNOUNCEMENT OF NEW PROGRAMS

- 10.1. Subject to approval by the Provost and Vice-President Academic, the University may publicly announce its intention to offer a new undergraduate or graduate program in advance of receiving approval by the Quality Council. If such an announcement is made at this stage, it must contain the following statement: "Prospective students are advised that the program is still subject to formal approval."

11. PROGRAM IMPLEMENTATION

- 11.1. Final implementation of the program is the responsibility of the Provost and Vice-President Academic. A new program must be implemented and commence within thirty-six months of approval by the Quality Council and Ryerson's Board of Governors. After that time, the new program's approval will lapse.

12. MONITORING

No later than the end of the fourth academic year after a new program has commenced, an interim report from the academic unit will be filed with the Office of the Vice Provost Academic (for undergraduate programs) or the Office of the Vice-Provost and Dean, YSGS (for graduate programs) for submission to Senate. The report will carefully evaluate the program's success in realizing its objectives, requirements and outcomes, as originally proposed and approved; summarizing student registrations compared to projections; student retention; the status of issues raised in the implementation plan; any changes that have occurred in the interim; any challenges faced by the program together with how these challenges are being addressed; and, a response to any note(s) issued from the Quality Council's Appraisal Committee at the time of the program's approval. The interim monitoring report and its outcomes will be incorporated into the program's first periodic program review.

13. PERIODIC PROGRAM REVIEW

All new undergraduate and graduate degree programs, and graduate diploma programs will be reviewed no more than eight years after implementation and in accordance with Ryerson University Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs. Note that new undergraduate and/or graduate programs that have been

⁶ The Quality Council outlines its appraisal process in sections 2.6 and 2.8 of the QAF document

approved within the period since the conduct of the previous Audit are eligible for selection for the university's next Cyclical Audit.

APPENDIX A

Choosing Arm's Length Reviewers

Best practice in quality assurance ensures that reviewers are at arm's length from the program under review. This means that reviewers are not close friends, current or recent collaborators, former supervisors, advisors or colleagues.

Arm's length does not mean that the reviewer must never have met or even heard of a single member of the program. It does mean that reviewers should not be chosen who are likely, or perceived to be likely, to be predisposed, positively or negatively, about the program.

Examples of what may not violate the arm's length requirement:

- Appeared on a panel at a conference with a member of the program
- Served on a granting council selection panel with a member of the program
- Author of an article in a journal edited by a member of the program, or of a chapter in a book edited by a member of the program
- External examiner of a dissertation by a doctoral student in the program
- Presented a paper at a conference held at the university where the program is located
- Invited a member of the program to present a paper at a conference organized by the reviewer, or to write a chapter in a book edited by the reviewer
- Received a bachelor's degree from the university (especially if in another program)
- Co-author or research collaborator with a member of the program more than seven years ago
- Presented a guest lecture at the university
- Reviewed for publication a manuscript written by a member of the program

Examples of what may violate the arm's length requirement:

- A previous member of the program or department under review (including being a visiting professor)
- Received a graduate degree from the program under review

- A regular co-author and research collaborator with a member of the program, within the past seven years, and especially if that collaboration is ongoing
- Close family/friend relationship with a member of the program
- A regular or repeated external examiner of dissertations by doctoral students in the program
- A recent doctoral supervisor (within the past seven years) of one or more members of the program

ADDITIONAL ADVICE FOR CHOOSING EXTERNAL REVIEWERS

External reviewers should have a strong track record as academic scholars and ideally should also have had academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions. This combination of experience allows a reviewer to provide the most valuable feedback on program proposals and reviews.

Source: Ontario Universities Council on Quality Assurance (Quality Council)

**RYERSON UNIVERSITY
POLICY OF SENATE****PERIODIC PROGRAM REVIEW OF GRADUATE AND
UNDERGRADUATE PROGRAMS**

| | |
|---|---|
| Policy Number: | 126 |
| Previous Approval Dates: | April 5, 2005; May 6, 2008; November 2, 2010; May 3, 2011, May 3, 2011, May 7, 2013, November 4, 2014; March 6, 2018; June 11, 2019 |
| Current Policy Approval Date: | <u>TBD</u> |
| Next Policy Review Date: | May 2023 (or sooner at the request of the Provost and Vice- President Academic or Senate) |
| Responsible Committee or Office: | Provost and Vice-President Academic |

Periodic program review (PPR) serves to ensure that programs strive to achieve the highest possible standards of academic quality, maintain a culture of continuous improvement, and continue to satisfy societal need. All undergraduate and graduate programs are required to undertake a periodic program review on a cycle not to exceed eight years.

Periodic program review is part of Ryerson University's Institutional Quality Assurance Process (IQAP) which includes the following policies:

Policy 110: Institutional Quality Assurance Process

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

1. PURPOSE

This policy governs the review of undergraduate and graduate programs that have been approved by Ontario Universities Council on Quality Assurance (Quality Council).

2. SCOPE

This policy includes all undergraduate and graduate programs, both full and part-time, offered solely by Ryerson or in partnership with any other post-secondary institutions. Programs offered jointly with other post-secondary institutions will be subject to the periodic program review policies of all the institutions. Programs which have been closed or for which admission has been suspended are out of scope for a PPR.

3. DEFINITIONS

- 3.1. Refer to Policy 110 for definitions related to this policy.
- 3.2. Refer to Policy 110 for Degree Level Expectations for Undergraduate and Graduate Programs.

4. EXTERNAL AUTHORITY AND RESPONSIBILITY

4.1. Ontario Universities Council on Quality Assurance (Quality Council)

- 4.1.1. The Quality Council reviews PPR Final Assessment Reports (FARs) on an annual basis.
- 4.1.2. The Quality Council audits the quality assurance process for PPRs on an eight-year cycle and determines whether the University has acted in compliance with the provisions of its IQAP.

5. INTERNAL AUTHORITY AND RESPONSIBILITY

5.1. Senate

- 5.1.1. Senate has the final authority for the approval of PPRs of all Ryerson programs.
- 5.1.2. Senate has the final internal authority for the approval of all new and revised academic policies.

5.2. Standing Committees and Governance Council of Senate

- 5.2.1. **Academic Standards Committee (ASC):** A Standing Committee of Senate that assesses and provides recommendations to Senate for approval of undergraduate PPRs and assesses PPR follow-up reports as an information item for Senate. An additional update and course of action by a specified date may be requested of the program if ASC believes that there has not been sufficient progress.

- 5.2.2. **Yeates School of Graduate Studies Council (YSGSC):** A Governance Council of Senate that assesses and provides recommendations to Senate for approval of graduate program PPRs, and assesses PPR follow-up reports as an information item for Senate. An additional update and course of action by a specified date may be requested of the program if the YSGSC believes that there

has not been sufficient progress.

5.2.2.1. **YSGS Programs and Planning Committee (PPC):** A committee of the YSGSC that reviews the PPR self-studies and appendices of graduate programs for completeness and determines if there are any issues prior to submission to a peer review team. Assesses complete graduate PPRs and provides recommendations to YSGSC.

5.3. Provost and Vice-President Academic

- 5.3.1. Following Senate approval, reports the outcomes of a PPR to the Board of Governors.
- 5.3.2. Submits FARs, including Implementation Plans and Executive Summaries, for all undergraduate and graduate PPRs to Quality Council annually, as per Quality Council's required process.
- 5.3.3. Is responsible for the University's participation in the Quality Council cyclical audit process.

5.4. Deputy Provost and Vice-Provost University Planning

- 5.4.1. Provides institutional data for PPRs.

5.5. Vice-Provost Academic

- 5.5.1. Has authority for PPRs of all undergraduate degree programs.
- 5.5.2. Is responsible for the undergraduate PPR schedule, for informing programs in written format of their forthcoming review, and for providing an orientation to PPR.
- 5.5.3. Is responsible for advising and monitoring throughout the PPR process.
- 5.5.4. Assesses PPR self-studies and appendices for completeness and determines if there are any issues prior to submission to a Peer Review Team (PRT).
- 5.5.5. Forwards complete PPRs to the ASC for their review and recommendation for approval to Senate.
- 5.5.6. Ensures that there is a FAR, Implementation Plan, and Executive Summary for each PPR.
- 5.5.7. Submits an undergraduate program FAR, including recommendations from ASC, for assessment and approval by Senate.
- 5.5.8. Forwards mandated follow-up reports to the ASC for their information, assessment, and report to Senate, then forwards to Senate for information.

- 5.5.9. Develops a manual that details the process and supports the preparation of the PPR of undergraduate degree programs.

5.6. Vice-Provost and Dean, YSGS

- 5.6.1. Has authority for PPRs of all graduate programs.
- 5.6.2. Is responsible for the graduate PPR schedule, for informing graduate programs in written format of their forthcoming review, and for providing an orientation to PPR.
- 5.6.3. Is responsible for advising and monitoring throughout the PPR process.
- 5.6.4. Responds to the PRT Report as well as to the Program Response and the Faculty Dean's Response to the PRT Report for graduate programs.
- 5.6.5. Ensures that there is a FAR, Implementation Plan, and Executive Summary for each graduate PPR.
- 5.6.6. Submits graduate program FARs, including recommendations, to Senate for assessment and approval.
- 5.6.7. Forwards mandated follow-up reports to YSGSC for its information, assessment, and report to Senate, then forwards to Senate for information.
- 5.6.8. Develops a manual that details the process and supports the preparation of the PPR of graduate degree programs.

5.7. Faculty Dean or Dean of Record¹²

- 5.7.1. Reviews the undergraduate PPR self-study and appendices prior to submission to Department/School/Program/Faculty Council(s) and endorses the self-study and appendices following Council endorsement.
- 5.7.2. Appoints Peer Review Teams (PRT) for undergraduate programs.
- 5.7.3. Provides consultation to the Vice-Provost and Dean, YSGS regarding the appointment of PRTs for graduate programs.
- 5.7.4. Receives the PRT report for initial reviewWhere appropriate, requests further input or clarification from the PRT if the PRT Report does not address the requirements as outlined in the IQAP . Distributes to the program for response.
- 5.7.5. Responds to the PRT Report as well as to the Program Response to the PRT Report for undergraduate and graduate programs.
- 5.7.6. For undergraduate programs, reviews mandated follow-up reports to ensure progress with the recommendations from ASC and ensures that the

¹ The Dean of Record for interdisciplinary graduate programs that cross faculty lines is the Vice-Provost and Dean, YSGS (Policy 45).

² See Ryerson Senate Policy 110 for definition.

implementation plan is effectively accomplished in a timely manner. If it is believed that there has not been sufficient progress, an additional update and course of action by a specified date may be required.

5.7.7. For graduate programs, reviews mandated follow-up reports to ensure that the implementation plan is effectively accomplished in a timely manner. If it is believed that there has not been sufficient progress, an additional update and course of action by a specified date may be required.

5.8. Chair/Director

5.8.1. Undergraduate Chair/Director of Department/School

5.8.1.1. Oversees the preparation of the undergraduate program self-study and appendices within the appropriate timelines.

5.8.1.2. Actively engages faculty, staff and students in the periodic program review process.

5.8.1.3. Presents a completed PPR self-study and appendices to the Faculty Dean or Dean of Record for initial review prior to presentation to Department/School/Program and/or Faculty Councils, as appropriate.

5.8.1.4. Prepares a response to the PRT Report.

5.8.1.5. Prepares the mandated PPR follow-up report for submission to the Faculty Dean or Dean of Record, and the Vice-Provost Academic by the specified date, normally within one year of Senate approval of the program review.

5.8.1.6. Administers the implementation plan to ensure that it is effectively accomplished in a timely manner.

5.8.2. Graduate Program Director

5.8.2.1. Oversees the preparation of the graduate program self-study and appendices within the appropriate timelines.

5.8.2.2. Actively engages Chairs/Directors, faculty, staff and students in the periodic program review process.

5.8.2.3. Presents a completed PPR self-study and appendices to the Faculty Dean or Dean of Record for graduate programs for initial review prior to presentation to Program Council.

5.8.2.4. Prepares a response to the PRT Report.

5.8.2.5. Prepares the mandated PPR follow-up report for submission to the Faculty Dean or Dean of Record, and the Vice-Provost and Dean YSGS by the specified date, normally within one year of Senate approval of the review.

5.8.2.6. Administers the implementation plan to ensure that it is effectively accomplished in a timely manner.

5.9. Department/School/Program and Faculty Council (where applicable)

5.9.1. Endorses the undergraduate or graduate self-study and appendices prior to submission to the Faculty Dean or Dean of Record.

6. REVIEW OF IQAP POLICY AND PROCEDURES

6.1. The review of Ryerson's IQAP policies will follow the procedures set out in Ryerson University's IQAP Policy 110.

POLICY 126: PERIODIC PROGRAM REVIEW FOR GRADUATE AND UNDERGRADUATE PROGRAMS PROCEDURES

This document outlines the sequential stages of the Periodic Program Review (PPR) including the self-study report, the peer review and report, responses to the Peer Review Team (PRT) Report, assessments, endorsements, and approvals of undergraduate and graduate PPRs and implementation of recommendations. The key outcome from a PPR is the Final Assessment Report and associated Implementation Plan, which become the basis of a continuous improvement process through monitoring of key performance indicators.

1. THE SELF-STUDY REPORT

The self-study has descriptive, explanatory, evaluative and formative functions. It provides an opportunity for programs to assess academic quality and societal need, and plan for continuous improvement. It is essential that the self-study is reflective, self-critical, analytical, forward looking, and that it actively involves faculty, students, and staff in the process. The Director, Curriculum Quality Assurance and the YSGS Associate Dean, Programs, as appropriate, will advise programs throughout the review process on matters of content and format and to ensure that policy requirements are met.

Self-Study Report details (Quality Council requirements are italicized)

1.1. Program Objectives

- 1.1.1. *Consistency of the program's objectives with the University's mission and academic plans;*
- 1.1.2. *Program addresses societal need.*

1.2. Program requirements

- 1.2.1. *Appropriateness of the program's structure and the requirements to meet its objectives and the program-level learning outcomes;*
- 1.2.2. *Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's undergraduate or graduate Degree Level Expectations;*
- 1.2.3. Discussion of the way(s) in which an EDI/anti-racism lens has been applied to the program;
- 1.2.4. Evidence of any significant innovation or creativity in the content and/or delivery of the program, including experiential learning opportunities;

1.2.5. *Appropriateness and effectiveness of the mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes; and*

1.2.6. *Ways in which the curriculum reflects the current state of the discipline or area of study.*

For Graduate Programs only:

1.2.7. *Clear rationale for program length that ensures students can complete the program-level learning outcomes and requirements within the time required;*

1.2.8. *Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses; and*

1.2.9. *For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.*

1.3. Assessment of teaching and learning

1.3.1. *Appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations;*

1.3.2. *Appropriateness and effectiveness of the plans to monitor and assess:*

- i) *The overall quality of the program;*
- ii) *Whether the program is achieving in practice its proposed objectives;*
- iii) *Whether its students are achieving the program-level learning outcomes;*
- iv) *How the resulting information will be documented and subsequently used to inform continuous program improvement; and*

1.3.3. *Grading, academic continuance, and graduation requirements, if variant from Ryerson's graduate or undergraduate policies.*

1.4. Admission requirements

1.4.1. *Admission requirements are appropriately aligned with the program objectives and program-level learning outcomes; and*

1.4.2. *Alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.*

1.5. Resources

Given the program's class sizes and cohorts, as well as its program-level learning outcomes:

- 1.5.1. *Participation of a sufficient number of qualified core faculty who are competent to teach and/or supervise in and achieve the goals of the program and foster the appropriate academic environment;*
- 1.5.2. *Discussion of the role and approximate percentage of adjunct and part-time faculty/limited term appointments used in the delivery of the program and the associated plans to ensure the sustainability of the program and quality of the student experience.*
- 1.5.3. *Supervision of experiential learning opportunities (if required);*
- 1.5.4. *Adequacy of the administrative units' planned utilization of existing human, physical and financial resources;*
- 1.5.5. *Evidence that there are adequate resources to sustain the quality of scholarship, and research, and creative activities produced by students, including library support, information technology support, and laboratory access;*

For Graduate Programs only:

- 1.5.6. *Evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation;*
- 1.5.7. *Where appropriate to the program, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students; and*
- 1.5.8. *Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty.*

1.6. Quality and other indicators

- 1.6.1. **Faculty:** *e.g. qualifications, funding, honours, awards, innovation, scholarly, research and creative (SRC) record, appropriateness of collective faculty expertise to contribute substantively to the program, commitment to student mentoring, class sizes; percentage of classes taught by permanent or non-permanent (contractual) faculty; numbers, assignments and qualifications of contractual faculty; other evidence that the program and faculty ensure the intellectual quality of the student experience;*
- 1.6.2. **Students:** *e.g. applications and registrations; grade-level for admission, retention rates; time-to-completion; final-year academic achievement; academic awards; scholarly output, success rates in provincial and national scholarships, competitions, professional and transferable skills, student feedback on their program and learning experiences;;*
- 1.6.3. **Graduates:** *rates of graduation, employment six months and two years*

after graduation, post-graduate study, "skills match", employer and alumni feedback on program quality.

1.7. Quality Enhancement

- 1.7.1. Initiatives taken to enhance the quality of the program and the associated learning and teaching environment.*

1.8. Appendices

- 1.8.1. Appendix I: Reports and data supporting the self-study, as outlined in PPR Manuals.*
- 1.8.2. Appendix II: *Concerns and recommendations raised in previous reviews: document and address. New programs undertaking their first program review will, in lieu, incorporate any steps taken to address issues or items flagged in the interim monitoring report for follow-up, and/or items identified for follow-up by the Quality Council.**
- 1.8.3. Appendix III: Faculty Curriculum Vitae, containing abbreviated CVs with any personal information removed and relevant undergraduate and graduate program teaching included, as outlined in the PPR manuals.*
- 1.8.4. Appendix IV: For undergraduate programs, Courses Outlines for all core required and core elective program courses and for graduate programs, Course Outlines for all courses offered by the program.*
- 1.8.5. Appendix V: Summary of the self-study completion process, together with documentation of approvals and related communications³.*

Detailed guidelines for the Self-Study and Appendices are in PPR Manuals, provided by the Office of the Vice-Provost Academic and the Yeates School of Graduate Studies.

2. PROTOCOL FOR CONCURRENT UNDERGRADUATE AND GRADUATE PERIODIC PROGRAM REVIEWS

- 2.1. Where there are concurrent undergraduate and graduate PPRs, separate self-studies and appendices, with evaluation criteria and quality indicators for each discrete program being reviewed, are required.
- 2.2. External peer reviews of both undergraduate and graduate programs may be coordinated if the Department/School chooses to do so; however, separate PRT reports are required.

3. PROTOCOL FOR JOINT PROGRAMS

- 3.1. The self-study clearly identifies which program(s) is/are the subject of review, and

³ Reviews, endorsements, approvals and related communications must be documented and retained at every stage of the PPR process. The documentation (1.11.5. Appendix V) accompanies the complete PPR that is submitted to the ASC or YSGS Council (Section 9.0)

explains how input was received from faculty, staff and students at each partner institution. There will be a single self-study, initiated by the Vice-Provost Academic (for undergraduate joint programs) or by the Vice-Provost and Dean, YSGS (for graduate joint programs), in consultation with the partner institution.

3.2. Selection of the reviewers involves participation by each partner institution.

3.2.1. Where applicable, selection of the internal reviewer requires joint input

3.2.2. The selection of the peer reviewer could include one internal to represent all partners; and

3.2.3. The selection could give preference to an internal reviewer who is from another joint program, preferably with the same partner institution.

3.3. The site visit involves all partner institutions and preferably at all sites.

3.3.1. Reviewers consult faculty, staff and students at each partner institution, preferably in person.

3.4. Feedback on the reviewers' report is solicited from participating units at each partner institution, including the Deans or Dean of Record.

3.5. Preparation of a FAR, including Implementation Plan and Executive Summary, requires input from each partner.

3.5.1. There is one FAR, including Implementation Plan and Executive Summary, that is subject to the appropriate governance processes at each partner institution;

3.5.2. The FAR, including Implementation Plan and Executive Summary is posted on the university website of each partner;

3.5.3. Partner institutions agree on an appropriate monitoring process for the Implementation Plan; and

3.5.4. The FAR, including Implementation Plan and Executive Summary should be submitted to the Quality Council by all partners.

4. PROTOCOL FOR INTERDISCIPLINARY AND MULTIDISCIPLINARY PROGRAMS

4.1. For multidisciplinary and interdisciplinary programs the Faculty Dean of Record will oversee the periodic program review.

4.2. The self-study clearly explains how input was received from faculty, staff and students of the program. There will be a single self-study and site visit.

5. PROTOCOL FOR ACCREDITED PROGRAMS

5.1. With approval of the Vice-Provost Academic or the Vice-Provost and Dean,

YSGS, as applicable, PPRs may be coordinated with any professional accreditation review; however, a self-study and appendices, separate from an accreditation review, are required.

5.2. In the case of accredited programs, at their discretion, the Vice-Provost Academic or the Vice-Provost and Dean, YSGS, as applicable, may require a separate Peer Review Team when the accrediting body's assessment does not fully cover all the areas required by the University's PPR process. The Peer Review Team Report must be a separate document from the Accreditation PRT Report.

6. REVIEWS AND ENDORSEMENTS PRIOR TO SUBMISSION TO AN EXTERNAL PEER REVIEW TEAM

6.1. Initial review by Faculty Dean or Dean of Record

6.1.1. The Faculty Dean or Dean of Record will review the undergraduate self-study and appendices for completeness and to determine if there are any issues prior to a review and endorsement by the Department/School/Program/Faculty Council.

6.2. Department/School/Program Council; Faculty Council

6.2.1. Following the review of the self-study and appendices by the Faculty Dean or Dean of Record, the Department/School/Program Council and Faculty Council, as appropriate, will review and endorse the self-study and appendices. A record will be kept of the date(s) of the relevant Council meeting(s), along with any qualifications or limitations placed by the Council(s) on the endorsement.

6.3. Program Advisory Council (for Undergraduate Programs)

6.3.1. Consultation with the Program Advisory Council (PAC) is an integral part of the review process. The timing and nature of the PAC consultations can vary depending on the program and its specific requirements. In some instances, it may be advantageous to seek input from the PAC earlier in the process and incorporate the feedback into the self-study report. In other cases, the Faculty Dean or Dean of Record may present the endorsed self-study report and its appendices, along with any qualifications or limitations, to the Program Advisory Council (PAC) for its review and comments. In all instances, a record will be kept of the date(s), minutes, and members attending the meeting(s). A response to the comments of the PAC may be included in the Peer Review Team (PRT) Report (see Section 7.6) and/or the responses to the PRT Report (see Section 8).

6.4. Faculty Dean or Dean of Record

6.4.1. Following endorsement of the self-study and appendices by the Department/School/Program Council and Faculty Council, as appropriate, and a review by the PAC (for undergraduate programs), the Faculty Dean

or Dean of Record will endorse the self-study and appendices for preliminary submission to the Vice-Provost Academic for undergraduate PPRs, or to the Vice-Provost and Dean, YSGS for graduate PPRs.

6.5. Vice-Provost Academic

- 6.5.1. The Vice-Provost Academic will review the undergraduate self-study and appendices for completeness and to determine if there are any issues prior to submission to a Peer Review Team.

6.6. YSGS Programs and Planning Committee (PPC)

- 6.6.1. The YSGS PPC will review the graduate self-study and appendices for completeness and to determine if there are any issues prior to submission to a Peer Review Team.

7. PEER REVIEW

Peer Review Teams are required for program reviews for all undergraduate and graduate degree programs, and graduate diploma programs.

As soon as possible after the self-study and appendices have been reviewed for completeness by the Vice-Provost Academic, for undergraduate programs, or the YSGS PPC, for graduate programs, it will undergo review by a Peer Review Team (PRT), as described below.

7.1. SELECTION OF PEER REVIEW TEAM (PRT) MEMBERS

- 7.1.1. All members of the PRT will be at arm's length⁴ from the program under review.
- 7.1.2. The external and internal reviewers will be active and respected in their field, and normally associate or full professors with program management experience, including an appreciation of pedagogy and learning outcomes.
- 7.1.3. If graduate and undergraduate program reviews are done concurrently, the Faculty Dean or Dean of Record, and the Vice-Provost Academic and the Vice-Provost and Dean, YSGS may authorize a combined PRT, if appropriate. However, separate PRT reports are required.

⁴ See Appendix A for information on arm's length selection of PRT members.

7.1.4. PRT for Undergraduate Periodic Program Reviews

The PRT for undergraduate program reviews will consist of:

- 7.1.4.1. Two external reviewers qualified by discipline and experience to review the program(s); and
- 7.1.4.2. The option of one further internal reviewer from within the university, but from outside the discipline (or interdisciplinary group). Internal reviewers are not members of the program under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.
- 7.1.4.3. The PRT composition is the same for undergraduate programs taught in collaboration with colleges or institutions outside of Ontario. In a joint program with other Ontario universities, unless one internal reviewer is agreed upon by all participating institutions, if applicable, one internal reviewer will be appointed from each participating institution.
- 7.1.4.4. External review of undergraduate periodic program reviews will normally be conducted on-site, but may be conducted by desk review, virtual site visit or an equivalent method if the external reviewers are satisfied that the off-site option is acceptable. The Provost (or designate) will also provide a clear justification for the decision to use these alternatives.

7.1.5. PRT for Graduate Periodic Program Reviews

The PRT for graduate program reviews will consist of:

- 7.1.5.1. Two external reviewers qualified by discipline and experience to review the program(s); and
- 7.1.5.2. One further external reviewer, or an internal reviewer from within the university, but from outside the discipline (or interdisciplinary group). Internal reviewers are not members of the program under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.
- 7.1.5.3. The PRT composition is the same for graduate programs taught in collaboration with colleges or institutions outside of Ontario. In a joint program with other Ontario universities, unless one internal reviewer is agreed upon by all participating institutions, if applicable, one internal reviewer will be appointed from each participating institution.
- 7.1.5.4. External review of a doctoral program must incorporate an on-site visit.

7.1.5.5. Certain master's programs (e.g., professional master's programs, fully online) may be conducted by desk review, virtual site visit or an equivalent method if both the Provost (or designate) and external reviewers are satisfied that the off-site option is acceptable. An on-site visit is required for all other master's programs.

7.1.6. PRT for Concurrent Periodic Program Reviews

The PRT for the concurrent review of an undergraduate and graduate program will consist of at least:

- 7.1.6.1. Two external reviewers qualified by discipline and experience to review the programs; and
- 7.1.6.2. One further external reviewer, or an internal reviewer from within the university, but from outside the discipline (or interdisciplinary group). Internal reviewers are not members of the program under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.

7.2. APPOINTMENT OF PEER REVIEW TEAM (PRT) MEMBERS

7.2.1. Undergraduate

- 7.2.1.1. The membership of the undergraduate PRT will be determined and appointed by the Faculty Dean or Dean of Record based on written information provided by the program.
- 7.2.1.2. The program will provide the Faculty Dean or Dean of Record with names and brief biographies of four or more faculty external to Ryerson and two or more faculty internal to Ryerson (if applicable).
- 7.2.1.3. Initial communications to the reviewers, such as interest, availability, and invitation to serve on a PRT, will come only from the Faculty Dean or Dean of Record.
- 7.2.1.4. The Faculty Dean or Dean of Record will invite one of the external reviewers to act as Chair of the PRT.

7.2.2. Graduate

- 7.2.2.1. The membership of the graduate PRT will be determined by the Vice-Provost and Dean, YSGS in consultation with the Faculty Dean or Dean of Record and the program.
- 7.2.2.2. The program will provide the Vice-Provost and Dean, YSGS with names and brief biographies of four or more faculty external to Ryerson and two or more faculty internal to Ryerson (if

applicable).

- 7.2.2.3. Initial communications to the reviewers, such as interest, availability, and invitation to serve on a PRT, will come only from the Vice-Provost and Dean, YSGS.
- 7.2.2.4. The Vice-Provost and Dean, YSGS, in consultation with the Faculty Dean or Dean of Record for graduate programs, will invite one of the external reviewers to act as Chair of the PRT.

7.3. THE MANDATE OF THE PEER REVIEW TEAM (PRT)

The general mandate of the PRT is to evaluate and report in writing on the academic quality of the program and the capacity of the School or Department to deliver it in an appropriate manner. Recommendations on significant resource issues, such as faculty complement and/or space requirements, that are within the purview of the university's budgetary decision-making processes, must be tied directly to issues of program quality or sustainability.

The PRT will submit a joint report, based on the template provided by the University, that addresses all of the following:

- 7.3.1. commentary on the substance of the self-study as outlined in Section 1 above;
- 7.3.2. identification and commendation of the program's notably strong and creative attributes;
- 7.3.3. description of the program's strengths, areas for improvement, and opportunities for enhancement;
- 7.3.4. commentary about the way(s) in which an EDI/anti-racism lens has been applied to the program;
- 7.3.5. evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs;
- 7.3.6. at least three recommendations for specific steps to be taken that will lead to the continuous improvement of the program, distinguishing between those the program can itself take and those that require external action; and
- 7.3.7. if appropriate, identify the distinctive attributes of each discrete program documented in the self-study, where more than one program/program level, program mode, and/or program location has been simultaneously reviewed.

7.4. INFORMATION PROVIDED TO THE PEER REVIEW TEAM BEFORE THE SITE VISIT

7.4.1. Undergraduate

- 7.4.1.1. The PRT will be provided with a Letter of Invitation from the Faculty Dean or Dean of Record, the PRT's mandate, information

on the University, and its mission and Academic Plan. Once confirmed, the Dean or Dean of Record will provide to the PRT a site visit agenda, and the self-study with all appendices. This communication will remind the PRT of the confidentiality of the documents presented and all aspects of the review process.

7.4.2. Graduate

7.4.2.1. The PRT will be provided with a Letter of Invitation from the Vice-Provost and Dean, YSGS, the PRT's mandate, information on the University, and its mission and Academic Plan. Once confirmed, the Vice-Provost and Dean, YSGS will provide to the PRT a site visit agenda, and the self-study with all appendices. This communication will remind the PRT of the confidentiality of the documents presented and all aspects of the review process.

7.5. THE PEER REVIEW TEAM (PRT) SITE VISIT

7.5.1. The PRT will be provided with:

7.5.1.1. Access to program administrators, staff, and faculty (including representatives from joint or collaborative Ontario institutions), administrators of related departments and librarians, and students (including representatives from joint or collaborative Ontario institutions), as appropriate.

7.5.1.2. Coordination of site visits to Ontario institutions offering joint programs (excluding college collaborative programs), where appropriate, and any additional information that may be needed to support a thorough review.

7.5.2. Undergraduate

7.5.2.1. At the opening of the site visit the Vice-Provost Academic will review the PRT mandate, the format for the PRT Report as outlined in the template guidelines, and the timeline for completion of the PRT report.

7.5.2.2. At the close of the site visit the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice-Provost Academic, the Faculty Dean or Dean of Record, and any others who may be invited by the Faculty Dean or PRT.

7.5.3. Graduate

7.5.3.1. At the opening of the site visit the Vice-Provost and Dean, YSGS will review the PRT mandate, the format for the PRT Report as outlined in the template guidelines, and the timeline for completion of the PRT report.

- 7.5.3.2. At the close of the site visit, the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice-Provost and Dean, YSGS, the Faculty Dean, and any others who may be invited by the Faculty Dean or PRT.

7.5.4. Concurrent

- 7.5.4.1. At the opening of the site visit the Vice-Provost Academic and the Vice-Provost and Dean, YSGS will review the PRT mandate, the format for the PRT Reports as outlined in the template guidelines, and the timeline for completion of the PRT Reports.

At the close of the site visit the PRT will hold a debriefing involving the Provost and Vice-President Academic, the Vice-Provost Academic, the Vice-Provost and Dean, YSGS, the Faculty Dean and any others who may be invited by the Faculty Dean or the PRT.

7.6. PEER REVIEW TEAM (PRT) REPORT

7.6.1. Undergraduate

- 7.6.1.1. Within four weeks of the completion of the site visit, the PRT for an undergraduate program will submit its written report to the Faculty Dean or Dean of Record and the Vice-Provost Academic. The Faculty Dean or Dean of Record will forward this report to the Chair/Director of the program.
- 7.6.1.2. The Faculty Dean or Dean of Record may request further input or clarification from the PRT if the PRT report does not meet the requirements of the IQAP.

7.6.2. Graduate

- 7.6.2.1. Within four weeks of the completion of the site visit, the PRT for a graduate program will submit its written report to the Vice-Provost and Dean, YSGS. The Vice-Provost and Dean, YSGS will forward this report to the Chair/Director of the program and to the Faculty Dean or Dean of Record.
- 7.6.2.2. The Faculty Dean or Dean of Record may request further input or clarification from the PRT if the PRT report does not meet the requirements of the IQAP.

8. RESPONSES TO THE PEER REVIEW TEAM (PRT) REPORT

8.1. PROGRAM RESPONSE

8.1.1. Undergraduate

- 8.1.1.1. Within four weeks of receipt of the PRT Report, the program will submit a written response to the PRT Report to the Faculty Dean or Dean or Record. The written response may include any of the

following:

- Comments, corrections and/or clarifications of items raised in the PRT Report;
- A revised implementation plan with an explanation of how the revisions reflect the further PRT recommendations and/or respond to the weaknesses or deficiencies identified in the PRT Report; and
- An explanation of why recommendations of the PRT will not be acted upon.

8.1.2. Graduate

8.1.2.1. Within four weeks of receipt of the PRT Report, the program will submit a written response to the PRT Report to the Vice-Provost and Dean, YSGS and to the Faculty Dean. The written response may include any of the following:

- Comments, corrections and/or clarifications of items raised in the PRT Report;
- A revised implementation plan with an explanation of how the revisions reflect the further PRT recommendations and/or respond to the weaknesses or deficiencies identified in the PRT Report; and
- An explanation of why recommendations of the PRT will not be acted upon.

8.2. FACULTY DEAN'S OR DEAN OF RECORD'S RESPONSE

8.2.1. For undergraduate and graduate programs, within four weeks a written response must be provided by the Faculty Dean or Dean of Record. The response will address:

- The recommendations proposed in the self-study report;
- Further recommendations of the PRT;
- The Program Response to the PRT Report;
- Any changes in organization, policy or governance required to meet the recommendations;
- The resources that would be provided to support the implementation of selected recommendations; and
- A proposed timeline for the implementation of any of those recommendations.

8.2.1.1. If the self-study report or the implementation plan is revised

following, or as a result of, the PRT review, the original and the revised documents must be resubmitted through the Faculty Dean or Dean of Record to the Vice-Provost Academic or the Vice-Provost and Dean, YSGS. If the Faculty Dean or Dean of Record and the Vice-Provost Academic or the Vice-Provost and Dean, YSGS believe that this document differs substantially from the original, it must be resubmitted to the Department/School/Program Council(s) and Faculty Councils, if appropriate, for further endorsement followed by decanal endorsement.

8.3. VICE-PROVOST and DEAN, YSGS'S RESPONSE

8.3.1. For graduate programs, within four weeks a written response must be provided by the Vice-Provost and Dean, YSGS. The response will address:

- The recommendations proposed in the self-study report;
- Further recommendations of the PRT;
- The Program Response to the PRT Report;
- The Faculty Dean's Response to the PRT Report;
- Any changes in organization, policy or governance required to meet the recommendations;
- The resources that would be provided to support the implementation of selected recommendations; and
- A proposed timeline for the implementation of any of those recommendations.

8.3.1.1. If the self-study report or the implementation plan is revised following, or as a result of, the PRT review, the original and the revised documents must be resubmitted through the Faculty Dean or Dean of Record to the Vice-Provost and Dean, YSGS. If the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS believe that this document differs substantially from the original, it must be resubmitted to the Department/School/Program Council(s) and Faculty Councils, if appropriate, for further endorsement followed by endorsement by the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS.

9. ASSESSMENT AND RECOMMENDATIONS BY ASC OR YSGS COUNCIL

9.1. ACADEMIC STANDARDS COMMITTEE (ASC)

9.1.1. For undergraduate programs, the PPR, which includes the Self-Study Report and Appendices (Section 1), with revisions if required, the PRT Report, the Program Response, and the Faculty Dean or Dean of Record's

Response is submitted to the Vice-Provost Academic for submission to the ASC for assessment.

- 9.1.2. The ASC will then make one of the following recommendations:
 - 9.1.2.1. Senate approve the PPR, with a mandated follow-up report(s).
 - 9.1.2.2. Senate approve the PPR with conditions, as specified, and with a mandated follow-up report(s).
 - 9.1.2.3. The PPR be referred to the Faculty Dean or Dean of Record for further action in response to specified weaknesses and/or deficiencies.
 - 9.1.2.4. The PPR, as submitted, be rejected.

9.2. YEATES SCHOOL OF GRADUATE STUDIES (YSGS)

- 9.2.1. For graduate programs, the PPR, which includes the Self-Study Report and Appendices (Section 1), with revisions if required, the PRT Report, the Program Response, the Faculty Dean or Dean of Record's Response, and the Vice-Provost and Dean, YSGS's Response is submitted to the YSGS Programs and Planning Committee (PPC).
 - 9.2.1.1. The PPC will assess the PPR and make one the following recommendations:
 - 9.2.1.1.1. That the PPR be sent to the YSGS Council with or without qualification;
 - 9.2.1.1.2. That the PPR be returned to the program for further revision.
- 9.2.2. Upon approval by the YSGS PPC, the YSGS Council will assess the report and make one of the following recommendations:
 - 9.2.2.1. Senate approve the PPR, with a mandated follow-up report(s).
 - 9.2.2.2. Senate approve the PPR with conditions, as specified, and with a mandated follow-up report(s).
 - 9.2.2.3. The PPR be referred to the Faculty Dean or Dean of Record for further action in response to specified weaknesses and/or deficiencies.
 - 9.2.2.4. The PPR, as submitted, be rejected.

10. FINAL ASSESSMENT REPORT (FAR)

- 10.1. For undergraduate programs, the Office of the Vice-Provost Academic, or for graduate programs, the Office of the Vice-Provost and Dean, YSGS will prepare for Senate a Final Assessment Report (FAR)⁵ which provides an institutional synthesis of the peer review team report and strategies for continuous improvement. The FAR:
 - 10.1.1. identifies significant strengths of the program;
 - 10.1.2. identifies opportunities for further program improvement and enhancement with a view towards continuous improvement;
 - 10.1.3. lists all recommendations of the external reviewers and the associated separate internal responses and assessments from the unit and from the Dean(s);
 - 10.1.4. explains why any external reviewers' recommendations not selected for further action in the Implementation Plan have not been prioritized;
 - 10.1.5. includes any additional recommendations that the unit, the Dean(s) and/or the university may have identified as requiring action as a result of the program's review;
 - 10.1.6. identifies who will be responsible for approving the recommendations set out in the FAR.
- 10.2. The FAR must include an executive summary suitable for posting on the university website, excluding any confidential information; and
- 10.3. The FAR must also include an implementation plan that identifies and prioritizes program recommendations for implementation, who will be responsible for providing resources needed to address the recommendations, as well as who will be acting on those recommendations, and timelines for acting on and monitoring the implementation of those recommendations.

11. SENATE APPROVAL

- 11.1. The Vice-Provost Academic and/or the Vice-Provost and Dean, YSGS, as appropriate, will submit a PPR Report to Senate which includes the FAR and the requirements of a mandated Follow-up Report(s).
- 11.2. Senate has the final academic authority to approve the PPR Report to Senate, which includes the FAR and the mandated follow-up report(s).

⁵ See Ryerson Senate Policy 110 for a definition

12. FOLLOW-UP REPORT

- 12.1. The PPR Report to Senate will include a date, within one year of Senate approval of the PPR, for a mandated follow-up report to be submitted to the Faculty Dean or Dean of Record and the Vice-Provost Academic or the Vice-Provost and Dean, YSGS, as appropriate, on the progress of the implementation plan and any further recommendations. The PPR Report to Senate may also include a date(s) for subsequent follow-up reports.
- 12.2. The Chair/Director and Faculty Dean or Dean of Record, and the Vice-Provost and Dean, YSGS, if applicable, are responsible for requesting any additional resources identified in the PPR through the annual academic planning process. The relevant Faculty Dean or Dean of Record, or the Vice-Provost and Dean, YSGS, if applicable, is responsible for providing the identified resources, if feasible, and the Provost and Vice-President Academic is responsible for final approval of requests for extraordinary funding. Requests should normally be addressed, with a decision to either fund or not fund, within two budget years of the Senate approval of the PPR.

The follow-up report will include an indication of any resources that have been provided at the time of the report.

- 12.3. The follow-up report(s) will be reviewed by the Faculty Dean or Dean of Record and ASC or YSGS Council, as appropriate. If it is believed that there has not been sufficient progress on the implementation plan, an additional update and course of action by a specified date may be required.
- 12.4. The follow-up report will be forwarded to Senate as an information item following review by the ASC or YSGS Council, as appropriate.

13. DISTRIBUTION REQUIREMENTS

- 13.1. Under the direction of the Vice-Provost Academic and the Vice-Provost and Dean, YSGS, the Office of the Vice-Provost Academic shall publish the Executive Summary, the FAR (excluding any confidential information), and the action of Senate for each approved PPR on Ryerson University's Curriculum Quality Assurance website with links to the Senate website and the Provost and Vice-President Academic's website, all of which are publicly-accessible.
- 13.2. Complete PPR documentation, respecting the provisions of FIPPA, will be made available through the Office of the Vice-Provost Academic and Office of the Vice-Provost and Dean, YSGS.
- 13.3. The approved FAR, Executive Summary and Implementation Plan (excluding any confidential information) will be provided to the program Department/School to act on, as appropriate.
- 13.4. The Provost and Vice-President Academic will submit annually the FARs (excluding any confidential information) of all approved PPRs to the Ontario

Universities Council on Quality Assurance (Quality Council), as per the required process.

- 13.5. The Provost and Vice-President Academic is responsible for the presentation of the PPR Executive Summary and its associated implementation plan to the Board of Governors for its information.

14. SELECTION FOR CYCLICAL AUDIT

The Cyclical Review of undergraduate and/or graduate programs that were undertaken within the period since the conduct of the previous Audit are eligible for selection for the university's next Cyclical Audit.

APPENDIX I

Choosing Arm's Length Reviewers

Best practice in quality assurance ensures that reviewers are at arm's length from the program under review. This means that reviewers/consultants are not close friends, current or recent collaborators, former supervisor, advisor or colleague.

Arm's length does not mean that the reviewer must never have met or even heard of a single member of the program. It does mean that reviewers should not be chosen who are likely, or perceived to be likely, to be predisposed, positively or negatively, about the program.

Examples of what may not violate the arm's length requirement:

- Appeared on a panel at a conference with a member of the program
- Served on a granting council selection panel with a member of the program
- Author of an article in a journal edited by a member of the program, or of a chapter in a book edited by a member of the program
- External examiner of a dissertation by a doctoral student in the program
- Presented a paper at a conference held at the university where the program is located
- Invited a member of the program to present a paper at a conference organized by the reviewer, or to write a chapter in a book edited by the reviewer
- Received a bachelor's degree from the university (especially if in another program)
- Co-author or research collaborator with a member of the program more than seven years ago
- Presented a guest lecture at the university
- Reviewed for publication a manuscript written by a member of the program

Examples of what may violate the arm's length requirement:

- A previous member of the program or department under review (including being a visiting professor)
- Received a graduate degree from the program under review

- A regular co-author and research collaborator with a member of the program, within the past seven years, and especially if that collaboration is ongoing
- Close family/friend relationship with a member of the program
- A regular or repeated external examiner of dissertations by doctoral students in the program
- A recent doctoral supervisor (within the past seven years) of one or more members of the program

ADDITIONAL ADVICE FOR CHOOSING EXTERNAL REVIEWERS

External reviewers should have a strong track record as academic scholars and ideally should also have had academic administrative experience in such roles as undergraduate or graduate program coordinators, department chair, dean, graduate dean or associated positions. This combination of experience allows a reviewer to provide the most valuable feedback on program proposals and reviews.

Source: Ontario Universities Council on Quality Assurance (Quality Council)

**RYERSON UNIVERSITY
POLICY OF SENATE****CURRICULUM MODIFICATIONS: GRADUATE AND UNDERGRADUATE PROGRAMS****Policy Number:** 127**Previous Approval Dates:** May 3, 2011; November 4, 2014; March 6, 2018, June 11, 2019**Current Policy Approval Date:** TBD**Next Policy Review Date:** May 2022 (*or sooner at the request of the Provost and Vice President Academic or Senate*)**Responsible Committee or Office:** Provost and Vice-President Academic

Curriculum modification of graduate and undergraduate programs is part of Ryerson University's Institutional Quality Assurance Process (IQAP), which includes the following policies:

Policy 110: Institutional Quality Assurance Process

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

1. PURPOSE

Programs at the university are expected to engage in a process of continuous improvement. Program renewal is an important feature of ongoing and continuous improvement in order to advance the discipline and improve the student experience. The purpose of this policy is to set out the parameters and requirements for modifications to existing undergraduate and graduate programs. Curriculum modifications are intended to:

- Implement the outcomes of a cyclical program review;
- Reflect the ongoing evolution of the discipline;
- Accommodate new developments in a particular field;
- Facilitate improvements in teaching and learning strategies;
- Respond to the changing needs of students, society, and industry; and/or
- Respond to improvements in technology.

2. SCOPE

This policy governs curriculum modification of undergraduate and graduate programs that have been approved by Ontario Universities Council on Quality Assurance (Quality Council).

3. DEFINITIONS

3.1. Major Modifications¹: A significant change in the program requirements, intended learning outcomes, and/or human and other resources associated with a degree

¹ All Senate approved Major Modifications are reported to the Quality Council annually.

program or program of specialization. Examples of such changes include, but are not limited to, one or more of the following: requirements that differ significantly from those existing at the time of the previous periodic program review; significant changes to program-level learning outcomes that do not, however, meet the threshold of a new program; significant changes to the faculty engaged in delivering the program and/or to the essential resources, such as where there have been changes in mode(s) of delivery; change in program name and/or degree nomenclature, when this results in a change in learning outcomes; and/or addition of a single new field to an existing graduate program. Additional examples of Major Modifications are provided in Appendix A of this policy. Expedited approvals² by the Quality Council for Major Modifications and new or substantially modified graduate Fields within an existing program are only required at the request of the university, and are not normally subject to the Cyclical Audit process.

3.2. Minor Modifications: Program changes that are not substantial including, but not limited to:

- 3.2.1. Category 1 Minor Modifications – e.g. changes in course description, title or requisites; alteration to the number of course hours.
- 3.2.2. Category 2 Minor Modifications – e.g. repositioning of a course in a curriculum; adding or deleting a required course; changes in course weight; change in mode of a single course delivery; small changes to courses in a Minor.
- 3.2.3. Category 3 Minor Modifications – e.g. change in admission policy; variation in policy for grading, graduation or academic standing; substantial changes to a Minor; minor changes to existing graduate Fields.

3.3. Refer to Ryerson Senate Policy 110 for additional definitions related to this policy.

3.4. Refer to Ryerson Senate Policy 110 Appendix 1 and Appendix 2 for Degree Level Expectations for Undergraduate and Graduate Programs.

4. EXTERNAL AUTHORITY AND RESPONSIBILITY

4.1. Ontario Universities Council on Quality Assurance (Quality Council)

- 4.1.1. The Quality Council receives a summary of the University's Major Modifications to curriculum on an annual basis.
- 4.1.2. The Quality Council has the final authority to decide if a major modification constitutes a new program and, therefore, must follow the Protocol for New Program Approvals.

² Refer to Ryerson University Senate Policy 110 for definition.

5. INTERNAL AUTHORITY AND RESPONSIBILITY

5.1. Senate

- 5.1.1. Has the final authority to approve Major Modifications to undergraduate and graduate programs.
- 5.1.2. Has the final authority to approve Category 3 Minor Modifications to undergraduate programs.
- 5.1.3. Has the final authority to approve, as a consent item, Category 2 Minor Modifications to undergraduate programs.
- 5.1.4. Receives for information Category 3 Minor Modifications to graduate programs.
- 5.1.5. Has final internal authority for the approval of all new and revised academic policies.

5.2. Standing Committees and Governance Council of Senate

- 5.2.1. **Academic Standards Committee (ASC):** A Standing Committee of Senate that assesses and provides recommendations to Senate for approval of Category 3 Minor Modifications and Major Modifications to undergraduate programs; and assesses Category 2 Minor Modifications, as required, and presents to Senate, for information.
- 5.2.2. **Yeates School of Graduate Studies Council (YSGS Council):** A Governance Council of Senate that assesses and makes recommendations to Senate for approval of Major Modifications to graduate programs; and assesses Category 3 Minor Modifications and presents to Senate, for information.
- 5.2.3. **YSGS Programs and Planning Committee (PPC):** Assesses and makes recommendations to YSGS Council on Major Modifications and Category 3 Minor Modifications to graduate programs.

5.3. Provost and Vice-President Academic

- 5.3.1. Has overall responsibility for this policy and its procedures and review.
- 5.3.2. Reports outcomes of all undergraduate and graduate Major Modifications to Quality Council on an annual basis.

5.4. Deputy Provost and Vice-Provost University Planning

- 5.4.1. Analyzes program costing for Major Modifications and other Minor Modifications to programs, as required.

5.5. Vice-Provost Academic

- 5.5.1. Has final authority, where necessary, to determine if a modification to an undergraduate program is considered major or minor, and what constitutes a significant change.
- 5.5.2. Advises undergraduate programs on curriculum modifications.
- 5.5.3. Has the authority to submit Category 2 Minor Modifications for undergraduate programs to the Academic Standards Committee (ASC) for assessment and recommendation to Senate.
- 5.5.4. Submits Category 3 Minor Modifications and Major Modification proposals for undergraduate programs to the Academic Standards Committee (ASC) for assessment and recommendation to Senate.
- 5.5.5. Submits to Senate the ASC's recommendations regarding Category 2 Minor Modifications, Category 3 Minor Modifications and Major Modifications.
- 5.5.6. Submits, on an annual basis, Senate-approved undergraduate and graduate Major Modifications to the Provost and Vice-President Academic for a report to the Quality Council.
- 5.5.7. Resolves disputes between Faculty Deans/Dean of Record or between a Faculty Dean/Dean of Record and a Department/School/Program or Faculty Council with respect to curriculum modifications, as required.

5.6. Vice-Provost and Dean, Yeates School of Graduate Studies (YSGS)

- 5.6.1. Has final authority, where necessary, to determine if a modification to a graduate program is considered major or minor, and what constitutes a significant change.
- 5.6.2. Advises graduate programs on curriculum modifications.
- 5.6.3. Approves Category 2 Minor Modifications.
- 5.6.4. Submits Category 3 Minor Modifications and Major Modification proposals to the YSGS Council, for assessment and recommendation to Senate.
- 5.6.5. Submits to Senate, for information, the YSGS Council's recommendations regarding Category 3 Minor Modifications.
- 5.6.6. Submits to Senate the YSGS Council's recommendations regarding Major Modifications.
- 5.6.7. Resolves disputes between Faculty Deans/Dean of Record or between a Faculty Dean/Dean of Record and a Department/School/Program or Faculty Council with respect to curriculum modifications, as required.

5.7. Faculty Dean or Dean of Record

- 5.7.1. Endorses Category 2 and Category 3 Minor Modifications and Major Modifications to undergraduate programs.
- 5.7.2. Endorses Category 2 and Category 3 Minor Modifications and Major Modifications to graduate programs, in consultation with the Vice-Provost and Dean, YSGS.
- 5.7.3. Resolves disputes between a Department/School/Program Council and Faculty Council, if applicable, and Chair/Director with respect to curriculum modifications, as required.

5.8. Chair/Director of Department/School (or designated academic unit)

- 5.8.1. Oversees preparation of Minor and Major Modifications.
- 5.8.2. Submits to Department/School/Program and Faculty Council (where applicable) Minor and Major Modifications.
- 5.8.3. Submits Minor and Major Modifications, as required, to the Faculty Dean or Dean of Record.

5.9. Department/School/Program and Faculty Council (where applicable)

- 5.9.1. For undergraduate programs, approves Category 1 Minor Modifications, unless the Department/School/Program Council has designated another approval process.
- 5.9.2. For undergraduate programs, endorses Category 2 and Category 3 Minor Modifications and Major Modifications and recommends these to the appropriate Faculty Dean or Dean of Record.
- 5.9.3. For graduate programs, endorses all Minor Modifications and Major Modifications and recommends these to the appropriate Faculty Dean or Dean of Record, as appropriate.

6. REVIEW OF POLICY AND PROCEDURES

- 6.1. The review of Ryerson University's IQAP policies will follow the procedures set out in Ryerson Senate Policy 110.
- 6.2. Procedures related to this policy will be developed and reviewed annually by the Vice-Provost Academic, the Vice-Provost and Dean, YSGS, and the Registrar's Office. These procedures will incorporate the process for undergraduate and graduate calendar changes.

POLICY 127: CURRICULUM MODIFICATIONS FOR GRADUATE AND UNDERGRADUATE PROGRAMS

PROCEDURES: UNDERGRADUATE PROGRAMS

This document outlines the procedures for **Minor Modifications** (Categories 1, 2 and 3) and **Major Modifications** to undergraduate degree programs.

Category 3 Minor Modifications and Major Modifications require proposals that are assessed by the Academic Standards Committee (ASC). The proposals must be submitted to the Vice- Provost Academic by **August 31**. Due to the large workload, ASC cannot guarantee that curriculum modification proposals submitted after the August deadline will be reviewed in time for ASC's recommendations to be forwarded to Senate for consideration at the November Senate meeting. ASC will give priority to proposals submitted by the August deadline. To implement new or revised curriculum for the subsequent fall semester, the proposal must be approved at or before the November Senate meeting.

All Minor and Major Modifications require the submission of forms to Undergraduate Calendar Publications according to the [annual memo sent out by the Vice-Provost Academic](#). Undergraduate Calendar Publications will accept Minor and Major Modifications starting May 1st.

Required forms and submission guidelines can be found at:
<https://www.ryerson.ca/undergradpublications/>

1. MINOR MODIFICATIONS

1.1. CATEGORY 1 MINOR MODIFICATIONS

1.1.1. Description: Category 1 Minor Modifications include:

- revisions to a course description, title, and requisites; and
- changes to course hours that entail an overall change of two hours or less for a single-semester course, or four hours or less for a two-semester course.

1.1.2. Consultation: Undergraduate Calendar Publications, as needed

1.1.3. Required approvals: Department/School/Program/Faculty Council(s) of Teaching Department/School, as appropriate (or the approver, such as Chair/Director, designated by the Department/School/Program Council of Teaching Department/School)

1.2. CATEGORY 2 MINOR MODIFICATIONS

1.2.1. Description: Category 2 Minor Modifications include:

- routine changes to curriculum including course repositioning, additions, or deletions;

- changes in course hours with a cumulative change of three hours or more for a single-term course or five hours or more for a multi-term course;
- a change in a single course delivery mode;
- change in course weight; and
- small changes to an existing Minor, Concentration, or Optional Specialization (for example, deleting one course and adding another; rearrangement of required and elective courses).

Consideration must be given to the effect of the change on students in each year of the program, including Majors, Double Majors, Concentrations, Co-op, Direct Entry, advanced standing and out-of-phase students.

1.2.2. Consultations: Consultations should start as early in the process as possible and should include:

- Vice-Provost Academic, for clarification of category of curriculum modification (e.g. Category 2 or Category 3)
- Curriculum Management: Curriculum Advising and Undergraduate Calendar Publications
- Chair/ Director and the Faculty Dean of the Departments/Schools affected by the curriculum modification
- Library, if course/program changes have implications for Library resources
- University Planning Office if additional resources (e.g., faculty, space, and/or technology) are needed as a result of the implementation of the proposed course and/or curriculum change
- Chang School Program Director, School Council, and Faculty Dean, if Chang School courses are deleted or certificates are affected

1.2.3. Required Endorsements and Approvals:

- Department/School/Program/Faculty Council(s) of the Program Department(s)/School(s), for endorsement;
- Faculty Dean of Program Department(s)/School(s), for endorsement;
- Department/School/Program/Faculty Council(s) of Teaching Department/School, where applicable, for endorsement;
- Faculty Dean of Teaching Department/School, where applicable, for endorsement; and
- Senate, for approval as a consent agenda item.

1.3. CATEGORY 3 MINOR MODIFICATIONS³

1.3.1. Description: Category 3 Minor Modifications include:

- small changes to program admission requirements;
- program-specific variations on grading, graduation, and/or Academic Standing;
- small changes to the total number of courses needed for graduation in a program (less than 5%);
- substantial changes to an existing Minor, Concentration; Optional Specialization, or Double Major;
- changes to existing Co-op curriculum and/or schedule; and
- deletion of a required course or courses in a program's curriculum provided by another Teaching Department/School, only in cases where the Teaching

³ Although the ASC may not yet have reviewed the curriculum changes, course change forms must be completed and filed with Undergraduate Calendar Publications by the deadline date published in the [annual memo](#) sent out by the Vice-Provost Academic.

Department/School Council and/or the Faculty Dean of the Teaching Department/School disputes the course deletion.

1.3.2. **Consultations:** Consultations should start as early in the process as possible. Consultations will continue, as needed, throughout the proposal development.

- Vice-Provost Academic
- Registrar or Assistant Registrar, Curriculum Management
- Registrar and Director, Admissions
- Undergraduate Calendar Publications Editor
- University Planning Office, if additional resources (e.g., faculty, space, and/or technology) may be needed as a result of the implementation of the proposed course and/or curriculum change
- Library, if course/program changes have implications for Library resources
- Department/Schools affected by the proposed changes and their Faculty Deans
- Chang School Program Director, School Council, and Faculty Dean, if Chang School courses or certificates are affected

1.3.3. **Required Endorsements and Approvals:**

- Department/School/Program/Faculty Council(s) of the Program Department(s)/School(s), for endorsement;
- Faculty Dean of Program Department(s)/School(s), for endorsement;
- Department/School/Program/Faculty Council(s) of Teaching Department/School, where applicable, for endorsement;
- Faculty Dean of Teaching Department/School, where applicable, for endorsement;
- Academic Standards Committee (ASC), for assessment and recommendation to Senate; and
- Senate, for approval.

1.3.4. **REQUIRED PROPOSAL:** Consideration must be given to the effect of the change on students in each year of the program, including Majors, Double Majors, Concentrations, Co-op, Direct Entry, advanced standing and out-of-phase students. The proposal should contain the following information, as appropriate:

- the existing and the proposed curriculum modification, showing the revisions
- the rationale for the curriculum modification, including information on comparator programs (where relevant)
- changes to pre-requisites, if relevant
- program learning outcomes
- consideration of how an EDI/anti-racism lens has been applied to the proposed curriculum modification
- the effect of the proposed curriculum modification on the program learning outcomes, student experience, enrolment targets, retention, and academic standing
- the implementation date and implementation plan, and provisions for retroactivity.

2. MAJOR MODIFICATIONS

2.1. Description: Major Modifications to existing programs include significant changes in the program requirements, intended learning outcomes, and/or human and other resources associated with a degree program or program of specialization.

Examples of Major Modifications are provided in Appendix A of Ryerson Senate Policy 127. Please consult the Vice-Provost Academic for further clarification on whether a proposed modification constitutes a significant change.

IMPORTANT: Major Modifications are normally an outcome of a periodic program review. Therefore, Major Modification proposals should be submitted within four (4) years of Senate approval of a periodic program review. Consultation with the Vice-Provost Academic must take place prior to commencing work on a Major Modification proposal if more than four years have elapsed since the last Senate approved periodic program review.

2.2. Consultations

Consultations with the following individuals and/or groups should start as early in the process as possible and continue, as needed, throughout the proposal development:

- Vice-Provost Academic
- Curriculum Development Consultant
- Registrar, Assistant Registrar, Curriculum Management
- Director, Admissions
- Undergraduate Calendar Publications Editor
- University Planning Office, if additional resources (e.g., faculty, space, and/or technology) may be needed as a result of the implementation of the proposed course and/or curriculum change
- Department/Schools affected by the proposed changes and their Faculty Deans
- Chang School Program Director, School Council, and Faculty Dean, if Chang School courses or certificates are affected
- Current students and recent graduates of the program

2.3. Required Endorsements and Approvals

- Department/School/Program/Faculty Council(s) of the Program Department(s)/School(s), for endorsement;
- Faculty Dean of the Program Department(s)/School(s), for endorsement;
- Department/School/Program/Faculty Council(s) of Teaching Department/School, where applicable, for endorsement;
- Faculty Dean of Teaching Department/School, where applicable, for endorsement;
- ASC evaluates the proposal and submits its recommendation to Senate;
- Senate, for approval; and
- Quality Council, in the case of an Expedited Approval of a Major Modification.

2.4. Documentation

All Major Modifications require preparation of a proposal as per Section 2.4.1 below. The University, at its discretion, may request that the Quality Council review a Major Modification proposal, which normally falls under the Expedited Approval Process and, thus, would require completion of a Proposal as outlined in the Procedures section of Senate Policy 112.

The Major Modification proposal must indicate the implementation date, the implementation plan, and provisions for retroactivity. Consideration must be given to the effect of the change on students in each year of the program, including Optional Specializations, Majors, Double Majors, Concentrations, Co-op, Direct Entry, advanced standing and out-of-phase students.

For changes to degree credential, include an explanation of why the proposed credential is more appropriate; provide credential used by comparator programs; provide a comparison to the admissions requirements and curriculum of programs using the proposed credential; demonstrate that the proposed credential is recognized by industry or relevant professions; where relevant, include feedback from alumni and current program students. Provide an implementation plan.

For an Honours designation, refer to guidelines provided by the Office of the Vice-Provost Academic.

2.4.1 PROPOSAL (mandatory)

Include all the following in the proposal:

1. a summary of the proposed changes and the rationale in light of the program's stated objectives;
2. the effect on the Undergraduate Degree Level Expectations (UDLEs) and program learning outcomes, illustrated through an analysis of curricular mapping;
3. the impact of the proposed changes on the program's students and how the changes will improve the student experience.
4. consideration of how an EDI/anti-racism lens has been applied to the proposed curriculum modification
5. an indication of those changes that are the result of a previous periodic program review;
6. a list of the added resources that are needed, including space, faculty and staff. Where appropriate (e.g. changing from traditional to fully online delivery), comment on the adequacy of and access to technology platforms and tools, student support services, and faculty/staff training;
7. a table permitting easy comparison of the existing curriculum with the curriculum of the proposed amended program by year and term, including course numbers and titles, course hours in lecture, lab or studio, and course designation by program categories (core, open electives and liberal studies);
8. a rationale if there are changes to electives, with comments on the actual availability of electives;
9. a description of each new or amended course, in calendar format
10. a statement of program balance (among core, open electives, and liberal studies) for existing and amended programs;

11. a statement of how and when changes will be implemented, and the strategy for communicating the changes to students;
12. a summary of the implications for external recognition and/or professional accreditation;
13. a summary, in the case of extensive changes, of views of the Program Advisory Council;
14. a list of any other programs affected by the changes; and
15. a brief executive summary.

POLICY 127: CURRICULUM MODIFICATIONS FOR GRADUATE AND UNDERGRADUATE PROGRAMS

PROCEDURES: GRADUATE PROGRAMS

Forms, time lines and complete submission instructions can be found at <http://www.ryerson.ca/graduate/faculty-staff/>

Where to submit:

Graduate curriculum and calendar changes with all signatures must be submitted to the office of the Associate Dean, Programs, YSGS.

Submission Deadline: February 1

Required Consultation:

The Associate Dean, Programs, YSGS, should be consulted early in the process to ensure that possible issues regarding the effect of the change on current and incoming students are considered.

1. MINOR MODIFICATIONS

1.1. CATEGORY 1 MINOR MODIFICATIONS

1.1.1. Description: Category 1 Minor Modifications typically include:

- revisions to course description, title, and requisites;
- changes to course hours with a cumulative change of two hours or less for a one credit course or four hours or less for a multi-credit course.

1.1.2. Required Approvals

- Graduate Program Council, for approval.

1.1.3. Required Forms

- Graduate course Change form – Active Courses (GCC-A)
- Graduate Course Change Summary form (GCCS)
 - Summarizes all course changes for the upcoming academic year
 - Every course listed in a GCCS form must have a corresponding GCC form

1.2. CATEGORY 2 MINOR MODIFICATIONS

1.2.1. Description: Category 2 Minor Modifications include:

- routine changes to curriculum including course repositioning, additions, deletions;
- changes in course hours with a cumulative change of three hours or more for a one-credit course or five hours or more for a multi-credit course;
- a change to the mode of delivery of a single course; and
- course weight variations.

1.2.2. Required Endorsements and Approvals

- Graduate Program Council, for endorsement;
- Faculty Dean of the Teaching Department(s)/School(s), for endorsement; and
- Vice-Provost and Dean, YSGS, for approval.

1.2.3. Forms

1.2.3.1. Graduate Course Change form – Active (GCC–A) or - New (GCC–N)

- for changes to active or the introduction of new courses respectively

1.2.3.2. Graduate Approvals and Consultations form (GAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.

- Subject Librarian: regarding library resource needs/changes.
- Additional resources needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.
- Deleting an elective course in another program's curriculum: there must be consultation with that program.

1.2.3.3. Graduate Course Change Summary form (GCCS)

- Summarizes all course changes for the upcoming academic year
- Every course listed in a GCCS form must have a corresponding GCC- A or - N form

1.3. CATEGORY 3 MINOR MODIFICATIONS**1.3.1. Description:** Category 3 Minor Modifications include:

- change in program admission requirements;
- program-specific variations on grading, promotion, graduation, and/or academic standing; and
- minor changes to existing Fields.

1.3.2. Required Endorsements and Approvals

- Graduate Program Council, for endorsement;
- Department/School Council(s), for endorsement;
- Faculty Dean of affected Program(s)/Department(s)/School(s), for endorsement;
- Vice-Provost and Dean, YSGS, for approval; and
- Senate, for information.

1.3.3. Forms and Documents

1.3.3.1. Proposal

- Changes in admission, promotion, grading, graduation, or academic standing policy:
 - Include copies of both the existing and the proposed policy, identifying the changes, and the rationale for them.

- Minor changes to existing Fields:
 - Include a list of current Fields (if applicable) with an outline of requirements.
- Provisions for retroactivity.

1.3.3.2. Proposed curricular structure: Provide the current and proposed curricular structure, in Calendar format.

1.3.3.3. Graduate Course Change form – Active (GCC–A) or - New (GCC–N)

- for changes to active or the introduction of new courses respectively. Although the change is not yet approved, these forms must be completed and submitted by the deadline date.

1.3.3.4. Graduate Approvals and Consultations form (GAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.

- Subject Librarian: regarding library resource needs/changes.
- Additional resources needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.
- Deleting an elective course in another program's curriculum: there must be consultation with that program.

1.3.3.5. Graduate Course Change Summary form (GCCS)

- Summarizes all course changes for the term submitted.
- Every course listed in a GCCS form must have a corresponding GCC-A or -N form.

2. MAJOR MODIFICATIONS

2.1. Description: Major Modifications to existing programs include significant changes in the program requirements, intended learning outcomes, and/or human and other resources associated with a degree program or program of specialization.

Examples of Major Modifications are provided in Appendix A of Ryerson Senate Policy 127. Please consult the Vice-Provost and Dean, YSGS, and, if necessary, the Vice-Provost Academic for further clarification on whether a proposed modification constitutes a significant change.

2.2. Consultations

Consultations with the following individuals and/or groups should start as early in the process as possible and continue, as needed, throughout the proposal development:

- Vice-Provost and Dean, YSGS, who will, where appropriate, consult with the Registrar, Assistant Registrar (Curriculum Management), and the University Planning Office
- Department/Schools affected by the proposed changes and their Faculty Deans
- Current students and recent graduates of the program

2.3. Required Endorsements and Approvals

- Graduate Program Council, for endorsement;
- Department/School Council(s) and the Faculty Dean of affected by the change(s), for endorsement;
- YSGS Programs and Planning Committee, for endorsement;
- YSGS Council evaluates the proposal and submits its recommendation to Senate;
- Senate, for approval; and
- Quality Council, in the case of an Expedited Approval of a Major Modification.

2.4. Documentation

All Major Modifications require preparation of a proposal as per Section 2.4.1 below. The University, at its discretion, may request that the Quality Council review a Major Modification proposal, which normally falls under the Expedited Approval process and, thus, would require completion of a Proposal as outlined in the Procedures section of Senate Policy 112.

Changes to degree credential:

- Include an explanation of why the current credential is inappropriate and why the proposed credential is preferable; credentials used by comparator programs; comparison to the admissions requirements and curriculum of programs using the proposed credential; confirmation of recognition of the proposed credential by industry and/or relevant professions; where relevant, views of alumni and current program students.

2.4.2. PROPOSAL (mandatory)

Include all of the following in the proposal:

1. a summary of the proposed changes and the rationale in light of the program's stated objectives;
2. the effect on the Graduate Degree Level Expectations (GDLEs) and program learning outcomes, illustrated through an analysis of curricular mapping;
3. the impact of the proposed changes on the program's students and how the changes will improve the student experience.
4. consideration of how an EDI/anti-racism lens has been applied to the proposed curriculum modification
5. an indication of those changes that are the result of a previous periodic program review;
6. a list of the added resources that are needed, including space, faculty and staff. Where appropriate, comment on the adequacy of and access to technology platforms and tools, student support services, and faculty/staff training;
7. a table permitting easy comparison of the existing curriculum with the curriculum of the proposed amended program;
8. a rationale if there are changes to electives, with comments on the actual availability of electives;
9. a description of each new or amended course, in calendar format ;
10. a statement of how and when changes will be implemented, and the strategy for communicating the changes to students;
11. a summary of the implications for external recognition and/or professional

accreditation;

12. a summary, in the case of extensive changes, of views of the Graduate Program Council;
13. a list of any other programs affected by the changes; and
14. a brief executive summary.

2.5. Proposed curricular structure: Provide the current and proposed curricular structure, in Calendar format.

2.6. Graduate Approvals and Consultations form (GAC) – All of the following which apply must be indicated on the form. If additional space is needed for approvals, additional forms may be used.

- Subject Librarian: regarding library resource needs/changes.
- Additional resources needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.

APPENDIX A

Examples of Major Modifications - Undergraduate and Graduate

Major Modifications typically include one or more of the following program changes:

- a) Requirements for the program that differ significantly from those existing at the time of the previous cyclical program review;
- b) Significant changes to the program learning outcomes that do not, however, meet the threshold of a new program;
- c) Significant changes to the faculty engaged in delivering the program and to the essential physical resources.

For both undergraduate and graduate programs:

- Significant change to admission requirements where it affects learning outcomes;
- Significant change in the total number of courses required for graduation in a program (greater than 5%);
- Substantial changes to courses comprising a significant proportion of the program since the last periodic program review;
- Considerable curriculum changes due to changes to the faculty delivering the program, for example a large proportion of the faculty retires, or the expertise of new hires changes the focus of research and teaching interests;
- Significant changes to a program's essential resources such as when there have been changes to the existing modes of delivery (for example, a new institutional collaboration or a move to online, blended or hybrid learning), where these changes impair the delivery of the approved program;
- Significant change in the laboratory time of a program;
- The introduction or deletion of a co-op, internship, practicum, portfolio, or work experience requirement;
- Change to the name of the School or Department;
- Change in program name and/or degree designation (e.g. Honours);
- The change to a full-time or part-time program offering for an existing program;
- The merger of two or more programs;
- The establishment of an existing degree program at another institution or location;
- The offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa;
- Any other significant changes to a program or its learning outcomes that do not meet the threshold of 'new program'⁴;
- The closure of a program.

For undergraduate programs only:

- The introduction or deletion of a minor, concentration, or optional specialization;
- The introduction or deletion of a double major that is based on two existing degree programs;
- New bridging/pathway programs for college diploma graduates;

⁴ Refer to Ryerson University Senate Policy 110 for definition.

For graduate programs only:

- The introduction or deletion of a research paper, thesis or capstone project;
- Any change to the requirements for graduate program candidacy examinations, field studies or residence requirements;
- The creation, deletion or re-naming of a field in a graduate program. Note that the creation of more than one field at a point in time or over subsequent years may need to go through the Expedited Protocol process.



Academic Integrity Office

Annual Report to Senate

September 1, 2020 – August 31, 2021

Academic Misconduct Data Summary – September 1, 2020 – August 31, 2021

Policy 60: Academic Integrity Section 22 states:

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

The statistics for the 2020-2021 academic year are reported below. Some points to note:

- The total number of suspicions of academic misconduct reported to the AIO in 2020-2021 was **1205**, versus 1134 for the previous year.
- Once again, the majority of the reported suspicions 687 (57.01%) fell into the category of plagiarism.
- Of the total number of suspicions, 77.43% resulted in a finding of academic misconduct while 22.49% resulted in no finding of misconduct. One suspicion (0.08%) is currently awaiting a decision.
- As a result of progressive discipline, 35 warning letters were sent to students with two Disciplinary Notations (DNs) in lieu of penalty hearings.
- The total number of reported suspicions involving graduate students decreased to 22 versus 28 in the previous year.

The AIO has taken a number of actions to respond to the increase in reported suspicions of academic misconduct including:

- Implementation of an extensive Ryerson-wide education campaign, including Ryerson’s first annual Academic Integrity Awareness Week in February 2021. The AIO partnered with multiple units across the University to offer 16 distinct events for faculty, staff and students.
- Development of new educational resources for students including the “Academic Integrity in Space” game designed to promote integrity. Furthermore, Academic Integrity in Space is being translated and adopted for use in the Czech Republic, China and Slovakia.
- Development of new resources for faculty on how to promote academic integrity through remote teaching, with a focus on the prevention and detection of contract cheating.
- Hiring an additional Academic Integrity Specialist to assist with education and processing Policy 60.
- Sponsoring conference registration for any Ryerson community member who wished to participate in an international conference on academic integrity in March 2021. We had 59 community members register. Ryerson was the best represented institution at the conference (according to conference organizers).

Academic Integrity Office - Data Report: September 1, 2020 – August 31, 2021 (with comparative data provided in tables for September 1, 2019 – August 31, 2020)*I. Reporting Suspicions of Academic Misconduct*

The total number of suspicions of academic misconduct reported to the Academic Integrity Office (AIO) between September 1, 2020 and August 31, 2021 was 1205. It should be noted that at this time one suspicion of academic misconduct is awaiting a decision.

| Suspictions of Academic Misconduct | |
|-------------------------------------|------|
| September 1, 2019 – August 31, 2020 | 1134 |
| September 1, 2020 – August 31, 2021 | 1205 |

Of the total number of reported suspicions of academic misconduct (1205), the majority, 687 (57.01%) fell into the category of plagiarism.

| Categories of Suspicions of Academic Misconduct | | |
|---|-------------------------------------|-------------------------------------|
| | September 1, 2019 – August 31, 2020 | September 1, 2020 – August 31, 2021 |
| Plagiarism | 580 | 687 |
| Self-Plagiarism | 19 | 25 |
| Cheating | 384 | 319 |
| Contract Cheating | 84 | 127 |
| Contributing to Academic Misconduct | 31 | 21 |
| Misconduct in Re-graded/Re-submitted Work | 0 | 7 |

| | | |
|---|----|---|
| Misrepresentation of Personal Identity or Performance | 2 | 5 |
| Submission of False Information | 9 | 6 |
| Unauthorized Use of Intellectual Property | 21 | 3 |
| Violations of Specific Departmental or Course Requirements | 2 | 5 |
| Damaging, Tampering or Interfering with the Scholarly Environment | 2 | 0 |

Of the total number of reported suspicions of academic misconduct (1205), 1152 (95.60%) involved undergraduate students, 31 (2.57%) involved continuing education students registered either in a Certificate or Non-Certificate program in The G. Raymond Chang School, and 22 (1.83%) involved graduate students.

| | Undergraduate Students | Graduate Students | Continuing Education Students |
|-------------------------------------|------------------------|-------------------|-------------------------------|
| September 1, 2019 – August 31, 2020 | 1085 | 28 | 21 |
| September 1, 2020 – August 31, 2021 | 1152 | 22 | 31 |

Pursuant to Policy 60: Academic Integrity, instructors or Chairs/Directors requested a “Facilitated Discussion” with a representative from the Academic Integrity Office (AIO) in 1034 (85.81%) of the total reported suspicions to provide the student(s) with an opportunity to respond. Instructors or Chairs/Directors opted for a “Non-Facilitated Discussion” with the student(s) in the remaining 171 (14.19%) of all reported suspicions.

| | Facilitated Discussions (FD) | Non-Facilitated Discussions (NFD) |
|-------------------------------------|------------------------------|-----------------------------------|
| September 1, 2019 – August 31, 2020 | 1006 | 128 |
| September 1, 2020 – August 31, 2021 | 1034 | 171 |

II. Findings of Academic Misconduct and Penalties

Of the total number of suspicions of academic misconduct (1205), 933 (77.43%) resulted in a finding of academic misconduct, while 271 (22.49%) of the total cases resulted in a no finding. It should be noted that at this time one suspicion (0.08%) is still awaiting a decision.

| | Finding of Academic Misconduct | No Finding of Academic Misconduct | Awaiting Decision |
|-------------------------------------|--------------------------------|-----------------------------------|-------------------|
| September 1, 2019 – August 31, 2020 | 913 | 221 | N/A |
| September 1, 2020 – August 31, 2021 | 933 | 271 | 1 |

Of the total number of findings of academic misconduct (933), in 559 cases the student received a “zero” (0) mark and in 344 cases the student received a grade reduction for the academic work at issue - the minimum penalty that can be assigned for a finding of academic misconduct within a course for undergraduate and continuing education students.

| | Penalty of “Zero” (0) on the work | Penalty of Grade Reduction (other than “Zero” (0)) |
|-------------------------------------|-----------------------------------|--|
| September 1, 2019 – August 31, 2020 | 565 | 297 |
| September 1, 2020 – August 31, 2021 | 559 | 344 |

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

The Academic Integrity Council (AIC) will hear a total of 139 hearings consisting of 70 (50.36%) penalty hearings and 69 (49.64%) academic misconduct appeal hearings. To date, the Academic Integrity Council has heard a total of 93 hearings consisting of 42 (45.16%) penalty hearings and 51 (54.84%) academic misconduct appeal hearings. There are currently 46 cases still waiting to be heard or awaiting decision by the AIC. Of the total number (75) of progressive discipline cases (i.e., students with 2 DNs on their record) 35 (46.67%) warnings were sent in lieu of penalty hearings.

| | Appeal Hearings | Penalty Hearings | Warnings |
|-------------------------------------|-----------------|------------------|----------|
| September 1, 2019 – August 31, 2020 | 50 | 33 | 24 |
| September 1, 2020 – August 31, 2021 | 69 | 70 | 35 |

Of the 51 academic misconduct appeal hearings heard to date by the AIC, 35 (68.63%) appeals were denied, one (1.96%) was denied and overturned, 14 (27.45%) appeals were granted, and one (1.96%) was granted with conditions. There are currently 18 academic misconduct appeals awaiting decision or yet to be heard before the AIC. It should be noted that in this time period, 16 appeals were withdrawn.

| | Appeal Hearings | | | |
|-------------------------------------|-----------------|-------------------------|--------|-----------------------|
| | Granted | Granted with Conditions | Denied | Denied and Overturned |
| September 1, 2019 – August 31, 2020 | 6 | 0 | 44 | 0 |
| September 1, 2020 – August 31, 2021 | 14 | 1 | 35 | 1 |

Of the 42 penalty hearings heard to date, 33 (78.57%) of the penalty recommendations were upheld, one (2.38%) was upheld and altered and eight (19.05%) of the penalty recommendations were overturned by the AIC. There are currently 28 penalty cases awaiting decision or yet to be heard before the AIC.

| | Penalty Hearings | | |
|-------------------------------------|------------------|--------------------|------------|
| | Upheld | Upheld and Altered | Overturned |
| September 1, 2019 – August 31, 2020 | 27 | 1 | 5 |
| September 1, 2020 – August 31, 2021 | 33 | 1 | 8 |

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

| Appeal Hearings (H) and Reviews (R) | | | | |
|-------------------------------------|---------|--------|-----------|-----------|
| | Granted | Denied | Withdrawn | Dismissed |
| September 1, 2019 – August 31, 2020 | 2 | 3 | 0 | 4 |
| September 1, 2020 – August 31, 2021 | 1(H) | 2(H) | 0 | 20(R) |

| Penalty Hearings | | |
|-------------------------------------|--------|------------|
| | Upheld | Overturned |
| September 1, 2019 – August 31, 2020 | 4 | 1 |
| September 1, 2020 – August 31, 2021 | 3 | 1 |

The Senate Appeals Committee (SAC) received 23 academic misconduct appeal applications and held four automatic¹ SAC hearings under Policy 60² between September 1, 2020 and August 31, 2021. Of those 23 appeal applications, three cases were heard and 20 were dismissed. Of the three cases that were heard, two were denied and one was granted. Three automatic hearings were held, with the penalty recommendation being upheld and one penalty recommendation was overturned.

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

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

Designated Decision Makers' Council

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

- Tsasha Awong
- Nicole Bennett
- Barbara Chyzy
- Louis-Etienne Dubois (on leave/Sabbatical)
- Eric Da Silva - Chair
- Mohamed Elmi
- Cecile Farnum
- Christopher Gore
- Chris MacDonald (on Sabbatical)
- Richard Meldrum - Chair Designate
- Margaret Moulson
- Maureen Reed
- Heather Rollwagen (on Sabbatical)
- Jane Schmidt
- Fatih Sekercioglu
- Kim Snow



**Senate Priorities Committee (SPC)
Report #F2021-2 to Senate**

Senate Priorities Committee Report – M. Lachemi

1. Revised Policy 161: Student Awards

Motion: *That Senate approve the Revised Policy 161: Student Awards*

Respectfully submitted,

M. Lachemi, Chair,
President and Vice Chancellor

On behalf of the Committee:

J. Simpson, Provost & Vice President Academic
G. Craney, Deputy Provost & Vice Provost, University Planning
K. MacKay, Vice-Provost, Academic
A. McWilliams, Senate Vice Chair
T. Burke, Faculty Senator, Faculty of Arts
D. Checkland, Faculty Senator, Faculty of Arts
R. Ravindran, Faculty Senator, Faculty of Engineering and Architectural Science
N. George, Faculty Senator, Faculty of Science
M. Vahabi, Faculty Senator, Faculty of Community Services
B. Jalayer, Student Senator, Lincoln Alexander School of Law
H. Brahmbhatt, Student Senator, Yeates School of Graduate Studies

RYERSON UNIVERSITY

POLICY OF SENATE

STUDENT AWARDS

| | |
|-------------------------------|---|
| Policy Number: | 161 |
| Revision Approval Date: | TBD |
| Revision Implementation Date: | Fall 2021 |
| Previous Approval Dates: | May 31, 2016 |
| Next Policy Review Date: | Fall 2026 |
| Responsible Office: | Provost and Vice President Academic (Office of the Registrar) |

1 PURPOSE

The Ryerson University Senate establishes and bestows student awards to encourage and recognize high levels of academic achievement, athletics, community involvement, extra-curricular activities, research, etc. Some awards and all bursaries are offered to those who demonstrate financial need.

Awards are provided exclusively for students entering, registered in or graduating from undergraduate, graduate, law or continuing education programs at the University.

Awards may be available at a University-, Faculty-, or academic Program-level.

All existing awards must be reviewed for conformity with this policy within five years of the approval date.

Any exceptions to this policy must be approved by the University Registrar.

2 SCOPE

This policy governs the establishment, criteria development, definitions, equitable competition, and the fair and wide distribution of funding for all student awards (with the exception of the general entrance scholarship program) at Ryerson University. This policy does not apply to external awards to which a student can apply or be nominated.

This policy does not govern the funding of awards or any associated financial matters.

3 ROLES AND RESPONSIBILITIES

The Registrar will designate an Awards Action Committee (with representatives from the Office of the Registrar, University Advancement and Financial Services) that has final approval on the creation, amendment, and discontinuation of awards (with the exception of the general entrance scholarship program). More generally, it has jurisdiction over the establishment and administrative management of awards (see Appendix I).

The Office of the Registrar may provide exceptions to the naming of awards within any of the defined categories and may create other types of awards as required.

4 DEFINITIONS

4.1 Awards

Based on a combination of criteria that include, but are not limited to, two or more of the following: academic achievement, financial need, other donor specific requirements such as community involvement, disability, extra-curricular activities, or travel, etc. Awards may be one-time only or renewable with the student's continued compliance with the award criteria. The term "awards" refers generically to all awards, bursaries and scholarships.

4.2 Bursaries

Based on demonstrated financial need.

4.3 Scholarships

Based on overall academic excellence and/or non-academic achievement in a specific course or program of study. Scholarships may be one-time only or renewable with the student's continued compliance with the award criteria.

5 BASIS OF AWARDS

Awards may be granted on the basis of one or more of the following:

- 5.1 Overall academic performance using high school or post-secondary term and/or cumulative grade point averages.
- 5.2 Including but not restricted to academic performance in a particular program, course, project, thesis, proposal, or paper using a cumulative or term grade point average or course grade, or individual assignment grade.
- 5.3 Achievement in a skill related to the student's academic area in addition to attaining minimum academic requirements.

- 5.4 Non-academic achievements or the display of other qualities deemed worthy of consideration by the University or a Faculty or Department of the University.
- 5.5 Demonstrated financial need.
- 5.6 Proceeds of and monetary or non-monetary prizes, awards or rewards from competitions where the sponsor drives a benefit from the competition are not part of the policy or the awards process.

6 GUIDELINES FOR AWARDS

General Terms and Conditions of Awards:

- 6.1 Terms and conditions specific to each award are determined at the time that the award is created and must adhere to the following principles:
 - 6.1.1 equity in competition and distribution;
 - 6.1.2 fair and wide distribution of funds;
 - 6.1.3 free of criteria based on personal characteristics as noted in the Policy on Scholarships and Awards in the Ontario Human Rights Code; and
 - 6.1.4 accommodation for students with disabilities (e.g. course load of /XX equivalent to full-time);
 - 6.1.5 adherence to any relevant government policy and/or guidelines.

6.2 Establishing an Award

- 6.2.1 Terms of awards must benefit students and must have a minimum of limiting criteria.
- 6.2.2 Criteria may be mathematical in nature (e.g., to be given to the student with the highest mark in a particular program) or judgmental (where other criteria is included such as participation or demonstrated interest and achievement in a subject as deemed by a selection committee).
- 6.2.3 Only awards funded by the establishment of an endowed or annual trust fund will be considered formal awards. This does not apply to general university entrance scholarships.
- 6.2.4 The University, upon the establishment of a trust fund to support a donor funded award or scholarship, undertakes to abide by the terms attached to the funds received provided that such terms are consistent with other Ryerson University policies.

6.2.5 Faculties or academic programs can issue awards which are not endowed or for which an annual trust fund has not been established if normally acceptable criteria, financial cost centres, advertising, recordkeeping, recipient selection and award presentation procedures are established and/or used that are consistent with the principles in this policy. Outlined procedures must be followed for the reporting and vetting of such awards and scholarships prior to choosing a recipient. These awards must be reported annually to the Office of the Registrar.

6.3 Selection of Award Recipients

- 6.3.1 All selection committee members must be current Ryerson employees, Advisory Council members, or students, and must have Ryerson login credentials. An award donor cannot be involved in the selection process, and no selection committee member should have a conflict of interest with any applicant.
- 6.3.2 With the express approval of the Awards Action Committee, a deceased student may be considered for a posthumous award if all essential criteria and conditions have been met (normally 75% of program requirements).
- 6.3.3 Selection committees are responsible for ensuring and maintaining confidentiality and transparency of the candidate consideration and recipient selection processes. Conflicts of interest must be declared.
- 6.3.4 If a selection committee determines that no applicants, candidates, or nominees meet the outlined criteria, the award will not be given to any recipient that year.
- 6.3.5 The University reserves the right not to grant an award in the absence of a suitable candidate, or to limit the number of awards where too few suitable candidates exist (e.g. entrance scholarships).

6.4 Amendment of Established Awards

The terms and conditions of established awards represent a formal agreement between the donor and Ryerson University. Amendments may, however, become necessary due to changes or cancellations of particular courses or academic programs which have been named in the terms, or when there are no longer eligible students. Where the terms of such awards become impossible to fulfill, the University may amend the terms, in consultation with the donor where possible, to maintain the original intent of the donor as closely as possible.

Subject to the availability of funds, the University reserves the right to amend the terms of, to adjust the monetary value of, or to withdraw or suspend the granting of awards.

The process for amending awards is established in the procedures and shall be the same as if a new award were being established.

6.5 Discontinuation of Established Awards

The Awards Action Committee will consider and make final decisions regarding recommendations for the discontinuation of an established award.

7 AWARD REGULATIONS

7.1 Student Eligibility

- 7.1.1 To be eligible for awards, a student must have demonstrated an acceptable level of academic achievement with a clear academic standing.
- 7.1.2 A student can apply, be nominated, or be independently chosen or identified as a candidate for an award, depending on the terms established for the award.
- 7.1.3 Second baccalaureate degree students are normally eligible for academic awards which they have not already received while pursuing another undergraduate degree at the University unless specified in the terms of a particular award.
- 7.1.4 Appropriate accommodations in award criteria should be made for students with disabilities.

7.2 Student Information

The Freedom of Information and Protection of Privacy Act, Ryerson University's Information Protection and Access Policy, and the Registrar's Notice of Collection and Use of Personal Information shall govern all aspects of the awards selection process including, but not restricted to, the application/nomination process, selection committee decisions and information provided to donors and other concerning award recipients, including publications such as convocation programs and award recipient listings.

7.3 Award Distribution

- 7.3.1 To ensure a fair and wide distribution of awards and funding, an eligible student may be granted:
 - a travel grant;
 - any number of non-monetary awards such as books and medals;
 - an award granted on the basis of application;
 - awards continued from a previous year (including entrance scholarships), except as provided by the particular terms of an award;
 - an academic grant; and/or
 - any external award that falls outside the jurisdiction of this policy.
- 7.3.2 The total monetary amount a student may receive each year from either one or multiple awards is recommended by the Awards Action Committee and approved by the University Registrar.
- 7.3.3 To receive the monetary value of any in-course or renewable awards, a student must maintain enrolment in an undergraduate, graduate, law or continuing education program at the University during the fall/winter session that follows the review period on which the award is based. An exception may be made for students who transfer to another program or university to graduate, and for students who may not be registered for an academic semester or year due to illness, disability, exchange, or graduation, etc.

7.3.4 Students in a co-op/internship term are considered full-time for enrolment purposes, and are eligible to receive specific types of award funding as follows:

- Award payments stemming from those which consider academic merit from a prior term/year
- Award renewal payments (e.g. entrance scholarship renewal payments)

7.3.5 Students in a co-op/internship term are not eligible for awards requiring the submission of an application while they are in their work-terms. However, they are eligible for awards requiring the submission of an application when they return to their in-class studies.

7.3.6 Awards may be deferred up to one year unless otherwise specified in the terms of a particular award.

7.4 Award Recognition

Award recipients can reasonably expect that their names will be released to donors and there will be some form of public recognition.

7.5 Payment of Awards

7.5.1 Funds from all monetary awards will be deposited in the student's Ryerson fees account and applied to any outstanding balances owing. A credit balance that results from the application of an award to a student account can be refunded to the student. A student who withdraws, reduces his/her course load or otherwise alters his/her program of study so that they no longer meet the criteria for granting the award will be required to forfeit all or part of the award.

7.5.2 Adjustments may be made to the above payment criteria for students with disabilities who have a reduced course load as an approved academic accommodation.

7.5.3 All award payments will receive appropriate tax receipts.

7.6 Award Process and/or Recipient Decision Concerns

7.6.1 All recipient selections will be fair and transparent.

7.6.2 Any concerns about a selection process should be addressed to the initial selection committee for resolution. Unresolved concerns should be addressed to the Awards Action Committee via the Student Awards and Scholarships Office

8 UNDERGRADUATE GENERAL ENTRANCE SCHOLARSHIP PROGRAM

The University may fund a general entrance scholarship program as part of its strategic enrolment management (SEM) plan. Centrally funded general entrance scholarship terms and conditions are determined by the Undergraduate Admissions and Recruitment departments, in consultation with the Registrar, University Planning Office and other stakeholders.

9 RELATED UNIVERSITY POLICIES

Ryerson University Benefactor Naming Policy – Procedure

Ryerson University Coordination of Donation Appeals and Gift Acceptance Policy – Procedure

Ryerson University Endowment Funds Policy – Procedure

Ryerson University Execution of Document /Signing Authority/Contracts Policy – Procedure

The named policies, among others, may also affect the establishment, management, and approval of awards and scholarships.

APPENDIX:**Appendix I: Awards Action Committee (AAC) Terms of Reference**

The Awards Action Committee has general oversight over the establishment and administrative management of awards at Ryerson University with the exception of the general entrance scholarship program.

1. The AAC has authority to make decisions on behalf of the University Registrar. The committee is comprised as follows:

- Assistant Registrar, Student Financial Services (*Chair*)
- At least two representatives from University Advancement
- At least one representative from Financial Services

Committee members may ask delegates to attend meetings where they are unable to attend on an exceptional basis.

Administrative support is provided by the Student Awards and Scholarships Office.

2. Committee's Mandate

The Committee has the authority to undertake the following (with the exception of the general entrance scholarship program):

- Approve the creation, amendment, and discontinuation of awards;
- Interpret award criteria when clarity is needed;
- Address concerns about award selection processes;
- Recommend the total monetary amount a student may receive each year from either one or multiple awards;
- Provide approval for a deceased student to be considered for a posthumous award if all essential criteria and conditions have been met;
- Review and propose solutions to other awards-related issues that may arise.