

SENATE MEETING AGENDA

TUESDAY, DECEMBER 7, 2021

SENATE MEETING AGENDA

Tuesday, December 7, 2021

Via ZOOM Video Conferencing

5:00 p.m. Senate Meeting starts

1. Call to Order/Establishment of Quorum
2. Land Acknowledgement
"Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."
3. Approval of the Agenda
Motion: *That Senate approve the agenda for the December 7, 2021 meeting.*
4. Announcements
- Pages 1-19 5. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the November 2, 2021 meeting.*
6. Matters Arising from the Minutes
7. Correspondence
- Pages 20-24 8. **Reports**
 - 8.1 **Report of the President**
 - 8.1.1 President's Update

Pages 25-30 8.2 **Communications Report**

8.3 **Report of the Secretary**

- 8.3.1 Membership and Committee Updates

Pages 31-95

8.4 Committee Reports

8.4.1 Report #F2021-3 of the Academic Standards Committee (ASC):

K. MacKay

Pages 31-33

8.4.1.1. Certificate modifications to Computer Programming Applications – Chang School

Motion: *That Senate approve the certificate modifications to Computer Programming Applications – Chang School.*

Pages 33-34

8.4.1.2. Certificate modifications to Cybersecurity, Data Protection and Digital Forensics – Chang School

Motion: *That Senate approve the certificate modifications to Cybersecurity, Data Protection and Digital Forensics – Chang School.*

Pages 34-36

8.4.1.3. Certificate modifications to Urban Agriculture – Chang School

Motion: *That Senate approve the certificate modifications to Urban Agriculture – Chang School.*

Pages 36-38

8.4.1.4. Discontinuing the certificate in Energy Management and Conservation – Chang School

Motion: *That Senate approve discontinuing the certificate in Energy Management and Conservation – Chang School.*

Pages 38-39

8.4.1.5. Discontinuing the certificate in Image Arts (with specializations in Film Studies or Photography Studies) – Chang School

Motion: *That Senate approve discontinuing the certificate in Image Arts (with specializations in Film Studies or Photography Studies) – Chang School.*

Pages 39-41

8.4.1.6. Discontinuing the certificate in Sustainability Management and Enterprise Process Excellence – Chang School

Motion: *That Senate approve discontinuing the certificate in Sustainability Management and Enterprise Process Excellence – Chang School.*

Pages 41-55

8.4.1.7. Curriculum modifications to the School of Accounting and Finance – Ted Rogers School of Management

Motion: *That Senate approve the curriculum modifications to the School of Accounting and Finance – Ted Rogers School of Management.*

Page 55

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

- i) Certificate in Graphic Communications: Course additions/deletions (elective)
 - ii) Certificate in Publishing: Course description change, deletions/additions (elective)
 - ~~iii) Certificate in Project Management: Course Deletion (Elective)~~
 - iv) Transition Foundations Program: Proposed changes
-

Pages 56-94

8.4.1.9. For information: 1-year follow-up reports for Periodic Program Review

- i) Aerospace Engineering
 - ii) Chemical Engineering
 - iii) English
 - iv) International Economics and Finance
 - v) Retail Management
-

Pages 96-115

8.4.2 Report #F2021-3 of the Academic Governance and Policy Committee (AGPC): J. Simpson

8.4.2.1. Provost's Update

Pages 97-102

8.4.2.2. Revised Early Childhood Studies Council Bylaws – (J. Simpson)

Motion: *That Senate approve the revised Early Childhood Studies Council Bylaws.*

Pages 104-109

8.4.2.3. Data Science and Analytics MSc- Graduate Council Bylaws – (C. Searcy)

Motion: *That Senate approve the Data Science and Analytics MSc – Graduate Council Bylaws.*

Pages 110-115

8.4.2.4. Child and Youth Care MA – Graduate Council Bylaws –
(C. Searcy)

Motion: *That Senate approve the Child and Youth Care
MA – Graduate Council Bylaws.*

Pages 116-206

**8.4.3 Report #F2021-1 of the Yeates School of Graduate Studies Council
(YSGS):** C. Searcy

Pages 118-125

8.4.3.1. Periodic Program Review for the MSW in Social Work

Motion: *That Senate approve the Periodic Program Review
for the MSW in Social Work.*

Pages 126-140

8.4.3.2. Periodic Program Review for the PhD/MA in Psychology

Motion: *That Senate approve the Periodic Program Review
for the PhD/MA in Psychology.*

Pages 141-156

8.4.3.3. Periodic Program Review for the MA in Fashion

Motion: *That Senate approve the Periodic Program Review
for the MA in Fashion.*

Pages 157-169

8.4.3.4 New program proposal for the MPM/MASc in Project
Management in the Built Environment

Motion: *That Senate approve the new program proposal for
the MPM/MASc in Project Management in the Built
Environment.*

Pages 170-206

**8.4.4 Report #F2021-1 of the Scholarly, Research and Creative
Activity Committee (SRCAC):** S. Liss

Pages 176-184

8.4.4.1. Revised Policy 51: Ethical Conduct for Research Involving
Human Participants

Motion: *That Senate approve the revised Policy 51: Ethical
Conduct for Research Involving Human Participants.*

Pages 185-206

8.4.4.2. Policy 171: SRC Intellectual Property Policy

Motion: *That Senate approve Policy 171: SRC Intellectual
Property Policy.*

8.4.4.3. Retirement of Policy 63: Policy on Ownership of Student Work in Research

Motion: *That Senate approve the retirement of Policy 63: Policy on Ownership of Student Work in Research.*

9. Old Business

10. New Business as Circulated

11. Members' Business

12. Consent Agenda

12.1 Progress Indicators and Related Statistics

<https://www.ryerson.ca/university-planning/data-statistics/progress-indicators/>

13. Adjournment

SENATE MINUTES OF MEETING Tuesday, November 2, 2021 Via Zoom Video Conference			
MEMBERS PRESENT:			
EX-OFFICIO:	FACULTY:		STUDENTS:
A. M. Brinsmead	R. Adams	H. Ramzan	S. Alvi
D. Brown	T. Burke	R. Ravindran	Z. Aurony
D. Cramb	D. Checkland	S. Sabatinos	H. Brahmhatt
G. Craney	A. Clements-Cortes	J. Saber	O. Gubych
T. Duever	M. Doxtator	I. Sakinofsky	C. Idzik
C. Falzon	L. Escandon	J. Schmidt	B. Jalayer
K. Gharabaghi	S. Farshadfar	T. Schneider	Z. Khansari
G. Hepburn	N. George	D. Scofield	J. Rodriguez
R. Iannacito-Provenzano	E. Ignagni	L. Shuman	H. Salih Makawi
M. Lachemi	L. Jacklin	J. Spaniol	P. Sivasundaram
K. MacKay	A. Jamal	C. Thompson	A. Surty
J. McMillen	L. Kolasa	M. Vahabi	
I. Mishkel	A. Lee		
D. O'Neil Green	A. M. Lee-Loy		
R. Parr	S. McCartney		
C. Shepstone	A. McWilliams		
J. Simpson	P. Moore		EX-OFFICIO
P. Sugiman	R. Noble		M. Fast
D. Taras	D. Oguamanam		C. Ferworn
D. Young	R. Ott		
SENATE ASSOCIATES:			ALUMNI:
J. Caribou			S. J. Ali
J. Dallaire			M. Clarke Rodrigues
L. Patterson			
K. Train			
REGRETS:		ABSENT:	
S. Liss		A. S. Ali	
C. Searcy		S. Benvie	
I. Young		G. Bramesfeld	
		N. Chen	
		T. Kuar	
		S. McFadden	
		H. Zarrin	

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.

Andy McWilliams, Vice-Chair of Senate, chaired this section of the meeting.

J. Simpson, Vice-President and Provost, welcomed Senators and introduced the topic of the discussion.

I welcome the opportunity to present this topic. I am the Chair of the University Renaming Advisory Committee so it's in this capacity that I will give a bit of background and context, talk about the process of renaming, the framework for community engagement, and we have two discussion questions that members of the community will be welcome to participate in.

From the Standing Strong Task Force report, the important Recommendation language that undergirds the work of the committee:

“Recognizing the harm caused to community members by the commemoration of Egerton Ryerson, the impossibility of upholding our institutional values while commemorating Egerton Ryerson and the necessity of advancing reconciliation”, the Standing Strong Task Force recommended that “the university rename the institution in a process that engages with community members and university stakeholders”.

That begins the work of the committee and sets out what we are responsible for. I'll also add that the mandate of the committee, which is to suggest a shortlist of names to the President who will take that to the Board. I think it's important for this discussion for all of the forms of engagement to keep in mind that mandate, which is to provide a shortlist with some rationale and some information about the reasons for that shortlist. All of our work is directed toward that mandate.

Background on Renaming Framework:

- There is an executive leadership team that is leading the advisory committee.
- There is internal project support from Marketing, Communication and Project Management (people representing those areas).
- The committee itself.
- External firms that are assisting with, for example, the research process.
- Following the research process and engagement, there will be a branding firm that will advise of best practices and best moves forward.

The committee is an important part of the framework and the components. The committee has been drawn widely from a variety of three particular areas: ethnic, racial and gendered backgrounds and identities. There is variety on the committee in terms of length of time at the university, and there's variety in terms of individuals' roles and connection to the university. There is a lot of depth and variety in all of those areas. You can find biographies of all those individuals on the "Next Chapter" website.

There are some high-level considerations that are part of the conversations that folks have mentioned. Those include costs, marketing, promotion of the new name; and degree credibility and recognizability. So certainly, as the President has said often, the priority of the new name is to

speak to the aspirations of the university. We are also attentive to these operational concerns in our deliberations and assessment and looking at the data.

Overview of the Process:

We've been engaged with the research firm, for the last 3-4 weeks. You can look for the survey that will be available online and in other formats, and will be available in a couple of weeks. So that engagement will happen from October through December with a research firm then with the broader community. There will be the development of an extensive list of name possibilities and the community will be informed of those considerations in January. The process which will be iterative, securing a list of possible names, will be January through March. We will consider legal responsibilities and questions with the appropriate experts in February and March and then provide a shortlist of names in March.

The ways that we will ensure that we hear from all stakeholders is that all community members are able to participate. There is no log in required. There will be a 3-week period to offer input. There will be multiple methods of engagement surveys, emails, social media. There is a communication plan to consider how we reach out to a wide variety of stakeholders and community champions, and the survey focuses on these and ideas, then the firm will finalize that information and provide a report to the Advisory Committee.

Questions on Engagement:

Q: Are there any donors that might want the university to be named after them?

A: I wouldn't say that this is a starting point of the committee. The survey will be fairly open-ended. I'll also note that it will parallel the discussion. Two of the questions that we will be discussing today come from the survey. I think the priority at this point in thinking about who might have suggestions is really to focus on that question about aspiration. The survey questions will get at that. We will listen to as much input as possible. We want to ensure that all community members can engage and provide feedback and then we will go from there. The research firm will analyze this information and the committee will address that information, and based on that input and analysis will provide a shortlist of names to President Lachemi.

Q: I'm speaking on behalf of our members at CESAR. We are grateful for the Indigenous current and former students and community members who brought this process about through a lot of relentless work and I wanted to know how the university is reaching out to the students to make sure they are heavily involved in this process.

A: We have representation on the committee of students and members from Indigenous communities. We will have a formal way of reaching out to stakeholder groups of which Indigenous students are an important one, so there will be formal mechanisms that the committee will use via social media, email, connecting with those groups directly, through a procedure that we will use with many stakeholder groups and we also anticipate reaching out to the broad representation on the committee from any groups including Indigenous individuals and students.

Q: I was wondering if we will be looking at the consultation to get the former students to have a say in this renaming?

A: Yes – we will be sending surveys to former students/alumni. Again, there is strong representation on the committee from alumni and we will be reaching out to them as well.

We value input from both former students and current students and all those who have various connections to the university.

Q: I would like to know if there's an estimate on the time to fully complete the entire renaming project?

A: What we are aiming for is that the committee itself present a list of names by March and, ideally, the renaming process will be completed within a year formally. That's the understanding that we are proceeding with.

Engagement Discussion Question 1:

1. The university's new name will reflect its aspirations and vision for the future. Most university names fall into one or more of several broad categories relating to: place or location; a notable person; mission, values or character.

Do you feel the university's new name should reflect or relate to:

- a) Its place or location?
- b) A notable person?
- c) An aspect of its mission, values, or character?

Why or why not?

I'll reiterate that this question as well as the following question come from the survey so we'll have consistency in avenue streams.

C: Regarding the three types of classes of names, it seems to me that "c)" is the one that is close to the aspirational point that you made. Place and location are kind of default names. Notable person, that could go wrong; the views on that person can change as we've seen, whereas choosing an abstract concept or idea that embodies the values and goals of the community, I think that is something that would outlast the moment and would send a signal.

Q/C: I would like to express some concern as to why the rush. We're finally, being forced to react to change a name which has been problematic and harmful. While I understand that the university cannot continue being Ryerson University, fast doesn't mean better or equitable. To propose a consultation within a time when students are at their year-end, trying to present their papers, I don't think that we can honestly say that we are honouring the process if the strongest voice for the name change does not come from the First Nations, Inuit and Metis communities, students, faculty and staff. We need to honour them with providing a proper time so it is inclusive and that we can actually reach out to many people. I would like to appeal for an extended time so that this is properly presented and not rushed. We should do this in an effective engagement manner so that it is inclusive and equitable.

A: I think it is important that the engagement process really offers a meaningful opportunity for as many people as possible to contribute to the conversation. For the committee, myself and other leaders of the university, the focus right now is on providing a robust opportunity with the three weeks and multiple means of contributing. We think that this will enable wide input. Also, there are many questions that have come up. One of the realities is that the current name created an experience of harm for some, and violence and the importance of moving to a different reality for people is one I think is on people's minds. Also, just wanting

to ensure clarity for everyone about the university, the name and the ability to start living with that new name is a very important priority. The other thing that I'll say, is that certainly, as the Chair of the committee, and I know the other chair, Toni De Mello, and others on the committee, we're working closely with others on the committee and we see wide and robust engagement. That's what we need to do a check on and that's what we will be looking for, and we will have the ability to gauge that and ensure that there has been really sufficient opportunity for input – that's what we'll be focused on.

- Q: Since June 2021, Kamloops changed everything, I wonder why d) wouldn't be that the university's new name should reflect or relate to the spirit of reconciliation that everybody has been talking about since June of this year.
- A: I would say that the spirit of reconciliation is an aspect of Ryerson's aspirations and values and that's ingrained with that. Certainly, it's possible to think of the spirit of reconciliation as a fourth area, but I guess, in my mind, it is a central value to Ryerson so it is within that framework of c) in that question.
- C: I also really like the idea of reconciliation values being included and I think that is an aspirational boost for the university. I'm also curious about a) place or location. I'm not sure which place or location apply to this university – it's already taken by other institutions in this geographical area, e.g. we know U of T has Toronto, we can say all of Canada, I guess; Ontario – that's UOIT. I feel like it's taking up a space that we can put a reconciliation referral instead of place or location. I'm not sure what the branding company has to say on that issue.
- A: The branding firm will certainly inform that when we get to that point.
- C: I strongly support the idea of reconciliation as a separate and important value. That should be reflected in the name and, of course, it would depend on how the Indigenous members of the committee feel about that because I know Indigenous nations are somewhat disappointed with some of the reconciliation recommendations.

I just wanted to make one more comment regarding the three choices that have been provided a), b), c). If we take away a), which is a place or location, and find a name which actually will show the uniqueness of Ryerson within that landscape may be difficult. The other choices are really values. We may name someone like a donor, but in the future, what kind of consequences or changes could happen in our society that we'll definitely need to go and change that name – the same thing with values and character because that also changes as it's not really something that's stable. For example, equity wasn't one of those values that Ryerson was strong on but now it is one of the values. I was wondering why those three were identified. Why can't we use the name of a colour or a flower. What was the driving force behind these three choices?

- A: The survey will allow folks to provide input that goes beyond those three categories. People will not be limited to only thinking within those categories. The primary reason for selecting those three choices is that when we look at naming practices across North America, and more broadly, these are the three primary categories and is a reference to best practices – what's most common in terms of naming and name changes.
- Q: I was wondering what would all this cost, transparency throughout the process, etc.?
- A: I think that right now it's a bit early to determine that. I think there's an awareness that this will require resources but this is being balanced with the importance of this for the institution. It's a long-term decision and commitment that will have long-term consequences. In terms of providing this information, it's a bit early in the process to

provide that but when that time comes, we will be as transparent as we can with that information.

- C: I agree with what was said about a), b) and c). I'm not strongly in favour of having it named after a notable person, but we should not discount the place or location. If you look at other major cities like New York and London, England, there are many universities and many of them use different variations, matching the location and can also include an aspect of reconciliation and c) as well.
- C: We seem to have forgotten that there are numeric and events that could actually be applied in this case. As this year is reconciliation year; we have had a task force to rename the university; we had Kamloops, how does 21 University sound?
- Q: We touched a bit on what the cost is going to look like but I was wondering what the process and the transparency behind that is going to look like? Will the committee meetings be live-streamed and the whole process be documented for students, faculty and anyone in relation to the university to access and see why a name is being picked, how it is being picked, and have feedback on that process?
- A: There are updates being provided on the Next Chapter website and those will be regularly posted. People will be able to ask questions and receive responses on that site, and once we get to having feedback from the engagement process, that information will certainly be reported on that website. So that's a way in which we can keep people informed. I believe that there will be notes from the meetings posted there, so that's a way people can stay informed about the discussions of the committee.
- Q: Jennifer just spoke about involving people in these different areas and reporting back to them, but I'm wondering if First Nations communities have been involved in the outline of the engagement process with a true take on partnership right from the beginning?
- A: We will be, through the communications plan and strategy, reaching out to stakeholder groups including Indigenous communities to solicit input and make sure we are hearing from those groups. This is part of the articulated plan that we are working with and that will happen as the engagement process rolls out with that survey. In addition to that survey, we will be making explicit connections with various communities including Indigenous communities. We're really looking for input that fits with Ryerson's aspirations and certainly that is related to TRC priorities and anti-Black racism – a variety of communities that align with Ryerson's values.
- C: I was following up more on the fact that you're asking us about the engagement questions and I guess the Black community has been asked about the engagement questions themselves also.
- A: The folks who have had engagement with the survey questions themselves is the renaming advisory committee.
- C: I think institutions should reflect the character of the land and its values, and you know what happens when we name it after people.

Engagement Discussion Question:

2. If the university's new name was based on one or more of its currently identified strengths or aspirations, which of the following would you most prefer that it convey?

- Being an innovator
- Serving societal need
- Preparing students for careers
- Commitment to ground breaking thinking
- Driven by curiosity
- Creating a bright, just and caring future
- Forging strong partnerships
- Empowering people to be agents of positive change
- Embracing city building
- Embracing its place in the heart of Canada's busiest city
- Bringing together highly skilled, creative thinkers
- Other, please specify: _____

Why?

This question really gets at the aspirational aspect, which one of these is critical to keep in mind and why is that?

- C: I just wanted to comment on the options that are being presented right now in terms of what we want to consider in a name moving forward. As a student of Ryerson, I think that all of these aspects almost touch upon but don't get to the root of what the university really is. I think a key word that signifies is innovation. We understand that based on the past we have done some things wrong, maybe we are missing certain things, but we always take a step to rethink, regroup and move forward, and ask how do we make this better. I don't think any of these factors really touch on the fact of innovation or future projections or an outward look. They are tangent to that fact but not getting to the root of it. The university is really innovative, future-looking. Other universities had their set schools for so long whereas Ryerson took steps forward to open its law school; that's something that a lot of people thought could not be done but we saw there was a gap and a need for it and we made it work; it's not like any other law school, it's one of a kind; it's an innovative approach. The factors listed here do not speak to the accuracy of what this university does have to offer.
- C: I just wanted to add that I feel the first item on the list – being an innovator – is great and should be boldly represented and included in the name, as I feel it's very future-proof, with strong leadership, sounds exciting and bold and that's what students want to see in the name of their university.
- C: In every course I teach I have a slide on my PowerPoint that says: "while we come to this learning community, we want to make the world a better place". All these bullet points seem to adhere to what we are doing – we want to make the world a better place so the name should reflect some sort of statement like that.
- C: I wouldn't want to speak against the idea of many of these values. The problem is that one of the things that is most valuable about any university, and especially about Ryerson, is that it seeks to accommodate many values and align and make consistent multiple values. Innovation is one important value, and I wouldn't be totally opposed to it, but you can think of major innovations to the 20th century in the world. Think of the spray can releasing carbon, like the holes in the ozone layer, look like a brilliant innovation. The green revolution which fed many millions of people and also probably somewhat close to half a billion people off the land into cities where there was nothing really awaiting them.

Innovation by itself is great but it's the mixture of innovation with all these other things. Making the world a better place is a great idea, but I just don't know how you put this in a name, but I think we would want to put things into focus on the integration of the values if we are going to go the value name route.

- C: I'm just wondering which of these values or strengths speak to the reason why this name change was considered and the resistance and strength of the people who actually became the agents of change by pointing to the harmful history associated with the name of the university. Would the committee consider it useful, productive or necessary to include something that would remind people of the history of Ryerson, not the bad part, but the history of the name change itself – that it was the effort and struggles for a lot of people that made that name change necessary.
- C: Although these values are great and significant, I just wanted to put my thoughts out there. I think being an innovator only changes the value or definition. For instance, Ryerson in his own time was an innovator and wanted to set his sight based on the needs and values of that time, so we need to be more cautious about what kind of innovation or societal need we are referring to as these may change.
- C: 1) Being an innovator brings together highly-skilled and creative thinkers.
2) Has the committee considered naming it after Ted Rogers?
- A: The starting point of the committee in the mandate is to provide a shortlist of names which would serve as good names for the university going forward, and at this point the committee is only focused on opening avenues for engagement. We are not starting on any notions of what the name might be. We set out some parameters related to best practices that you've seen on the slides but other than that, related to either the values or specific names of individuals, we have not discussed concretely any one avenue, even the shortlist itself because that question will come after we receive input. That's the process we are using. I think if there was a question about the process of the committee, the committee has been constituted – about 16 or 17 people. That committee will serve until we present a list of names to President Lachemi. That for now is set. The best way to get involved in the process if you're not on the committee is to provide input through the survey, and of course, today.
- Q: I am delighted to see that the naming process is going to consider Indigenous matters. I was wondering if the name would also reflect some other disenfranchised groups, such as the Black community, or impoverished communities or other such disenfranchised peoples. I think as we name it, a celebration of Indigenous values and reconciliation is extremely important, however, I was just wondering if there was any consideration of these other groups?
- A: The committee is quite open right now to the direction that could take. A couple of people have acknowledged that this is certainly a complicated process, it's not a simple question to ask, but we are remaining open to possibilities and there is explicit attention to Ryerson's values.
- C: The only thing I want to say is that the challenge around the university naming is to find a name that is inclusive to all peoples and is forward-thinking. I think we're in good hands because that's what Ryerson is known for. It will be very interesting to see what happens. I really trust this process having gone through this process with the Standing Strong Task Force. I know that these processes are very difficult but very well organized. I give full support to this.

- C: It looks to me, and I'm not an expert on this, since Ryerson University and most of the universities in Ontario, except for Queen's which existed before Canada existed, these are all creations of provincial legislations, so does this name change ultimately have to get legislative change by the provincial government?
- A: I think I mentioned earlier on that while going through the process, we will be checking around legal considerations. I imagine that this will be something that we can report on and certainly it's a very relevant question that we will address some time after the engagement. I don't know the answer to that now, but I do think it's an important question that we will need to investigate formerly and then post the information about what the process requires.

Closing comments by Jennifer Simpson:

I want to reiterate that the work of this committee is possible because of the Standing Strong Task Force, and a lot of efforts at Ryerson that have gone on for years related to prioritizing anti-colonialization, Indigenous communities, and the efforts and priorities of anti-Black racism, inclusion and equity. We can do our work and open this conversation because of all of those efforts.

Joanne, I very much appreciate your comments and support for the work, and your leadership of the Task Force. I appreciate everyone's participation today. It's a great start. I encourage you to think about additionally filling out the survey. I want to close by saying that every time I have meetings and talk to more people, that's a way of getting to know folks and that's a wide commitment to this important process at Ryerson and more generally around its values. I feel really privileged to have arrived at Ryerson at this moment and to have the responsibility of chairing this committee and providing some leadership in this conversation. I think it's remarkable, important and courageous that Ryerson has chosen to do this difficult work, because it's not straightforward; it's not simple, and it requires that we have productive, collegial and ongoing conversations. I want to recognize my appreciation of being at Ryerson now for this conversation, and while it's not easy or straightforward, I think it's necessary and critical at this moment.

I really appreciate everyone's participation today and giving feedback and input to the committee, and we look forward to receiving further engagement with the survey itself.

6:00 p.m. Senate Meeting started.

President Mohamed Lachemi chaired the Senate meeting.

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.*

D. Taras moved; R. Ravindran seconded.

Motion Approved.

4. Announcements - None
5. Minutes of the Previous Meeting

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

A. McWilliams moved; G. Hepburn seconded.

Motion Approved.

6. Matters Arising from the Minutes - None
7. Correspondence - None
8. Reports
- 8.1 Report of the President
- 8.1.1 President's Update

The President Reported:

1. Planning for January (Winter 2022 term)

As you know, the Fall was a transition semester and the gradual return to campus has gone very well. We are now moving forward with our plans for a much broader re-opening of campus for the Winter. The majority of classes, programming, services and supports will be offered on campus starting in January 2022.

We are excited to have a more active campus and very happy to be welcoming our community back. As always, the health and wellbeing of our entire community is at the forefront of all that we do. We have a number of policies and procedures in place to keep our community safe including our mask policy, mandatory daily health screening for all community members, enhanced cleaning protocols, ventilation and air purification best practices, and our vaccination policy. All students,

faculty and staff who have not yet submitted their vaccination status are required to do so by November 1, 2021. This is a requirement that the university takes very seriously.

We understand that there are still challenging decisions and changes to navigate as we prepare for a broader re-opening of the campus. We will continue to remind our students, faculty and staff of the mental health supports and services available to you.

I want to thank each of you and our entire community for your resilience and commitment to our university and I thank you for your work in planning and supporting our students for the return to campus.

2. Update on Standing Strong Task Force Recommendations

I also want to provide an update on the process for implementing the recommendations of the Standing Strong Task Force. As you know, the renaming committee has begun their work. The Chair of the committee led the Committee-of-the-Whole discussion earlier today about the process of engagement for our community and stakeholders. We want everybody to be engaged – student, faculty, staff, alumni and, of course, partners. We do have a very aggressive approach to engaging Indigenous communities including leaders. In addition, we hope to finalize a governance model to ensure that we have appropriate leadership and support for the implementation of each of the 22 recommendations. We will continue to keep you updated on the progress.

A number of people are asking how much time is needed for this to be done. I think our Provost has informed you that the goal of the committee is to come up with a shortlist of names around March, but that is not the end of it.

I just want to clarify that for now, we are still Ryerson University. I know some people are calling us X University but for our students when you get your degree or certificate, we are still Ryerson University. I also want to make it very clear that the university can come up with a new name and this is why we need to do it within the next four to five months and after that we have to start the process of talking to the provincial government to open the Ryerson Act. Without opening the Act, the university will still be called Ryerson University, and any document issued by the university will show Ryerson University. I know that some people want us to accelerate or slow down the process. Slowing down the process means that we have to operate officially with Ryerson University and the process of negotiation with the government may take several months. As you know, we will have an election in Ontario in June. During the campaign, I don't think the government will do anything to open the Act. We have to be very careful about the timing. Some universities have changed their names but they still operate with their original names. A university that has changed their name during the last couple of years is Ontario Tech. Officially, they call themselves Ontario Tech, but if you receive any document from them or degree, it is still the old name, which is UOIT. I just want to make sure that you understand the process. We need to engage the government in the discussion about our legal name. The other university that changed their name a number of years ago and still has the old name on their degrees is Western University. Any degree or certificate from Western still shows Western Ontario University. It takes time to change the legal name but our goal is to open the University Act and change the legal name otherwise students will continue to receive their certificates and degrees with the existing Ryerson University name.

3. Update on School of Medicine Consultation

To build on what we learned in the Spring, there are three streams of consultations that are happening in parallel this Fall:

- The first stream is engagement with Brampton including co-hosting a Town Hall in each Ward with the City of Brampton - we held the first consultation last week and another yesterday.
- The second stream is engagement with clinicians led by the Senior Medical Advisory Committee. We have announced the composition of that committee under the leadership of Dr. Andrew Padmos.
- The third is a multi-pronged engagement to support the development of the Letter of Intent.

Information about the dates/times for Fall consultations is available on the School of Medicine website. We value your input and engagement and I encourage you to participate.

8.2 Communications Report - None

8.3 Report of the Secretary

8.3.1 Membership and Committee Updates

The Secretary informed members that newly updated Senate and committee membership lists were posted on the Senate website.

8.4 Committee Reports

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

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.*

K. MacKay moved; H. Salih Makawi seconded.

Motion Approved.

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.*

K. MacKay moved; T. Duever seconded.

Motion Approved.

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.*

K. MacKay moved; H. Salih Makawi seconded.

Motion Approved.

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.*

K. MacKay moved; M. Vahabi seconded.

Motion Approved.

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

J. Simpson

8.4.2.1. Provost's Update

1. Ryerson University International College (RUIC)

Ryerson has partnered with Navitas working through the Ryerson International College, and the partnership offers additional pathways for international students. The first term of participation was Winter 2021. There are three different pathway programs that individuals can opt into: Arts (BA), International Economics and Finance (BA) and Business Management (BComm). Students who successfully complete any one of these pathway programs (10-degree credit courses) with required program entrance GPA can then go into second year of selected degree program, after successfully completing first year. It's important to point out that the oversight of instructor appointments, course outlines, assessments, finals, other components of the program itself are provided by university appointed course coordinators from each department. I think this is a really important component of this arrangement that there is a high level of attention to academic rigor and priorities within the program. We've seen a retention rate to date of 93%; 41% of students achieved a 3.0 or higher Session Grade Point Average (SPGA); and finally, in terms of numbers, there were 36 students in Winter 2021, 15 additional in Summer 2021, and currently in the Fall, there are 208 students enrolled for Fall 2021.

Q/C: I'm really glad that there are course coordinators that are looking over instructor appointments, course outlines with respect to term work, etc. I'm wondering, are these coordinators experienced faculty members of the respective department, and are they members of the RFA?

A: I don't know if there is a requirement about RFA membership. I would assume that because Departments appoint these individuals and because Departments will be

prioritizing academic commitments and values, I would imagine the course coordinators have expertise in the courses that RUIC is offering so that those coordinators could speak carefully and thoughtfully, and with expertise to those different areas of academic oversight.

- Q/C: We know that one in five people is affected by mental health. My question is about this cohort, who are not the exception due to the pandemic and all those changes. Have there been any surveys to them or any outreach effectively about their mental health? How they are coping? What access needs they have? and if so, how many? and what responses have been put in place when this happens?
- A: My understanding is that we are attending to that information and reaching out to those course coordinators to understand the kinds of experiences and needs of those students. I think because the numbers were quite small in the initial start-up in Winter and Summer, and then this term, will give us a more robust understanding of what some of those needs are, and then we will be able to respond appropriately to the issues that you mention.
- Q: If I understand correctly, they will have access to the academic or other services of Ryerson University?
- A: That is not a straightforward or a simple yes. I can provide further information on that question specifically. They are not formally Ryerson students for the year that they are in that program, so access really depends on which program they are trying to access. Some programs at Ryerson are for students enrolled at Ryerson University. These students, for the year that they are in this program, are not formally in that group – so it really depends on the supports that they are trying to access.
- A: G. Craney – They are not Ryerson students for the first year; however, one of the reasons that we partnered with Navitas is that they do provide enhanced services for students during the first year, including mental health services. As part of the governance structure that was approved by Senate last year, there is a student services committee where we jointly talk about these things. The committee is co-chaired by Ryerson and RUIC. I do not have the exact supports that are provided to students, but we can actually talk to our Navitas partners and report back to Senate.
- A: Navitas provides additional supports to the students. The courses are 4-hour courses instead of 3-hour courses which also assist the students.
- Q: Regarding course coordinators, can you name who is doing that in order for transparency?
- A: I believe this information can be made available. All of these coordinators are appointed by the department chairs, but we can make the names available.
- Q: Data was provided in terms of retention and also the GPA. It shows that 60% of the students attained a GPA average of below 3. Wouldn't it be concerning that the majority are actually having C as an average or lower?
- Q: How does that compare to the performance of first-year students at Ryerson?
- A: It's a little bit soon to tell. The students are getting prepared for application and our first round of applicants from RUIC to Ryerson programs will be happening this Fall and that will

be a better indicator of acceptable GPAs and success over our first cohort. We do not have that information yet as applications are coming right now for students who are eligible to apply, and they won't be able to apply if they do not meet the minimum GPA requirement.

C: As an answer to the questions about course coordinators, I cannot speak for the other departments, but one of our course coordinators, who has been appointed as a coordinator for this program is very experienced and is the ideal person to supervise this program.

2. Winter 2022

I'm looking forward to a much more robust return. I will acknowledge that this will be a change for many at the university, and indeed is a broad change across the province. Sometimes change can be difficult and challenging, but at the same time, Ryerson's approach is well aligned with provincial health guidelines. We've been working closely with the deans to encourage and support folks coming back for the Winter.

3. Equity, Anti-Racism, Anti-Colonialism

I think many of you know that these issues are part of my administrative and research background. I have been thinking about how, in my role as provost, to enter that conversation because there has been lots of work, many initiatives that have been going on for many years. There are both wide and deep progress on these issues already, and deep efforts related to the Truth and Reconciliation Report, the Anti-Black Racism Report, and the Standing Strong Task Force Report. As provost and a new person at Ryerson, I want to be thoughtful about my ways in to those areas; so right now, I will identify two or three priority theme areas, thematic areas, that I would want my office and myself to take leadership on in ways that complement existing initiatives. I want to respect and acknowledge those existing initiatives and also take on the responsibility of providing leadership from my office for those values that Ryerson has.

4. University Renaming Advisory Committee

For those of you who were at the Committee-of-the-Whole meeting earlier, I will confirm that the University Renaming Advisory Committee is making good progress and there will be an opportunity for community-wide input in about two or three weeks.

Q/C: Thank you Jennifer and welcome to Ryerson University. I think this is the first time that someone has included so eloquently the commitment to anti-colonialism as part of when they speak on a personal level so I want to congratulate you for sharing that with us. On that note, we know that the renaming is coming about due to the colonialization process that we are living under and that has been a harmful process, and will continue to be a harmful process. Just because we sought to change the name or the statue, that doesn't mean that people are being fully included at the university. How are we not continuing with the colonialization process without having, for example, a consultation with the Yellowhead Institute? Are people in the organization team, in the creation of the survey questions, who are not chairs, are they from the Indigenous community?

A: President Lachemi - I would like us to focus on the matters that are important for Senate. You can express your views the way that you like but I don't want you to put Senate in a direction that would not advance our purpose, and what the provost has said is supported by the whole management team. If you are talking about our commitment and values that's one thing, but if you are talking about changing society in a way you would like to, that is not the role of Senate.

- A: Elder J. Dallaire – I hear what you are saying, but we are talking about societal change and you're talking about colonial constructs. I don't think that's what we are talking about here, but I think there's a very concerted effort to change that dynamic. We can't rewrite history or change the government. It's about the Indian Act and all of that. I can say from my point of view, and my point of view only, and my experience with Ryerson, one of the reasons that I work here, is because they are very much moving away from this. These are colonial systems, they are not going to break down easily. But I think when we have a venue like this, where people can come and state their point of view and feel free to speak, that is the number one breaking down of colonial constructs. You have good intentions, I hope you continue to promote us and seek equity for all here at Ryerson, and I think this is the challenge and I believe this is the challenge for this group.
- A: These are difficult conversations and I've said this in many meetings, that I really feel that Ryerson has the questions and the work of anti-colonialism and anti-racism in the foreground and I felt that since I began my conversation and expressed my interest in this position, that was communicated to me by the search committee. I have often said that I feel privileged to be at Ryerson right now with the conversations that people are ready to support. One of those conversations is the name change. We are certainly in a larger societal reality of colonialism and I think Ryerson is fully committed and is making progress around questions of anti-colonialism and what the institution can look like. Being new to Ryerson, the importance for me of learning from people at Ryerson about how we can continue to pursue and practise those values. I'm really pleased to be with an institution that's done it so well and is so open to reflect and think about how we can continue on that path.
- A: Elder J. Dallaire - The Yellowhead Institute is a very big part of the university as are many other Faculties and Departments, and I'm sure with this committee as we did on the Standing Strong Task Force, there were lots of community engagement, so there will be lots of room for Yellowhead to have their point of view put across. That's the one thing that I think that when we are making these decisions, and I certainly found this on the Task Force, that people think we are doing this in a bubble and we are not, and the consultations will be university-wide, so that's the time when you can make sure that your voice is heard loud and clear. Thank you for your ongoing support.

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.*

J. Simpson moved; A. McWilliams seconded.

Motion Approved.

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 and 127.*

K. MacKay moved; H. Brahmhatt seconded.

Motion Approved.

8.4.2.4. For Information:

Academic Integrity Office Report for 2020-2021 - (K. MacKay)

K. MacKay spoke to this report. This report is a requirement of Policy #60 to provide an annual report to Senate.

Highlights from the report:

You'll note that the number of suspicions of academic misconduct for 2020-2021 seem comparable to 2019-2020. The figures represent 12 months of our remote teaching and the previous year would have included both in-person and remote teaching.

The trends include a higher percentage from cheating in exams and a lower percentage of plagiarism. Of particular note, is the number of suspicions of misconduct involving contract cheating – a third-party completing work on behalf of the student, frequently for payment. Contract cheating remains a real and growing threat across the education sector and if you have thoughts about how we, as an institution and educators, might be able to combat this threat to academic integrity across the post-secondary sector, we would be more than happy to hear those ideas.

Q/C: Can we do something before admission by keeping the person's presumption of innocence because not everyone is aware? In my recent interaction with a few students, they said they were not aware of the seriousness of academic integrity, e.g. plagiarism. I commend your office for doing a great job, but we should continue to educate students, especially being virtual.

A: John Paul Foxe – I do appreciate that we are in unusual times at the moment. The guiding principle behind Policy #60 is education and that has not changed since we moved to remote teaching, and I would say that it is more important than ever. The Academic Integrity Office has doubled its education and outreach efforts. One of the initiatives that we had was Academic Awareness Week. When I talk about education and outreach, it is for the entire university community, so it is extremely important that students are aware of our academic integrity policy but it's also important that faculty and staff are aware how integrity can be built into their teaching and how they can promote integrity with everything that they do. I would say as well that it is a team effort. Integrity does not live with the Academic Integrity Office. Yes, we are responsible for administering the policy, however, integrity is everyone's responsibility.

Q: What are the next steps that will follow from this report and also how do faculties plan on combating and reducing academic misconduct across the board because I know it looks very different from one school or program to another?

A: John Paul Foxe – What we are presenting here to Senate are university-wide statistics. One of the things we do every year is that we prepare and present Faculty-specific statistics where we present to the Faculties what has been happening in their Faculties in terms of academic integrity or misconduct. We meet with the associate deans and show them the numbers that relate to their Faculties and Departments and inform them of the types of issues that they are facing. If, for instance, we saw one program where there were high instances of plagiarism, we would ask questions like, what can we do to better educate our students around plagiarism within that program. We will be sending these reports to the associate deans in the coming weeks.

C: I'm wondering if we could do more on advising students on some of the scams and traps out there, for example, students who operate with a lot of exam-writing services. There are

- attempts to extort the students after. I think there is more education that's needed to increase students' awareness of the risks – it's not simply a risk of being caught or reporting in our statistics, it's having cheated; it's understanding how cheating is caught and how dangerous it is to actually get caught in the trap, and the industry that's developing at a speed that actually would astonish those of us who are interested in innovation. One of the most innovative industries on earth is the cheating industry. I would really like to see much more education to students of particular incidents that grab their attention. I don't think we are doing enough, in the students' own words and their own way of thinking to keep them from falling into the clutches of a very, very unscrupulous industry. I, myself, at one point ordered an essay to see how these essay-run services work. I was astonished that they are still sending me emails around exam or essay writing – 30%-50% off. They are very sophisticated in their field and it's very wise to keep our kids out of the clutches of that industry. It's not just numbers that we should report but dramatic incidents. If there is something that we could do to bring more attention in a very dramatic, human kind of way to advise them not to fall in the hands of this predatory industry.
- A: John Paul Foxe – You use the word “unscrupulous” and I agree with you wholeheartedly. I think these company services are predatory, they prey on students and very often they market themselves as legitimate, homework-help type services and then students end up engaging in misconduct often. We are aware of this problem and something else that has been happening more and more is that these companies have been blackmailing students after the students have engaged with them. One of the things we've been doing recently is engaging in a social media campaign as part of Academic Integrity Awareness Week. Academic Integrity Ambassadors have been sending excerpts on social media, and our Ambassadors are then warning students - do they realize the risk if they engage with these companies.
- Q: Do you report on metrics? Having been engage with the Academic Integrity Office a lot in the last couple of years, are you collecting information as to how much time is being spent by professors and others in this process? I think our process is quite different from other universities and I've spent a lot of time engaging in it. I was wondering if there is some sort of metrics, as we are changing these policies, other measurement tools, not just the cases, but how the load is being shared. Would that be included in Policy 60?
- A: John Paul Foxe – No. That's not something that we are collecting right now. I do appreciate that some of these cases can be very complicated and can take lot of time. We try our best to make the process as seamless as possible, but I do recognize that there are many faculty members, yourself included, who spend a lot of time in that process and we are very appreciative of your effort, but that isn't something that we collect now.
- C: We are in very unusual circumstances for the last 20 months. I clearly see that I had a class average of B which has become an A. I've heard people say that they are ready to set up business and make money by doing assignments. Once we come back to normal, it will be different – the problem will be there but not to the extent that we see right now.
- C: This is a very big pre-occupation for faculty. We are often using the software “Grammarly or Turnitin” and so on to catch students. I'm looking to our Chief Librarian, is there a way for us to flip that over so students use the software and make it completely available to stop themselves. I'm wondering if we can make resources available so they can see how easy it is for professors to catch them, e.g. providing site licenses for the entire campus to have access to the very things that professors use to catch students.
- A: John Paul Foxe – Yes, many faculty members use originality reports - software like Turnitin – that's the one that the university subscribes to. Within Turnitin there are various settings. At

the Academic Integrity Office, we see this as an education tool. I agree with you that they can be used as a “gotcha”. What I suggest is that faculty members think about making the report to students available and thinking about allowing students to resubmit. Now, it’s up to each faculty member how they teach the course and how they use the tools, but we are hoping that faculty members are aware of this and that they can set it up and choose to use it in that way. One of the things we did during Academic Integrity Awareness Week is that we offered two different workshops on that, one for faculty and one for students to help them understand how they can use this as a tool for their own education.

C: President Lachemi – I am very happy to see such a very robust discussion on this topic at Senate. I think this is an excellent conversation and I’m sure that the team (Kelly and John Paul) will take into consideration what they heard today. It shows that you care about the quality of the education of our students and the dignity of the process.

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

8.4.3.1. Revised Policy 161: Student Awards - (J. Simpson)

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

J. Simpson moved; R. Ravindran seconded.

Motion Approved.

9. Old Business - None
10. New Business as Circulated - None
11. Members’ Business - None
12. Consent Agenda - None
13. Adjournment
The meeting adjourned at 7:15 p.m.

Ryerson University
President's Update to Senate
December 7, 2021



CONGRATULATIONS

Three of the University's professors are leading projects that have received grants from the Social Sciences and Humanities Research Council of Canada's (SSHRC) Partnership Engage Program. *Susan Bookey-Bassett* (Nursing) heads the project "Partnering to explore resident safety in long-term care." *Andrew Millward* (Geography and Environmental Studies) heads the project "Teaching and learning during a pandemic and beyond." *Olufunke Oba* (Social Work) heads the project "The COVID-19 crisis and its implications on food security status of African, Caribbean and Black-identified Canadian households." In addition, *Wendy Cukier* (Business Management) heads the project "Online hate, media (mis)representation and systemic racism conference," which has received funding from the Canadian Heritage/SSHRC Connection Initiative for Digital Citizen Research.

Annette Bailey, professor of nursing, has received a 2020–2021 Teaching and Academic Librarianship Award from the Ontario Confederation of University Faculty Associations (OCUFA). The awards committee praised her for embodying "the best qualities a teacher and scholar can have" and being "dedicated to her students, endlessly innovative, and committed to equity, diversity, and inclusion."

Nicola Caccavella, *Kavita Garg*, and *Julianne Guevara*, all second-year students in the Master of Architecture program, have won the top prize in the Manhattan Wildscaper drawing competition hosted by the design community Non Architecture. The team's entry, "Living Water Tower," was a green skyscraper hosting residential units, research laboratories, and farming in the Hudson Yards development. The team was supervised by Prof. Will Galloway.

Victoria Granova, a part-time PhD student in management at the Ted Rogers School of Management (TRSM), has been named one of the Top 10 Under 40 for 2021 by Canadian Security magazine. Victoria has been recognized for founding the CyberToronto conference, for being a cybersecurity instructor, and for her work as a security consultant and program manager in the private sector.

Marci Ien (RTA '91), former member of the Board, has been re-elected Toronto Centre MP and appointed federal minister for women and gender equality and youth.

Madeline McQueen, who is in her second year of a Master of Applied Science in Aerospace Engineering, has received a 20 Twenties award from Aviation Week Network. McQueen was one of 20 students in their twenties—and the only one at a Canadian university—to be recognized as, in the words of the Network's president, Greg Hamilton, "the future of aerospace and defence."

C. Ravi Ravindran, professor of mechanical and industrial engineering, has received an honorary membership of ASM (American Society for Metals) International, which seeks to advance materials knowledge. The citation notes his "unique contributions to innovative processes and materials

development, energy conservation and improved efficiency of powertrain systems,” as well as his having developed university/partnerships and been a role model for those in the materials community.

Charlie Wall-Andrews, a PhD student in management at TRSM, has been named one of the Top 100 Canada’s Most powerful Women for 2021 by the Women’s Executive Network. Her citation notes how her work as an entertainment industry executive “has helped countless artists turn their passion and talent into sustainable careers.”

PARTNERSHIP

INCUBATOR IN BERMUDA – In partnership with Bermudian innovation hub InnoFund Limited, the DMZ has officially launched the InnoFund Innovation Incubator—otherwise known as “i3 powered by the DMZ”—in Hamilton, Bermuda. The new incubator will take advantage of Bermuda’s strong innovation ecosystem’s emphasis on blockchain technology, which is bolstered by the country’s robust financial regulations. An inaugural cohort of six startups that were referred to i3, including three from Canada, arrived in the summer. Applications are open for the next cohort, which will start in February.

EVENTS & INITIATIVES

FIRST NATIONS IMMERSIVE SPACE – This fall, the University’s Athletics and Recreation department, working with Indigenous colleagues and the university’s Indigenous Space Sub-Working Group (ISSWG), set up a First Nations Immersive Space in the Recreation and Athletics Centre. Located in the cardio and strength circuit room, the space was executed by local, Emmy Award-winning Anishinaabe artist Caroline Brown. It features enveloping nature imagery drawn from photographs taken around the Toronto Islands by University alumna Natalia Dolan (Image Arts ’08). The art is inspired by Taddle Creek, the waterway that formerly ran through the space the RAC now occupies, and where Indigenous peoples including the Mississaugas gathered to fish. The immersive space is intended to support student wellbeing by evoking nature and the students’ connection to it.

RETURNING TO CAMPUS – On October 18, the University announced that all community members must be fully vaccinated or have received an approved exemption to come to campus. This policy will help enable a broader return to campus. On October 26, we announced that we anticipate the majority of classes will be offered in-person in Winter 2022. We will be welcoming our eligible students to come to campus to attend class, participate in extracurricular activities, access services and supports, and build community with one another in person. Some offices will also continue to offer limited virtual services for the remainder of the academic year. A list of the services, programs, and supports that will have in-person, on-campus offerings is available on our COVID-19 website, www.ryerson.ca/covid-19/campus-status.

DOUG DOWNEY @ DEMOCRACY FORUM – On October 19, the Ryerson Democracy Forum hosted Ontario attorney general Doug Downey for the dialogue “Judging Justice in Ontario: Attorney General Doug Downey,” which was co-hosted by visiting practitioner Martin Regg Cohn and law school dean Donna E. Young. Downey spoke about the Ontario government’s unprecedented use of the

notwithstanding clause, his efforts to make the courts more accessible, his oversight of the legal aid budget, and the many court cases he has fought for the government.

BLACK STUDIES MINOR – On October 21, the Faculty of Arts announced a new Black Studies minor, to be housed within the Faculty of Arts and to launch in Fall 2022. At first, the minor will offer courses from 13 departments and schools within Arts as well as The Creative School and TRSM. Additional courses will be added over time. The interdisciplinary minor was created by a working group including Melanie Knight, advisor to the dean in the Faculty of Arts, Blackness and Black diasporic education; Anne-Marie Lee-Loy, professor and chair of the Department of English; and Cheryl Thompson, professor in Creative Industries at The Creative School. The minor is part of the University’s efforts to address student concerns articulated in the Anti-Black Racism Campus Climate Review and expressing the need for more programming reflecting Black life, studies, and scholars.

SOCIAL JUSTICE WEEK – From October 25 to 29, the University hosted a variety of online events for Social Justice Week, organized by Kikélola Roach, the Unifor National Chair in Social Justice and Democracy. With the theme “Waves of Change,” the events focused on societal change during the COVID-19 pandemic, taking in health threats posed by the virus as well as shifts in awareness of racism, inequities, and challenges faced by underrepresented and marginalized groups. Among the events were the launch of the Chair’s new podcast series, *On the Front Lines of the Pandemic: Racialized Workers and COVID*; live discussions hosted by the Social Venture Zone and graduate students working on the urban farm; the digital card game “Dreaming Accessibility Futures,” organized by students in the School of Disability Studies; and an episode of the CIUT program *Indigenous Waves* about student activism in response to the legacy of Egerton Ryerson.

MIGRATION LIVES – On October 28, the Canada Excellence Research Chair in Migration and Integration hosted an online premiere of *Migrant Lives in Pandemic Times*, a collection of 12 short documentary films exploring stories of migrant lives in pandemic times in different parts of the world. It also launched the Migration Lives platform at migrantlives.net. This digital library includes the films as well as scholars’ notes that go beyond the stories to explore related issues and offer policy recommendations. The platform is intended as an important resource for policymakers, scholars, advocates, and others interested in conditions for migrants.

from the President’s Calendar

October 7, 2021: Along with Chief of Staff and Executive Director, Communications Michael Forbes; Assistant Vice-President, University Relations Jennifer Grass; and Shelagh McCartney, founder of the Together Design Lab, I met with J. Ken Rutherford, president of the Thornton-Smith corporation, to continue our discussion about opportunities for collaboration with regards to downtown Toronto and Indigenous issues.

October 7, 2021: I recorded a congratulatory video to be shown during the October 13 announcement of funding from the federal government for Rogers Cybersecure Catalyst’s Cyber Talent Transformation Initiative.

October 7, 2021: I attended the C.D. Howe Institute’s virtual special policy seminar “Connecting Innovation, Intellectual Property, and Commercialization.” Speakers were Kim Furlong, CEO of the

Canadian Venture Capital and Private Equity Association; Feridun Hamdullahpur, former president of the University of Waterloo; and William B.P. Robson, CEO of the C.D. Howe Institute.

October 8, 2021: I chaired a regular meeting of Council of Ontario Universities (COU) executive heads.

October 12, 2021: In Brampton, I had a lunch meeting with MPs Ruby Sahota (Brampton North), Maninder Sidhu (Brampton East), and Sonia Sidhu (Brampton South) about the University's priorities and to update them on progress on the medical school proposal.

October 14, 2021: Along with Matthew Baker, associate director of government relations, I met with Earl Provost, Ontario agent-general in the United States (Midwest). We discussed connecting with universities in the midwestern United States with which Ryerson might partner in the areas of entrepreneurship and innovation.

October 15, 2021: I met online with Janet Morrison, president and vice-chancellor of Sheridan College, and Asima Vezina, president and vice-chancellor of Algoma University, to discuss coordination of healthcare and programming in Brampton.

October 15, 2021: I attended a session of the Ditchley Foundation's virtual meeting "Higher Education Leadership: Opportunities for Regional Renewal and Green Recoveries" that focused on the role of place in post-secondary institutions' contributions to green recoveries.

October 17, 2021: At Massey College at the University of Toronto, I was a judge for the finals of the National Council of Canadian Muslims' #HackHateCanada Hackathon, for which teams of developers created tech-based projects to address the spread of misinformation, racism, hate, and Islamophobia online.

October 18, 2021: I delivered a keynote address at a virtual meeting of the Rotary Club of Brampton. I spoke about the University's proposed medical school in Brampton and the role Rotarians can play in supporting related activities.

October 18, 2021: Along with Matthew Baker and Executive Director Charles Finlay, I gave a tour of the Rogers Cybersecure Catalyst to Minister of Government and Consumer Services Ross Romano, Associate Minister of Digital Government Kaleed Rasheed, parliamentary assistant to the minister of infrastructure Amarjot Sandhu, and Brampton Mayor Patrick Brown. We discussed Cyber Catalyst's role in driving economic growth in Brampton and the ways it supports our vision for the medical school.

October 18, 2021: I participated in a virtual 2026 FIFA World Cup Toronto City Builders roundtable, during which we discussed legacy projects at the upcoming World Cup and the potential for the University to be involved.

October 19, 2021: I recorded a video message to be played for a delegation from the International Public Policy Association (IPPA), which visited the University from October 25 to 27. The Faculty of Arts is leading a bid to host the IPPA's sixth International Conference on Public Policy in 2023, and my remarks explained why the University is ideally suited to host the conference.

October 19, 2021: I chaired a regular meeting of the finance committee of Universities Canada.

October 19, 2021: As a member, I attended a regular meeting of the Hackergal board.

October 19, 2021: In advance of the Democracy Forum event "Judging Justice in Ontario: Attorney General Doug Downey," I welcomed Attorney General Doug Downey to the event and spoke with him about the University's commitment to progressive legal education and legal innovation.

October 19, 2021: Over dinner, I met with Ontario's minister of the environment, conservation and parks, David Piccini, to discuss how the University can help with the province's climate change strategy.

- October 20, 2021:* I attended the virtual McConnell Foundation discussion “Cross-Institutional Collaboration on the Climate Emergency,” during which university presidents discussed potential collaboration to tackle the climate emergency.
- October 21, 2021:* I was happy to participate in the Brampton Board of Trade’s virtual event, “View from the Top with Dr. Mohamed Lachemi: Health Innovation in Brampton.” The Board of Trade’s CEO, Todd Letts, and I discussed the University’s plan for the proposed medical school and how the Brampton business community can get involved.
- October 21, 2021:* I had a virtual meeting with the Ontario Gurdwara Committee to seek the support of members of the Sikh community for the proposed medical school in Brampton.
- October 21, 2021:* Along with Vice-President, University Advancement Ian Mishkel, I met online with Stephen Diamond, board chair of Waterfront Toronto and CEO of Toronto land development company DiamondCorp, to discuss the potential for his collaborating with the University on implementing the Campus Master Plan.
- October 21, 2021:* I attended the University-hosted virtual book launch of Vivienne and Neville Poy’s book *Precious Moments*, proceeds from which are being donated to the University.
- October 22, 2021:* I chaired a regular online meeting of the COU.
- October 24-25, 2021:* Along with Deputy Provost and Vice-Provost, University Planning Glenn Graney; Faculty of Engineering and Architectural Science dean Thomas Duever; and Creative School Dean Charles Falzon, I visited the University’s campus in Cairo. While there, I met with Louis Dumas, Canadian ambassador to Egypt; the Universities of Canada in Egypt board of governors; and Khaled Abdel Ghaffar, Egypt’s minister of higher education and scientific research.
- October 26-27, 2021:* I attended the Universities Canada virtual meeting “Roadmap to Recovery: Renewing commitments to Canadians,” about the role universities can play in social and economic renewal.
- October 27, 2021:* Along with Matthew Baker, I met online with Richmond Hill MP Majid Jowhari (Industrial Engineering ‘85). We discussed the University’s priorities and how we can work with the government of Canada.
- October 28, 2021:* I attended a regular online meeting of the board of directors of Universities Canada.
- October 28, 2021:* I was interviewed by journalist Marjo Johne for the *Medical Post* about the proposed medical school in Brampton.
- October 28, 2021:* I participated in a community consultation about the proposed medical school at Brampton City Hall, during which I gave a presentation about the University’s vision for healthcare education and for working together with the city and the local community. Also in attendance were Jeff Bowman and Martin Medeiros, respectively city and regional councillors for Brampton wards 3 and 4.
- October 29, 2021:* I accompanied Brampton MPs Ruby Sahota, Maninder Sidhu, and Sonia Sidhu on a tour of Myant Inc.’s Etobicoke headquarters, during which we discussed the University’s collaboration with Myant in the area of healthcare.
- October 29, 2021:* As a member, I attended a regular meeting of the Continental African Scholars Network Canada.
- November 1, 2021:* I participated in another community consultation about the proposed medical school at Brampton City Hall, which was attended by Gurpreet Dhillon and Harkirat Singh, respectively the regional and city councillors for Brampton wards 9 and 10.

Marketing & Communications

Monthly Metrics & Reach



August & September 2021

Media Relations

- Provided strategic communications support on the release of the Standing Strong Task Force report, including:
 - Key message and asset development
 - Media training spokespeople
 - Securing an exclusive with Globe & Mail and Op-Ed opportunity with Toronto Star
 - Managing multiple media requests for interviews and information.
 - Results included over 800 media stories (mostly neutral to positive in tone) with a combined reach of over 700 million
- Supported media relations on the new Drake + The Weeknd Course from The Creative School which was featured on CBC's Metro Morning, CityTV News, Global TV News and more.
- Managed media relations for the Indigenous Ring art installation, securing coverage on Global News Radio, Toronto Star and BlogTO
- Supported Orientation Week communications
- Ryerson Faculty Experts were pitched to media on a daily basis to speak on a wide range of timely news items, including: COVID vaccine booster shots; COVID variants; and travel advisories; as well as the Afghanistan pullout; Taliban government takeover; and the Canadian federal election.

Publications

- Ryerson Today published five email newsletter issues in August as it continued on a summer schedule.
- Ryerson Today published 15 email issues in September.
- Edition with the most opens in August was the [University receives final report from Standing Strong \(Mash Koh Wee Kah Pooh Win\) Task Force](#) issue with a 56.5% open rate.
- The best performing story in August was [University accepts Standing Strong recommendations, including renaming the university](#) with 28,723 page views.
- Edition with the most opens in September was the [President Lachemi announces advisory committee on university renaming](#) issue with a 56.5% open rate.
- The best performing story in September was [President Lachemi announces advisory committee on university renaming](#) with 9,864 page views.

Leadership Communications

- Developed [a unique website for the School of Medicine](#), which features the school's brand identity created by the Marketing team.
- Launched [Next Chapter website](#) to house the Standing Strong Task Force Report & Recommendations, provide internal resources and share the university's journey to find a new name.



- Supported the OVPECI with an overview of resources available to the university Indigenous community
- Developed video to share Provost Simpson's sentiments about Orange Shirt Day with the university community
- Prepared the following community wide updates from President Lachemi, shared in Ryerson Today:
 - Mandatory attestation of vaccine status
 - University receives final report from the Standing Strong Taskforce
 - Proof of vaccination required for fall semester
 - Fall semester welcome message
 - Announcing members of the advisory committee on university renaming
 - Announcing membership of the senior medical advisory committee for the School of Medicine
- Fall planning update from Provost to all faculty
- Ryerson Today story highlighting former Registrar Charmaine Hack's 30+ years with the university
- Preparation for September 29 Board of Governors' meeting
- Communications rollout for unveiling of Indigenous Ring public art piece, including Ryerson Today article, media relations and website content
- Developed video for Vice-Provost, Students to share updates on the status of campus this fall
- Published Ryerson Today article highlighting classroom renovations being facilitated by the Teaching and Learning Spaces Working Group

Marketing

- Developed Next Chapter website as the university begins the process of renaming and implementing the recommendations of the SSTF

- Developed School of Medicine website and associated collateral for the consultations phase
- Launched phase 1 (awareness) campaign for International Recruitment in 10 key markets
- Launched the fall recruitment campaign for The Chang School including a commercial with a new spokesperson
- Began fall planning for TRSM BComm and MBA campaigns
- Launched The Creative School renaming and awareness campaign
- Developed creative and launched the Lincoln Alexander School of Law recruitment campaign
- Launched the 2021/22 Recruitment Campaign for YSGS
- Developed and launched Generous Futures (Season 2) campaign
- Developed and launched Alumni Weekend Campaign
- Developed and installed designs for campus-wide banner takeover

Website

- Aug 1, 2021 to September 30, 2021 compared to previous year we saw 18.5% increase in sessions (3.35 million), a 43.1% increase in users (1.58 million), and a 13.6% increase in pageviews (19.6 million)
- For the same time period comparison, the traffic from outside of Canada saw a 114.0% increase in sessions, and a 161.0% increase in new users with the majority coming from international paid digital advertising

Digital Marketing

- Launched new digital campaigns for Lincoln Alexander School of Law recruitment (agency)



partner), YSGS recruitment (in-house), Undergraduate Admissions Virtual Open House promotion (agency partner), Alumni's Generous Futures event series (in-house), Arts' Democracy Forum event promotion (in-house) and OVPECI's Human Rights Online campaign.

- Continued working with agency partners on campaigns for the International Enrolment Office, The Chang School's Fall 2021 online enrolment campaign and MBA recruitment.
- Continued in-house management of campaigns for Alumni Week 2021.
- Planning upcoming 2021/22 multi-channel campaigns for FCAD (now The Creative School, awareness campaign) and recruitment for MBA and TRSM's BComm.

Social Media

- **Facebook:** Gained 653 fans to reach 81.4K. Most engaging post was the task force recommendations announcement.
- **Instagram:** Gained 2,381 followers to reach 42.9K. Most engaging post was a photo from O-week showcasing students on campus.
- **Twitter:** Gained 338 followers to reach 60.1K. Most engaging post was the task force recommendations announcement.
- **LinkedIn:** Gained 2,126 followers to reach 271.5K. Most engaging post was the Star article featuring President Lachemi's insights on renaming.
- **TikTok:** Gained 29.2K followers to reach 48K, largely due to a paid International Enrolment post, which was also the most engaging post at 5.9M views.

Marketing & Communications

Monthly Metrics & Reach



October 2021

Media Relations

- Provided strategic council on communications plan to announce Brampton community consultations for the medical school.
- Secured coverage with CBC news and the Caribbean Camera for new Black Studies minor launching next fall.
- Pitched local and tech media on the application call-out for Ryerson Venture Zone's second incubator cohort.
- Facilitated interviews with experts from the Rogers Cybersecure Catalyst on the increase in ransomware attacks and for Cybersecurity Awareness Month.
- Pitched the new Minor in Innovation and Zone Learning which recently launched during Global Entrepreneurship Week.
- Ryerson Faculty Experts were pitched to media on a daily basis to speak on a wide range of timely news items, including: Covid-19 vaccine mandates and booster shots, gas prices, labour shortages, the Pandora Papers, and Facebook re-launching as Meta.

Publications

- Ryerson Today published 12 email newsletter issues in October.
- Edition with the most opens in October was the

[A message from President Lachemi on the winter 2022 term](#) issue with a 55.7% open rate.

- The best performing story in October was "[University plans for a broader return to campus](#)" with 11,452 newsletter clicks.

Leadership Communications

- Drafted message from the President on our Winter 2022 term
- Launched a Provost blog, called [Off the Fence](#) — a space for conversations about higher education and public life.
- Recorded a [video discussion](#) (podcast) for [Social Justice Week](#) with Jennifer Simpson and Melanie Panitch, executive director, [Office of Social Innovation](#).
- [Updated School of Medicine](#) website with a 'Get Involved' section to feature upcoming town hall sessions with the City of Brampton and internal engagement sessions led by Steven Liss.
- To build profile and connections in government and higher education, created a LinkedIn account for Jennifer Simpson, accompanied by a social media calendar and process plan to manage the account.
- Developed and released video promoting the new Indigenous Ring public art piece on campus
- Prepared leadership for Chairs, Deans and Directors October meeting
- Designed new marketing materials for Centre for Student Development and Counselling for both print and web use



- Reworked vaccination frequently asked questions content for university COVID-19 webpage
- Designed Faculty and Staff guide for Thriving in Action program within Student Wellbeing
- Facilitated university COVID-19 campus status webpage updates in tandem with President's community announcement re: Winter 2022 term
- Developed memo for international students sharing important updates about Winter 2022 term
- Prepared Jennifer Simpson for filming Convocation and Remembrance Day remarks
- Worked with UofCanada to develop press release highlighting Ryerson leadership's visit to Cairo (distribution in Egypt only)
- Developed search announcement for Vice-Provost, Academic

Marketing

- Updated [Next Chapter](#) website to add a page with more information on the renaming process and bios/headshots of the University Renaming Advisory Committee.
- Launched TRSM MBA Recruitment Campaign (including digital, social, CTV and audio placements)
- Launched The Creative School Renaming Awareness Campaign
- Developed creative for Fall Convocation virtual ceremony
- Develop creative idea for the Access to Education video for the Provost & Vice-President, Academic
- Developed creative design for the Employee Diversity Self ID report
- Finalized the Report on Equity, Access and Inclusion in Global Learning Abroad for Ryerson International - launch November 4

- Finalized Paid campaign for RO Virtual Open House - launch Nov 3
- Provided strategic guidance for the renaming advisory committee around research
- Developed and launched multiple campaigns for Alumni Relations - The Forefront Season 2, Annual Fund Ad, Planned Giving Ad
- Chang School: Developed creative concept for Winter 2022 campaign (Launching Nov 15)

Website

- Oct 1, 2021 to October 31, 2021 compared to previous year we saw 23.7% increase in sessions (1.57 million), a 44.1% increase in users (886,855), and a 25.8% increase in pageviews (5.0 million)
- For the same time period comparison, the traffic from outside of Canada saw a 74.3% increase in sessions, and a 111.2% increase in users with the majority coming from international paid digital advertising

Digital Marketing

- Launched new digital campaigns for The Creative School (awareness), recruitment for TRSM's BComm, Arts' National Forum on Anti-Asian Racism event promotion, and an Advancement fall appeal.
- Continued working with agency partners on campaigns for the International Enrolment Office, Lincoln Alexander School of Law recruitment and MBA recruitment.
- Continued in-house management of campaigns for YSGS recruitment, Alumni's Generous Futures event series, Arts' Democracy Forum event promotion and OVPECI's Human Rights Online campaign.



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- **TikTok:** Gained 29.2K followers to reach 48K, largely due to a paid International Enrolment post, which was also the most engaging post at 5.9M views.

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #F2021–3; Dec. 2021

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

- A. **CHANG SCHOOL – Certificate Modifications to Computer Programming Applications**
- B. **CHANG SCHOOL – Certificate Modifications to Cybersecurity, Data Protection and Digital Forensics**
- C. **CHANG SCHOOL – Certificate Modifications to Urban Agriculture**
- D. **CHANG SCHOOL – Certificate Discontinuation for Energy Management and Conservation**
- E. **CHANG SCHOOL – Certificate Discontinuation for Image Arts (with specializations in Film Studies or Photography Studies)**
- F. **CHANG SCHOOL – Certificate Discontinuation for Sustainability Management and Enterprise Process Excellence**
- G. **TRSM – School of Accounting and Finance – Curriculum modifications**
- H. ***For Information:* CHANG SCHOOL CERTIFICATES – Revisions (September 2021)**
- I. ***For Information:* 1-year follow-up reports for Periodic Program Reviews: Aerospace Engineering; Chemical Engineering; English; International Economics and Finance; Retail Management**

A. CHANG SCHOOL – Certificate Modifications to Computer Programming Applications**Certificate Title Change**

It is being proposed that the certificate's title be updated to reflect the career-focused, in-demand expertise in programming that certificate candidates will acquire and be able reliably to demonstrate upon certificate completion. Those competencies are being able to program and code. Based on research contributed by Chang School's Web Marketing Manager, including Google Trends and data from social listening platforms, and through phone interviews with a number of current certificate candidates, the recommended new certificate title provides clarity that this is explicitly a coding certificate. Both Python and Java/JavaScript are taught in the certificate's required courses and most electives. They are the two most sought-after programming languages by employers when hiring coders.

Current Certificate Title

Certificate in Computer Programming Applications

Proposed Certificate Title

Certificate in Computer Coding

Rationale

The current certificate title does not make it clear that this is a programming certificate for coders. By renaming the certificate, greater numbers of the target audience will be attracted to take the certificate. The proposed title strengthens the certificate's attractiveness to prospective continuous learners and to employers (the latter of whom send their coders to upskill their programming skills and to complete the certificate). The revised title aligns to the certificate's direct relevancy to coding.

Target Audience

The target audience can be defined as follows:

Audience Segment	Upskilling in Place* <i>"I need skills in the new programming languages for which employers are hiring to keep up with job expectations."</i>	Seeking Promotion* <i>"I need to build my coding skills in the most in-demand languages for my next step."</i>	Seeking Employment* <i>"I need to differentiate myself from other job applicants by being able to code in the most sought after languages for which employers are having difficulty hiring and retaining employees."</i>
Career Goal	Keep up	Advance	Enter field
Student Motivations	Require new coding languages and skills to stay current in their jobs, move up or laterally to another employer.	Need to prepare themselves for more financially beneficial coder roles in their fields.	Need to code well in the most in-demand programming languages for new hires to get hired as an entry-level coder.
Student Needs	Completing a university credential in programming while working.	Gain the coding skills in the latest, most popular programming languages with employers. Do so while working.	Completing a university credential in programming respected by employers.

*Nomenclature for Audience Segments is from the Education Advisory Board (EAB) (<https://eab.com/>).

We anticipate that the majority of students attracted to this certificate are:

- both male and female, since the professional field is beginning to attract more STEM university female graduates (formerly the field was dominated by males).
- in the 18-39 age group, with no university credential in programming or coding.
- mid-career working coders who, in order to retain their employment need to learn the latest, in-demand programming languages by employers to meet their organizations' business objectives.

Living in Canada, in the "Silicon Valley of the North", there is a strong demand for coders in the most popular programming languages.

These target audiences include (but are not limited to) people aspiring to pursue careers such as:

- Python and Java/JavaScript Programmer
- Digital Product Manager
- Digital Product Developer
- Web Applications Programmer
- Product Developer
- Web Developer (Web-based, Cloud-based, Mobile Apps-Based development)
- Front End/Back End Developer
- PHP Developer
- JavaScript Developer
- Python Developer
- Full Stack Developer
- Front End Developer (Python and JavaScript)
- Back End Developer
- Python Full Stack Developer
- Computer Applications Manager

Furthermore, these audiences include (but are not limited to) people with careers in the following areas who wish to add Python and Java/JavaScript programming to their existing skill sets:

1. Web services management (including Web design)
2. Website management
3. Administrative management
4. Start Up or Small-to-Medium business owners/managers
5. Consulting
6. Computer Science (including Cloud-based and Mobile Apps-based deployment)
7. Healthcare
8. IT & enterprise architecture
9. Scientific, professional, and technical sectors

Post-pandemic, an increasing number of Canadian job openings for coders are being advertised as remote work positions. This permits employers to hire top-skilled talent regardless of their geographical location. In such a competitive employment landscape, both workers wishing to enter the field of programming and experienced coders need to upskill and to possess remote-first workforce, in-demand expertise in Python and Java/JavaScript in order to attain gainful employment as coders in our labour market demand-driven, Digital-First World.

This certificate title change raises the profile of the certificate as being a highly relevant educational pathway to meet employer demand for coders who are well-versed in the most up-to-date computer programming languages.

Implementation Date

The requested implementation date is Winter 2022.

Recommendation

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

B. CHANG SCHOOL – Certificate Modifications to Cybersecurity, Data Protection and Digital Forensics Introduction and Rationale

It is being proposed that the course CZLW120 Law for Forensics Professionals be deleted from the Certificate in Cybersecurity, Data Protection and Digital Forensics due to low enrollment. It was last offered in Spring/Summer 2017 with 14 enrollments).

This certificate is composed of 6 required courses. Students in the current certificate were provided with the option to select their last course from a list of 3 courses: CKDF 145 Certified Information Systems Security Professional (CISSP), CSCI 243 Continuity and Risk Management and CZLW120 Law for Forensics Professionals. Going forward, continuous learners will select one course from a list of only CKDF 145 or CSCI 243. Please note that the current and revised certificate structures may be found at the end of this document.

Course Deleted

CZLW 120 Law for Forensics Professionals

Implementation Date

The requested implementation date is Fall 2022.

Current Certificate Structure

Required Courses

- CKDF 110 Computer Network Security
- CKDF 120 Computer Cryptography and Digital Steganography
- CKDF 130 Digital Forensics Systems
- CKDF 140 Security Architecture and Design
- CKDF 150 Digital Forensics Investigation

Select one (1) of the following courses:

- CKDF 145 Certified Information Systems Security Professional (CISSP)
- CSCI 243 Continuity and Risk Management
- CZLW 120 Law for Forensics Professionals

Revised Certificate Structure

Required Courses

- CKDF 110 Computer Network Security
- CKDF 120 Computer Cryptography and Digital Steganography
- CKDF 130 Digital Forensics Systems
- CKDF 140 Security Architecture and Design
- CKDF 150 Digital Forensics Investigation

Select one (1) of the following courses:

- CKDF 145 Certified Information Systems Security Professional (CISSP)
- CSCI 243 Continuity and Risk Management

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***That Senate approve the certificate modifications to Cybersecurity, Data Protection and Digital Forensics – Chang School.***

C. CHANG SCHOOL – Certificate Modifications to Urban Agriculture

The Certificate in Urban Agriculture was successfully launched in Fall 2020 and has enrolled 20 new certificate students since that time. The goal of building the community within the certificate program, such that a greater number of students are taking fewer competing courses, has been identified after review of the certificate structure at launch. The certificate's home is The Chang School.

As such, a new certificate structure with fewer electives is being proposed as well as a proposed schedule of offering for the courses in the certificate for the next two academic years.

1. New Certificate Structure

In order to ensure the urban agriculture certificate program builds registrations, for the upcoming academic session and until numbers are robust and sustainable in following academic sessions, it is proposed that the general electives will be held in abeyance so that the only courses available will be:

- CVFN 410 Understanding Urban Agriculture
- CVFN 411 Dimensions of Urban Agriculture
- CVFN 412 Practicing Urban Agriculture

CVFN 413 Urban Agriculture Policy-Making
CVFN 400 Practicum/Project in Urban Agriculture
CVFN 420 Green/Natural Infrastructure

Current Certificate Structure

Required Course

CVFN 410 Understanding Urban Agriculture

Required Elective (select 2)

CVFN 411 Dimensions of Urban Agriculture
CVFN 412 Practicing Urban Agriculture
CVFN 413 Urban Agriculture Policy-Making

General Electives (select 1)

CENT 500 New Venture Startup
CFNY 403 Food Security Concepts and Principles
CFNY 408 Urban Food Security
CFNY 510 Indigenous Food Systems in Canada
CKLA 400 Ecology and Sustainable Landscapes
CKSS 100 Fundamentals in Sustainability I
CVFN 400 Practicum/Project in Urban Agriculture
CVFN 420 Green/Natural Infrastructure

Proposed Certificate Structure

Required Course

CVFN 410 Understanding Urban Agriculture

Required Elective (select 3)

CVFN 411 Dimensions of Urban Agriculture
CVFN 412 Practicing Urban Agriculture
CVFN 413 Urban Agriculture Policy-Making
CVFN 400 Practicum/Project in Urban Agriculture
CVFN 420 Green/Natural Infrastructure

2. Proposed Course Offering Schedule for Academic years 2021-2022 and 2022-2023

The required course (CVFN 410) for the program was only offered in Fall 2020 hindering or delaying enrollment in the certificate program for those who wanted to register for the certificate in the winter or spring-summer session, when 410 was not available. To increase the availability for students who wish to take CVFN 410 as their first course and to increase certificate entry points in the academic year, it is proposed that the course be offered twice per year.

The following schedule of course offerings is proposed for the program:

Academic Year 2021/2022:

Fall 2021	CVFN 410 Understanding Urban Agriculture CVFN 420 Green/Natural Infrastructure
Winter 2022	CVFN 410 Understanding Urban Agriculture CVFN 413 Urban Agriculture Policy-Making
Spring/Summer 2022	CVFN 411 Dimensions of Urban Agriculture CVFN 412 Practicing Urban Agriculture CVFN400 Practicum/Project in Urban Agriculture***

It is suggested that the outcome of this schedule be reviewed before consideration of making CVFN 410 available in every semester. This will be the first time running two urban agriculture courses per session for two sessions.

Academic Year 2022/2023:

Fall 2022	CVFN 410 Understanding Urban Agriculture CVFN 420 Green/Natural Infrastructure CVFN 400 Practicum/Project in Urban Agriculture***
Winter 2023	CVFN 410 Understanding Urban Agriculture CVFN 412 Practicing Urban Agriculture CVFN 400 Practicum/Project in Urban Agriculture***
Spring/Summer 2023	CVFN 410 Understanding Urban Agriculture** CVFN 413 Urban Agriculture Policy-Making CVFN 400 Practicum/Project in Urban Agriculture***

**The decision to run a third offering in the academic year to be based on the successful increase of enrollments with offering this course twice 2021-2022.

By only having CVFN courses running it will focus registration on these courses and will hopefully increase their viability.

***CVFN400 (Practicum/Project in Urban Agriculture) is offered in all semesters in 2022/2023 as it is an experiential study course that can be research, practical skill building, placements, etc. It will likely only have a small number of students except for the spring-summer session at the height of the growing season.

Implementation: Fall 2022

Recommendation

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

D. CHANG SCHOOL – Certificate Discontinuation for Energy Management and Conservation

The Certificate in Energy Management and Conservation is comprised of four courses and has been delivered for two years as a fully degree credit, OSAP eligible online program (and 7 years prior as a non-degree credit 6-course program) through The Chang School's Engineering, Architecture & Science unit. The Academic Home, the

Faculty of Engineering and Architectural Science Dean's Office in collaboration with the Centre for Urban Energy, and the certificate's curriculum committee have approved that this certificate be discontinued due to low enrollment performance. Over the past five years, annual enrollments have reached a maximum of 27 over the past 5 years.

Table: Enrollments over the past five financial years in the Energy Management and Conservation required courses.

Course Code and Title	Enrollments				
	2020-21	2019-20	2018-19	2017-18	2016-17
CKEI100 - Energy Innovation and Entrepreneurship	0	0	0	0	6
CKEI110 - Energy Conservation: Emerging Trends	0	0	0	0	6
CKEI120 - Energy Public Policy Debate in Canada	0	0	0	0	12
CKEI130 - An Introduction to Smart Grid	0	0	0	6	0
CKEI140 - Topics in Energy Management Innovation	1	0	4	0	3
CTEC241 - Energy Innovation*	0	10	6	14	0
CTEC269 - Trends in Energy Conservation **	0	10	7	7	0
Totals	1	20	17	27	27

*CTEC241 is the degree credit version of CKEI100. The course was converted in Fall 2019.

** CTEC269 is the degree credit version of CKEI110. The course was converted in Fall 2019.

This certificate has shown no growth potential. There have been zero (0) graduates from 2015-2020. Accordingly, once this certificate discontinuation is approved, cessation of registrations in the four-course Certificate in Energy Management and Conservation program will take place.

There is only one active student for this certificate and they have completed only 1 of the 4 required courses. The student will be informed of the discontinuation.

Discontinuation of the certificate would commence Winter 2022, with the last admit term in the certificate being Fall 2021.

Certificate Structure

Required Courses

CTEC 241 Energy Innovation
 CTEC 264 Trends in Smart Grid
 CTEC 269 Trends in Energy Conservation
 CTEC 282 Public Policy in Energy

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***That Senate approve the discontinued certificate in Energy Management and Conservation – Chang School.***

E. CHANG SCHOOL – Certificate Discontinuation for Image Arts (with specializations in Film Studies or Photography Studies)

The Certificate in Image Arts, with various specializations, has existed for over twenty years. Its central purpose is to present students with an accessible “laddering” pathway into the various undergraduate degree programs offered by Ryerson University’s School of Image Arts.

Unfortunately, as summarized below, the Certificate in Image Arts no longer effectively serves that purpose; neither specialization has attracted a significant number of continuing education students and, overall, the program is not financially viable.

- **Enrollment:** In the past five years, eight (8) unique certificate students have enrolled in courses for the Photography Studies specialization and five (5) unique certificate students have enrolled in courses for the Film Studies specialization.
- **Student Status:** In the past five years, Student Status data in the Certificate’s two specializations are as follows:
 - The Specialization in Film Studies attracted 47 new students and graduated 3 students. In that same time period, 31 students were discontinued from the program and 12 cancelled.
 - The Specialization in Photography Studies attracted 54 new students and graduated 1 student. In that same time period, 17 students were discontinued from the program and 9 cancelled.
- **Financial Viability:** Over the past five years, the certificate generated a total of \$26,603 in tuition revenue; this total is split between the two specializations as follows: \$14,848 (Photography Studies) and \$11,755 (Film Studies).
- **Certificate Ranking:** Based on the number of enrollments in the past five academic years, this certificate is ranked as 72nd (Photography Studies specialization) and 76th (Film Studies specialization) of the 84 Chang School certificates.

Transition Plan

With the exception of CMPC 201 Visual Art: Concepts and Theories, all of the courses in the Certificate in Image Arts are offered on a regular basis through other Chang School certificate programs offered in collaboration with The School of Image Arts: Digital Art Production, Film Studies and Photography Studies.

To provide students with the opportunity to complete CMPC 201, The Chang School will (at minimum) offer the course once in the academic year after certificate discontinuation. It should be noted that adding CMPC 201 to the Certificate in Digital Art Production is also under consideration; if this path is pursued, then students wanting to complete the Certificate in Image Arts will have a longer time horizon to do so.

Overall, the discontinuation of the Certificate in Image Arts does not present current students with any barriers to program completion. Each student will be provided with personalized academic advising to ensure those interested in the certificate’s “laddering” function can still complete the degree-credit courses necessary for a successful transition into a Bachelor of Fine Arts program, should they apply and be accepted.

Implementation: Winter 2022

The last admit term for the Certificate will be Fall 2021.

Appendix A

Certificate in Image Arts

Do you want to enter into an exciting career in the film, photography, design, communications, or cultural industries? This certificate program can provide you with the knowledge and skills to perform responsibly in these industries as a professional in creative or managerial positions. Whether your interest lies in the highly commercial, artistic, or experimental, the curriculum can provide you with the necessary grounding to move on to advanced study in a variety of media-related academic and artistic disciplines.

Many students take this certificate program before applying or re-applying to undergraduate programs at Ryerson University's [School of Image Arts](#).

Admission Criteria

It is recommended that applicants have the following:

OSSD with six Grade 12 U or M credits (English recommended) with a minimum average grade of 60 percent, or equivalent, or mature student status with relevant work experience.

Certificate Requirements

The successful completion of 312 hours of instruction. Both specializations require four (4) required courses (39 hours each). The specialization in Film Studies includes three (3) electives, of which one is a 78 hour course and two are 39 hour courses. The specialization in Photography Studies includes four (4) 39 hour elective courses. A cumulative grade point average of 1.67 or higher, is required to graduate from the certificate program.

Required Courses

[CMPC 101 Visual Studies I](#)

[CMPC 103 Art and the Classical Tradition](#)

[CMPC 201 Visual Art: Concepts and Theories](#)

[CMPC 203 Art in the Modern World](#)

Elective Courses

Specialization in Film Studies

[CDMP 129 Motion Picture Production I](#)

[CMPF 107 Film Technology I](#)

[CMPF 290 Introduction to Film Studies](#)

Specialization in Photography Studies

[CDFP 328 Photography Production I](#)

[CDFP 329 Photography Production II](#)

[CDFP 333 Photography and Digital Imaging](#)

[CDFP 358 Photography and the Screen](#)

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***That Senate approve the discontinued certificate in Image Arts (with specializations in Film Studies or Photography Studies) – Chang School.***

F. CHANG SCHOOL – Certificate Discontinuation for Sustainability Management and Enterprise Process Excellence

The recommendation is to cancel the Certificate in Sustainability Management and Enterprise Process Excellence due to low course enrolment.

The Certificate in Sustainability Management and Enterprise Process Excellence

The Certificate in Sustainability Management and Enterprise Process Excellence is comprised of six courses and has been fully delivered for over twelve years through The Chang School's Engineering, Architecture & Science unit. The Academic Home, the Department of Chemistry and Biology, and the certificate's curriculum committee have approved that this certificate be discontinued due to low enrollment performance. Enrollments have ranged from 48 to 79 over the past five years, but mostly in the 50 range per year.

This certificate has shown no growth potential and is dependent on the Green Economy project for enrollments as open enrollment has shown no growth potential. There are 108 active certificate candidates currently in the certificate. There have been 50 graduates from 2015-2020. Accordingly, once this certificate discontinuation is approved, cessation of registrations in the six-course Certificate in Sustainability Management and Enterprise Process Excellence program will take place.

Table: Enrollments over the past five financial years in the Certificate in Sustainability Management and Enterprise Process Excellence's required courses.

Course	Enrollments				
	2020–21	2019–20	2018–19	2017–18	2016–17
CKSS100 Fndmntls in Sustnbly I	15	8	13	14	12
CKSS101 Fndmntls in Sustnbly II	9	17	7	3	7
CKSS210 Lean Six Sigma Contin Impr	10	9	13	10	11
CKSS211 Lean Six Sigma Sust Bus Enterp	9	5	8	12	4
Totals	43	39	41	39	34

Those certificate candidates who wish to complete this six-course certificate will be informed of course offerings and timelines to complete their certificate. The usual accommodations, if required, shall be made to facilitate completion of certificate graduation requirements, including course substitutions and course directives.

A review of 61 active student records revealed which required courses student have yet to complete. For example, in order to complete this certificate:

- Eight students must complete the required course CKSS100 and two electives of their choosing.
- Twenty-nine students must complete the required course CKSS101 and two electives of their choosing.
- Twenty-three students must complete the required course CKSS210 and two electives of their choosing.
- One student must complete the required course CKSS210 and one elective of their choosing. Thirty-eight students must complete the required course CKSS211 and two electives of their choosing.

Discontinuation of the certificate would commence Winter 2022, with the last admit term in the certificate being Fall 2021.

Appendix

Certificate Structure

Required Courses

CKSS 100	Fundamentals in Sustainability I
CKSS 101	Fundamentals in Sustainability II
CKSS 210	Lean Six Sigma Contin Improvement

CKSS 211 Lean Six Sigma Sust Bus Enterprise

Electives (select two)

CECN 502 Economics of Energy and Natural Resources
 CECN 510 Environmental Economics
 CFNY 404 Food Policy and Programs for Food Security
 CFNY 407 Community Development and Food Security
 CHTT 510 Sustainable Tourism: the Golden Goose?
 CKAR 500 Sustainable Buildings
 CKAR 601 Building Science for Architectural Preservation and Conservation
 CKLA 400 Ecology and Sustainable Landscapes
 CKLA 450 Landscape Restoration
 CKSS 102 Designing a Sust-Enterprise
 CKSS 201 Sustainability Topics and Trends
 CKSS 212 Lean Six Sigma Quality Assurance
 CTEC 210 Fundamentals of Project Management
 CTEC 241 Energy Innovation
 CTEC 264 Trends in Smart Grid
 CTEC 269 Trends in Energy Conservation
 CTEC 282 Public Policy in Energy
 CVFN 410 Understanding Urban Agriculture
 CVFN 411 Dimensions of Urban Agriculture
 CVFN 412 Practicing Urban Agriculture
 CVFN 413 Urban Agriculture Policy-Making
 CZMN 200 Corporate Responsibility & Sustainability

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***That Senate approve the discontinued certificate in Sustainability Management and Enterprise Process Excellence – Chang School.***

G. TRSM – School of Accounting and Finance – Curriculum modifications

Introduction and Rationale – The SAF would like to propose that the number of required intermediate Accounting courses for Finance Majors be reduced from three courses to one course, a reduction of two courses. At the same time, the number of Finance courses for Finance Majors will increase by two. The Accounting Department, with the contribution of the Finance department, has developed and will deliver a new Accounting course (AFA350) – “Accounting for Finance Professionals” that will be the one intermediate Accounting course for Finance students. The SAF would like to propose that the Accounting Major remained unchanged, in terms of the courses taken.

Several other timing changes have been incorporated into the curriculum calendar in order to accommodate these changes for all SAF students and both Accounting and Finance Majors. These timing changes do not involve changing the timing of any required courses offered by SBM or other service departments. Only AFA, AFF, and open elective courses have timing changes recommended in this proposal.

It is also recommended that students be encouraged to choose their Major by or before the end of third semester.

For some number of years, it has been apparent that Finance Majors take more required Accounting courses (five in total; two introductory and three intermediate) than necessary to satisfactorily conclude their Finance education at TRSM.

It was determined that one intermediate Accounting course, specifically tailored to the needs of Finance Professionals, would fully serve the needs of undergraduate Finance students, recognizing that Finance Majors could choose to take more Accounting courses, if desired. With this in mind, the SAF has developed an Accounting Course for Finance Professionals that borrows heavily on Accounting course material as recommended by the CFA Institute for Finance Professionals. While not all Finance Majors will pursue a CFA or even enter the Investments industry (for which the CFA is particularly suited), we have developed a course that we think will satisfy the needs of any of Finance Majors, regardless of their path after graduation, as most of the subject matter recommended by the CFA Institute is highly applicable to Finance Professionals, regardless of their particular sub-specialty.

The decision that Finance Majors do not need three intermediate Accounting courses and would be benefited by having one subject specific intermediate Accounting course, we have been motivated by several factors:

- SAF Periodic Program Review (PPR) self-study report recommends the change (Recommendation #6)
- SAF Peer review Team (PRT) similarly argued for reducing the Intermediate Accounting requirement for Finance Majors
- Anecdotal evidence from employers and Finance alumni suggests that the extra Accounting courses are not particularly valued

Details

For Accounting Majors

1. We recommend that the curriculum for Accounting Majors will have significant changes. The timing of the three intermediate accounting courses will be changed. More specifically, the timing changes (with respect to semesters) would be as follows:

Current schedule	Proposed schedule
3 rd AFA300 and AFA200	AFA200 and LL Studies
4 th AFA400 and LL Studies	AFA300 and 1 open elective course
5 th AFA500	AFA400
6 th 2 open elective courses	AFA500 and 1 open elective course
2. The calendar changes presented here have been based on the full-time, four year program. They can also be adapted to the full-time, five year Co-Op program.
3. We recommend that students be encouraged to select their Major by or before the end of their third semester in the program (normally the end of December of their second year). This is in contrast to the current approach where students are encouraged to select their Major by or before the end of their fourth semester in the program.

For Finance Majors

1. We recommend that the three intermediate Accounting courses currently required by Finance Majors (AFA300, AFA400, and AFA500) be replaced by one intermediate Accounting course to be delivered by the Accounting Department (AFA350).
2. We recommend that the reduction of two intermediate Accounting courses be replaced by requiring our Finance Majors to choose two more Finance Core electives. This will reduce the number of required courses in the Major by two, increase the number of Finance Core electives by two, and not change the number of liberal studies or Open Elective courses. This plan will also not change any of the current curriculum for SAF students with respect to any required SBM or other service courses outside of Accounting and Finance, and it will not change the timing of those courses.
3. We recommend that the available Finance Core elective courses available to Finance students stay the same. There currently are 9 such courses available to students. The changes in item 1 above mean that students will have to take 6 of these 9 courses, instead of the 4 that they are currently required to take. There are currently 6 FIN courses that are listed as Open Elective courses. At this time, we recommend to keep them as Open Elective courses and not to make any of them Finance Core electives.
4. We recommend that the current requirement of two Finance Core electives in each of the third and fourth years be replaced with a requirement of three Finance Core electives in each of the third and fourth years. More specifically, the timing, with respect to semesters, would be as follows:

Current schedule	Proposed schedule
5 th 1 Finance Core elective	2 Finance Core electives
6 th 1 Finance Core elective	1 Finance Core electives
7 th 1 Finance Core elective	1 Finance Core elective
8 th 1 Finance Core elective	2 Finance Core electives

5. We recommend that the scheduling of various courses will stay the same with the following changes:
 - The current scheduling of AFA300 in the 3rd semester will be replaced with an Open elective course that is currently scheduled in the 8th semester.
 - The current scheduling of AFA400 in the 4th semester will be replaced with the new Intermediate Accounting course (AFA350) in the 4th semester.
 - The current scheduling of AFA500 in the 5th semester will be replaced with an extra Finance Core elective in the 5th semester (going from 1 to 2 Finance Core electives in that semester)
 - The current scheduling of an Open elective in the 8th semester will be replaced with an extra Finance Core elective in the 8th semester.
6. We recommend the following changes to the Finance elective student selection requirement. Currently students choose their two Finance Core electives in 5th and 6th semester from a list (called Table II). Under the new plan, students will choose their three Finance Core electives in 5th and 6th semesters from the same list (Table II). Currently students choose their two Finance Core electives in 7th and 8th

semester from a list (called Table III). Under the new plan, students will choose their three Finance Core electives in 7th and 8th semesters from the same list (Table III).

7. The calendar changes presented here have been based on the full-time, four year program. They can also be adapted to the full-time, five year Co-Op program.
8. We recommend that students be encouraged to select their Major by or before the end of their third semester in the program (normally the end of December of their second year). This is in contrast to the current approach where students are encouraged to select their Major by or before the end of their fourth semester in the program.

Possible Interactions and needed Consultations

1. Co-op scheduling for either the Accounting or Finance Co-op should not be affected. Provision will be made as necessary.
2. Since there are no course requirement changes or timing changes for any required courses outside of SAF, there should be no interactions or needed consultations in advance with other Departments or Schools, in terms of the effect on those Departments or Schools.

The Registrar's Office, Scheduling, and Calendar Planning have been consulted in planning for this proposal. In addition, the Dean's office has been consulted during this process also. The UCC has been consulted and has approved this proposal.

SAF Proposed Curriculum Starting in September 2022, and the Current Curriculum (Side by Side)

Items with a yellow background represent either courses to be deleted or changed (from the current curriculum) or added or changed to the proposed curriculum. Please note that prerequisites of affected courses are in brackets, i.e. AFA400 has a prerequisite of AFA300, it would look like this: AFA400(AFA300).

LL Liberal Studies = Lower Level Liberal Studies; UL Liberal Studies = Upper Level Liberal Studies; OE = Open Elective; CE = Core Elective.

1st Semester	
BUS 221**	Business Decision-Making
CAF 199‡	Communication Skills
GMS 200	Introduction to Global Management
MHR 405	Organizational Behaviour
QMS 130*	Quantitative Business Analysis
One LL Liberal Studies	
2nd Semester	
AFA 100*	Introductory Financial Accounting
AFF 210* (QMS130)	Principles of Finance I
CMN 279**	Introduction to Professional Communication
QMS 230	Statistics for Accounting and Finance
One LL Liberal Studies	
3rd & 4th Semester	
AFA 200*	Management Accounting
AFA 300	Intermediate Accounting I
AFA 400	Intermediate Accounting II
AFF 310* (AFF210)	Principles of Finance II
AFF 420 (AFF 310)	Principles of Finance III
ECN 104	Introductory Microeconomics
ECN 204	Introductory Macroeconomics
LAW 122	Business Law
MKT 100	Principles of Marketing
One LL Liberal Studies	
5th Semester	
AFA 500	Intermediate Accounting III
AFA 511 (AFA 300)	Ethics in Accounting
AFA 708 (AFA 300)	Forensic Accounting and Internal Audit
AFF 713 (AFF310)	Advanced Corporate Finance
One UL Liberal Studies	
6th Semester	
AFA 615 (AFA 300)	Public Sector and nonprofit accounting
AFA 619 (AFA 200)	Intermediate Management Accounting
One UL Liberal Studies	
Two PR courses	
7th Semester	
AFA 518 (AFA 500)	Auditing
AFA 717 (AFA 500)	Canadian Business Taxation I
AFA 706 (AFA 500)	Accounting Theory
BUS 800	Strategic Management
One PR course	
8th Semester	
AFA 716 (AFA 500)	Advanced Financial Accounting
AFA 817 (AFA 717)	Canadian Business Taxation II
AFA 819 (AFA 619)	Advanced Management Accounting
One UL Liberal Studies	
One PR course	

1st Semester	
BUS 221**	Business Decision-Making
CAF 199‡	Communication Skills
GMS 200	Introduction to Global Management
MHR 405	Organizational Behaviour
QMS 130*	Quantitative Business Analysis
One LL Liberal Studies	
2nd Semester	
AFA 100*	Introductory Financial Accounting
AFF 210* (QMS 130)	Principles of Finance I
CMN 279**	Introduction to Professional Communication
QMS 230	Statistics for Accounting and Finance
One LL Liberal Studies	
3rd Semester	
AFA 200* (AFA 100)	Management Accounting
AFF 310* (AFF210)	Principles of Finance II
ECN 104	Introductory Microeconomics
LAW 122	Business Law
One LL Liberal Studies	
4th Semester	
AFA 300 (AFA 100)	Intermediate Accounting I
AFF 420 (AFF 310)	Principles of Finance III
ECN 204	Introductory Macroeconomics
MKT 100	Principles of Marketing
One OE course	
5th Semester	
AFA 400 (AFA 300)	Intermediate Accounting II
AFA 511 (AFA 300)	Ethics in Accounting
AFA 708 (AFA 300)	Forensic Accounting and Internal Audit
AFF 713 (AFF310)	Advanced Corporate Finance
One UL Liberal Studies	
6th Semester	
AFA 500 (AFA 400)	Intermediate Accounting III
AFA 615 (AFA 300)	Public Sector and nonprofit accounting
AFA 619 (AFA 200)	Intermediate Management Accounting
One OE course	
One UL Liberal Studies	
7th Semester	
AFA 518 (AFA 500)	Auditing
AFA 717 (AFA 500)	Canadian Business Taxation I
AFA 706 (AFA 500)	Accounting Theory
BUS 800	Strategic Management
One OE course	
8th Semester	
AFA 716 (AFA 500)	Advanced Financial Accounting
AFA 817 (AFA 717)	Canadian Business Taxation II
AFA 819 (AFA 619)	Advanced Management Accounting
One UL Liberal Studies	
One OE course	

Current Curriculum for Finance Students

Proposed Curriculum for Finance Students for the 2022 Cohort

1st Semester	
BUS 221**	Business Decision-Making
CAF 199‡	Communication Skills
GMS 200	Introduction to Global Management
MHR 405	Organizational Behaviour
QMS 130*	Quantitative Business Analysis
One LL Liberal Studies	
2nd Semester	
AFA 100*	Introductory Financial Accounting
AFF 210* (QMS130)	Principles of Finance I
CMN 279**	Introduction to Professional Communication
QMS 230	Statistics for Accounting and Finance
One LL Liberal Studies	
3rd & 4th Semester	
AFA 200*	Management Accounting
AFA 300	Intermediate Accounting I
AFA 400	Intermediate Accounting II
AFF 310* (AFF210)	Principles of Finance II
AFF 420 (AFF 310)	Principles of Finance III
ECN 104	Introductory Microeconomics
ECN 204	Introductory Macroeconomics
LAW 122	Business Law
MKT 100	Principles of Marketing
One LL Liberal Studies	
5th Semester	
AFA 500	Intermediate Accounting III
AFF 501 (AFF 310)	Investment Analysis
AFF 514 (AFF 210)	Financial Modeling I
One professional course from Table II	
One UL Liberal Studies	
6th Semester	
AFF 410 (AFF310 and QMS230)	Derivative Securities
AFF 604 (AFF 210)	Ethics in Finance
One professional course from Table II	
Two PR courses	
7th Semester	
AFF 704 (AFF 310)	Financial Intermediation
CMN 314	Professional Presentations
One professional course from Table III	
One PR course	
One UL Liberal Studies	
8th Semester	
BUS 800	Strategic Management
One professional course from Table III	
Two PR courses	
One UL Liberal Studies	

1st Semester	
BUS 221**	Business Decision-Making
CAF 199‡	Communication Skills
GMS 200	Introduction to Global Management
MHR 405	Organizational Behaviour
QMS 130*	Quantitative Business Analysis
One LL Liberal Studies	
2nd Semester	
AFA 100*	Introductory Financial Accounting
AFF 210* (QMS 130)	Principles of Finance I
CMN 279**	Introduction to Professional Communication
QMS 230	Statistics for Accounting and Finance
One LL Liberal Studies	
3rd Semester	
AFA 200*	Management Accounting
AFF 310* (AFF210)	Principles of Finance II
ECN 104	Introductory Microeconomics
LAW 122	Business Law
One LL Liberal Studies	
4th Semester	
AFA 350	Accounting for Finance Professionals
AFF 420 (AFF 310)	Principles of Finance III
ECN 204	Introductory Macroeconomics
MKT 100	Principles of Marketing
One OE course	
5th Semester	
AFF 501 (AFF 310)	Investment Analysis
AFF 514 (AFF 210)	Financial Modeling I
Two CE courses from Table II	
One UL Liberal Studies	
6th Semester	
AFF 410 (AFF310 and QMS230)	Derivative Securities
AFF 604 (AFF 210)	Ethics in Finance
One CE course from Table II	
Two OE courses	
7th Semester	
AFF 704 (AFF 310)	Financial Intermediation
CMN 314	Professional Presentations
One CE course from Table III	
One OE course	
One UL Liberal Studies	
8th Semester	
BUS 800	Strategic Management
Two CE course from Table III	
One OE course	
One UL Liberal Studies	

Table II
AFF 502 (AFF 210)
Personal Financial Planning
AFF 505 (AFF 310)
Islamic Finance
AFF 611 (AFF 501)
Fixed Income Securities
AFF 621 (AFF 501)
Market Microstructure, Algorithm Trading
AFF 624 (AFF310)
International Finance

Table III
AFF 711 (AFF 501)
Advanced Portfolio Management
AFF 713 (AFF 310)
Advanced Corporate Finance
AFF 714 (AFF 501 & AFF 514)
Financial Modeling II
AFF 811 (AFF 410)
Financial Risk Management
AFF 813 (AFF 310)
Corporate Financial Analysis

* To maintain a CLEAR standing, a 'C+' or above is required in each of AFA 100, AFA 200, AFF 210 , AFF 310 and QMS 130. Other conditions also apply. See Academic Standing Variations.
 ** May be timetabled in either the fall or winter terms.
 † This course is graded on a pass/fail basis.
 ‡ This test is graded on a pass/fail basis. A PASS in CAF 199 Communication Skills is required to enrol in all third-year AFA and AFF courses.

Fall 2019 Admissions Cohort		Fall 2020 Admissions Cohort		Fall 2021 Admissions Cohort		Fall 2022 Admissions Cohort		Fall 2023 Admissions Cohort		Fall 2024 Admissions Cohort		Fall 2025 Admissions Cohort	

Phase-In Charts – Finance UGRD and COOP

4-Year Undergraduate Phase-In Model

	2019-2020 Calendar	2020-2021 Calendar	2021-2022 Calendar	2022-2023 Calendar	2023-2024 Calendar	2024-2025 Calendar	2025-2026 Calendar	2026-2027 Calendar	2027-2028 Calendar	2028-2029 Calendar			
Fall 2019 Admission Cohort	Semester 1 BUS 221 GMS 200 MHR 405 QMS 130 LLS CAF 199* *writing skills test	Semester 2 AFA 100 AFF 210 MHR 405 CMN 279 QMS 230 LLS	Semester 3/4 AFA 200 ECN 104 AFA 300 ECN 204 AFA 400 LAW 122 AFF 310 MKT 100 AFF 420 LLS	Semester 5 AFA 500 AFF 501 AFF 514 PROF TII PRTI PTTI ULLS	Semester 6 AFF 410 AFF 604 PROF TIII PRTI PTTI ULLS	Semester 7 AFF 704 CMN 314 PROF TIIIPR PRTI PTTI ULLS	Semester 8 BUS 800 PR TIII PRTI PTTI ULLS						
Fall 2020 Admission Cohort		Semester 1 BUS 221 GMS 200 MHR 405 CMN 279 QMS 130 LLS CAF 199* *writing skills test	Semester 2 AFA 100 AFF 210 MHR 405 CMN 279 QMS 230 LLS	Semester 3/4 AFA 200 ECN 104 AFA 300 ECN 204 AFA 400 LAW 122 AFF 310 MKT 100 AFF 420 LLS	Semester 5 AFA 500 AFF 501 AFF 514 PROF TII PRTI PTTI ULLS	Semester 6 AFF 410 AFF 604 PROF TIII PRTI PTTI ULLS	Semester 7 AFF 704 CMN 314 PROF TIIIPR PRTI PTTI ULLS	Semester 8 BUS 800 PR TIII PRTI PTTI ULLS					
Fall 2021 Admission Cohort			Semester 1 BUS 221 GMS 200 MHR 405 CMN 279 QMS 130 LLS CAF 199* *writing skills test	Semester 2 AFA 100 AFF 210 MHR 405 CMN 279 QMS 230 LLS	Semester 3/4 AFA 200 ECN 104 AFA 300 ECN 204 AFA 400 LAW 122 AFF 310 MKT 100 AFF 420 LLS	Semester 5 AFA 500 AFF 501 AFF 514 PROF TII PRTI PTTI ULLS	Semester 6 AFF 410 AFF 604 PROF TIII PRTI PTTI ULLS	Semester 7 AFF 704 CMN 314 PROF TIIIPR PRTI PTTI ULLS	Semester 8 BUS 800 PR TIII PRTI PTTI ULLS				
Fall 2022 Admission Cohort				Semester 1 BUS 221 GMS 200 MHR 405 QMS 130 LLS CAF 199* *writing skills test	Semester 2 AFA 100 AFF 210 MHR 405 CMN 279 QMS 230 LLS	Semester 3/4 AFA 200 AFA 350 AFF 310 AFF 420 ECN 104 ECN 204 LAW 122 MKT 100LLS OE	Semester 5 AFF 501 AFF 514 CE TII CE OE TII ULLS	Semester 6 AFF 410 AFF 604 CE TII OE ULLS	Semester 7 AFF 704 CMN 314 CE TIII OE ULLS	Semester 8 BUS 800 CE TII CE TII OE ULLS			
Fall 2023 Admission Cohort					Semester 1 BUS 221 GMS 200 MHR 405 QMS 130 LLS CAF 199* *writing skills test	Semester 2 AFA 100 AFF 210 MHR 405 CMN 279 QMS 230 LLS	Semester 3/4 AFA 200 AFA 350 AFF 310 AFF 420 ECN 104 ECN 204 LAW 122 MKT 100LLS OE	Semester 5 AFF 501 AFF 514 CE TII CE OE TII ULLS	Semester 6 AFF 410 AFF 604 CE TII OE ULLS	Semester 7 AFF 704 CMN 314 CE TIII OE ULLS	Semester 8 BUS 800 CE TII CE TII OE ULLS		
Fall 2024 Admission Cohort						Semester 1 BUS 221 GMS 200 MHR 405 QMS 130 LLS CAF 199* *writing skills test	Semester 2 AFA 100 AFF 210 MHR 405 CMN 279 QMS 230 LLS	Semester 3/4 AFA 200 AFA 350 AFF 310 AFF 420 ECN 104 ECN 204 LAW 122 MKT 100LLS OE	Semester 5 AFF 501 AFF 514 CE TII CE OE TII ULLS	Semester 6 AFF 410 AFF 604 CE TII OE ULLS	Semester 7 AFF 704 CMN 314 CE TIII OE ULLS	Semester 8 BUS 800 CE TII CE TII OE ULLS	
Fall 2025 Admission Cohort							Semester 1 BUS 221 GMS 200 MHR 405 QMS 130 LLS CAF 199* *writing skills test	Semester 2 AFA 100 AFF 210 MHR 405 CMN 279 QMS 230 LLS	Semester 3/4 AFA 200 AFA 350 AFF 310 AFF 420 ECN 104 ECN 204 LAW 122 MKT 100LLS OE	Semester 5 AFF 501 AFF 514 CE TII CE OE TII ULLS	Semester 6 AFF 410 AFF 604 CE TII OE ULLS	Semester 7 AFF 704 CMN 314 CE TIII OE ULLS	Semester 8 BUS 800 CE TII CE TII OE ULLS

5-Year Co-op Phase-In Model

In this example, 5th and 6th Semester are split across two y Program/Plan: AF001 – AFFINANCEC (CO-OP)

	2018-2019 Calendar		2019-2020 Calendar		2020-2021 Calendar		2021-2022 Calendar		2022-2023 Calendar		2023-2024 Calendar		2024-2025 Calendar		2025-2026 Calendar		2026-2027 Calendar		2027-2028 Calendar		2028-2029 Calendar		2029-2030 Calendar				
Fall 2018 Admission Cohort	Sem 1 BUS 100 BUS 221 GMS 200 MHR 405 QMS 130 CAF 199 LLLS	Sem 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Sem 3/4 AFA 200 ECN 104 AFA 300 ECN 204 AFA 400 LAW 122 AFF 310 MKT 100 AFF 420 LLLS		Sem 5 AFA 500 AFF 501 AFF 514 PROF TI PR TI LLLS	Sem 6 (S/Sterm) AFF 704 CMN 314 PROF TI PR TI LLLS	Work Term		Sem 7 AFF 704 CMN 314 PROF TI PR TI LLLS	Sem 8 BUS 800 PROF TI PR TI LLLS																	
Fall 2019 Admission Cohort			Sem 1 BUS 221 GMS 200 MHR 405 QMS 130 CAF 199 LLLS	Sem 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Sem 3/4 AFA 200 ECN 304 AFA 300 ECN 204 AFA 400 LAW 122 AFF 310 MKT 100 AFF 420 LLLS		Sem 5 AFA 500 AFF 501 AFF 514 PROF TI PR TI LLLS	Sem 6 (S/Sterm) AFF 704 CMN 314 PROF TI PR TI LLLS	Work Term		Sem 7 AFF 704 CMN 314 PROF TI PR TI LLLS	Sem 8 BUS 800 PROF TI PR TI LLLS															
Fall 2020 Admission Cohort					Sem 1 BUS 221 GMS 200 MHR 405 QMS 130 CAF 199 LLLS	Sem 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Sem 3/4 AFA 200 ECN 104 AFA 300 ECN 204 AFA 400 LAW 122 AFF 310 MKT 100 AFF 420 LLLS		Sem 5 AFA 500 AFF 501 AFF 514 PROF TI PR TI LLLS	Sem 6 (S/Sterm) AFF 704 AFF 410 AFF 604 PROF TI PR TI LLLS	Work Term		Sem 7 AFF 704 CMN 314 PROF TI PR TI LLLS	Sem 8 BUS 800 PROF TI PR TI LLLS													
Fall 2021 Admission Cohort							Sem 1 BUS 221 GMS 200 MHR 405 QMS 130 CAF 199 LLLS	Sem 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Sem 3/4 AFA 200 ECN 304 AFA 300 ECN 204 AFA 400 LAW 122 AFF 310 MKT 100 AFF 420 LLLS		Sem 5 AFA 500 AFF 501 AFF 514 PROF TI PR TI LLLS	Sem 6 (S/Sterm) AFF 704 AFF 410 AFF 604 PROF TI PR TI LLLS	Work Term		Sem 7 AFF 704 CMN 314 PROF TI PR TI LLLS	Sem 8 BUS 800 PROF TI PR TI LLLS											
Fall 2022 Admission Cohort							Sem 1 BUS 221 GMS 200 MHR 405 QMS 130 CAF 199 LLLS	Sem 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Sem 3/4 AFA 200 AFA 350 AFF 310 AFF 420 ECN 304 ECN 204 LAW 122 MKT 100LLS OE	Sem 5 AFF 501 AFF 514 CE TI CE TI LLLS	Sem 6 (S/Sterm) AFF 410 AFF 604 PROF TI PR TI LLLS	Work term		Sem 7 AFF 704 CMN 314 PROF TI PR TI LLLS	Sem 8 BUS 800 PROF TI PR TI LLLS												
Fall 2023 Admission Cohort							Sem 1 BUS 221 GMS 200 MHR 405 QMS 130 CAF 199 LLLS	Sem 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Sem 3/4 AFA 200 AFA 350 AFF 310 AFF 420 ECN 104 ECN 204 LAW 122 MKT 100LLS OE	Sem 5 AFF 501 AFF 514 CE TI CE TI LLLS	Sem 6 (S/Sterm) AFF 410 AFF 604 PROF TI PR TI LLLS	Work term		Sem 7 AFF 704 CMN 314 PROF TI PR TI LLLS	Sem 8 BUS 800 PROF TI PR TI LLLS												
Fall 2024 Admission Cohort									Sem 1 BUS 221 GMS 200 MHR 405 QMS 130 CAF 199 LLLS	Sem 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Sem 3/4 AFA 200 AFA 350 AFF 310 AFF 420 ECN 104 ECN 204 LAW 122 MKT 100LLS OE	Sem 5 AFF 501 AFF 514 CE TI CE TI LLLS	Sem 6 (S/Sterm) AFF 410 AFF 604 PROF TI PR TI LLLS	Work term		Sem 7 AFF 704 CMN 314 PROF TI PR TI LLLS	Sem 8 BUS 800 PROF TI PR TI LLLS										
Fall 2025 Admission Cohort												Sem 1 BUS 221 GMS 200 MHR 405 QMS 130 CAF 199 LLLS	Sem 2 AFA 100 AFF 210 CMN 279 QMS 230 LLLS	Sem 3/4 AFA 200 AFA 350 AFF 310 AFF 420 ECN 104 ECN 204 LAW 122 MKT 100LLS OE	Sem 5 AFF 501 AFF 514 CE TI CE TI LLLS	Sem 6 (S/Sterm) AFF 410 AFF 604 PROF TI PR TI LLLS	Work term		Sem 7 AFF 704 CMN 314 PROF TI PR TI LLLS	Sem 8 BUS 800 PROF TI PR TI LLLS							

AFA 350 Proposed Course Outline

**AFA350: Accounting for Finance Professionals****PREREQUISITES:** AFA100**INSTRUCTOR INFORMATION:**

Instructor:

Office:

Office hours:

E-mail:

METHOD OF POSTING GRADES:

All grades (project, midterm and final) will be posted at my.ryerson.ca. However, as there may be other considerations in the determination of final course grades, students will receive their official letter grades in the course only from the Registrar's Office. See Ryerson [Senate Policy 166](#) for more details.

E-MAIL USAGE & LIMITS:

Students are required to activate and maintain a Ryerson e-mail account. This shall be the official means by which you will receive university communications. See Ryerson Senate [Policy 157](#) for more details. Students must use their Ryerson email account for course-related communication and include in the subject line of your e-mail message the following: **AFA350: [subject]**. The instructor will try to respond to student email messages within two business days of receipt. Students should keep this timeframe in mind, as it may not be possible for the instructor to respond to messages asking for information or clarification that are sent less than two days prior to an exam or an assignment due date.

CALENDAR COURSE DESCRIPTION:

This course builds on the basic foundations provided in AFA100 Introductory Financial Accounting. It is an intermediate-level course that is specially designed for finance students to read, analyze, interpret, and evaluate financial statement information. This course will take an international perspective and focus on both International Financial Reporting Standards (IFRS) and Generally Accepted Accounting Principles in the United States (US GAAP).

COURSE OBJECTIVES:

Upon completion of the course, students will be able to:

- Understand financial reporting mechanics and standards and interpret the role of financial reporting in corporate decision-making;
- Draw on and integrate theory and practice to analyze and evaluate specific financial reporting

issues relating to revenues, assets, liabilities, and taxes;

- Apply fundamental concepts and principles of financial reporting to analyze and inspect complex business transactions, events, and decisions;
- Critically evaluate valuation problems by applying financial statement analysis and techniques;
- Contribute, collaborate and work effectively with team members to accomplish goals.

TEXTS & READING LISTS:

International Financial Statement Analysis, Fourth Edition (CFA Institute Investment Series), Thomas R. Robinson, et al., John Wiley & Sons, 2020.

EVALUATION:

Pop-up Quizzes (best 2 out of 3)	10% (5% x 2)
Term Project	25%
Midterm Test	30%
Final Exam	35%

Pop-up Quizzes:

There are three pop-up quizzes throughout the term. Each quiz is open-book, not previously announced, and lasts 10 to 15 minutes. It will be run at the end of a lecture and test the material covered in that lecture. Each student's best two quizzes will be used for grading purposes. If a student misses one quiz, no documentation is required. His/her other two quizzes will be counted. If a student misses two quizzes, he or she must present a valid documentation so that the missing 5% will be added to the weight of the Final Exam. If a student misses all three quizzes, he or she must present two sets of documentation to be able to add all 10% to the weight of the Final Exam. If the required documentation cannot be provided within three business days, the student will receive a zero for the missing quiz/quizzes.

Term Project:

The Term Project is designed to apply the concepts and techniques learned in class to real world companies. Students will work in groups with three to four students in each group. Each student in the group will pick a different company from the list provided by the instructor. The group report will integrate analysis of all companies covered by the group. Please note: this is a group project, not an individual project. Each student must work in a group. Students can pick their own team. If someone has troubles getting picked, the instructor will assign him/her to a random group. All group work will be self-policed, except in extreme circumstances. There will be one grade per group.

Each group is required to submit an electronic copy of their deliverables to Turnitin via D2L by the deadlines. Students must submit their group work on time. A late penalty of 20% per day will be applied. For example, if the due date was Monday and the group submitted their work to D2L on Tuesday, the highest possible mark of their project would be 80% of the assigned mark.

Midterm Test and Final Exam:

The Midterm Test will be two hours long and cover material from Weeks 1 through 6. The Final Exam will be three hours long. It is comprehensive and covers all material from the entire course. Both the Midterm Test and the Final Exam will contain problems, short questions, and multiple-choice questions. They are both closed book. Students will only be allowed to use one assistance sheet

(doubled-sided, A4-sized) during the midterm or the final exam. Students are responsible for their own assistance sheet and it must be hand-written. No printed or scanned patches are allowed on the assistance sheet. Regulations concerning conduct during the test and exams are contained in the Code of Student Conduct and the Ryerson Calendar.

Any and all material covered in class will be examinable, as will any and all material assigned from the reading materials that are not covered in class. Please note that there will be lots of reading material assigned that cannot be covered in class, due to time constraints, and conversely, that some of the material covered in class will not be covered in the assigned readings.

If a student does not attend the regularly scheduled Midterm Test and produces the necessary documentation within three business days, and if they contact the instructor by e-mail prior to or at the time of the term test to notify the instructor of their absence, then the weight of the missed Midterm Test will be transferred to Final Exam. Otherwise, students missing the term test will be given a grade of zero for the missed test. If a student does not attend the regularly scheduled Final Exam and produces the necessary documentation within three business days, and if they contact the instructor by e-mail prior to or at the time of the exam to notify the instructor of their absence, then the student will be given a make-up exam. Please see the following sections titled "Academic Consideration" and "Academic Consideration Request Procedure" for the formal procedures to be followed.

TEACHING METHODS:

This course is taught using a combination of lectures and problem solving. The goal is to encourage you to think, analyze, evaluate, and problem-solve, not memorize. The instructor makes extensive use of slides. Please download these from the D2L site before class.

Every effort will be made to manage the course as stated. However, adjustments may be necessary during the term at the discretion of the instructor. If so, students will be advised and alterations will be discussed prior to implementation. Students will be informed of any alterations by email and/or announcements on D2L.

TOPICS – SEQUENCE & SCHEDULE:

Class	Chapter	Topic to Covered
1	1, 2	Introduction to Financial Reporting and Analysis
2	3	Understanding Income Statements
3	4	Understanding Balance Sheets
4	5	Understanding Cash Flow Statements
5	6	Financial Analysis Techniques
6	7	Inventories
		MIDTERM TEST
7	8	Long-lived Assets
8	10	Non-Current (Long-Term) Liabilities
9	9	Income Taxes
10	11	Financial Reporting Quality
11	12	Applications of Financial Statement Analysis

12		Selected Topics and Final Review
		<u>FINAL EXAM</u>

ACADEMIC CONSIDERATION:

There will be no penalty for work missed for a justifiable reason. Students need to inform their instructor of any situation that arises during the semester as soon as they become aware of the situation that may have an adverse effect on their academic performance, and request any necessary considerations according to the following policies. Failure to do so will jeopardize any academic appeals.

In those instances, when students wish to ask for accommodation due to medical, compassionate, or religious circumstances, and except in cases of accommodations for disabilities where documentation is handled directly by Academic Accommodation Support, students must follow the steps below.

- You can submit an [Academic Consideration Request](#) when an extenuating circumstance has occurred that has significantly impacted your ability to fulfill an academic requirement. You may always visit the [Senate website](#) and select the blue radial button on the top right hand side entitled: Academic Consideration Request (ACR) to submit this request).

Please note that the Interim Provost/ Vice President Academic and Dean's approved a COVID-19 statement for Fall 2020/Winter 2021 related to academic consideration. This statement has been built into the Online Academic Consideration System and is also on the Senate website (www.ryerson.ca/senate):

Policy 167: Academic Consideration for Fall 2020/Winter 2021 due to COVID-19: Students who miss an assessment due to cold or flu-like symptoms, or due to self-isolation, are currently not required to provide a health certificate. Other absences must follow Senate [Policy 167: Academic Consideration](#).

- Also NOTE: Outside of COVID-19 symptoms, the new Policy 167: Academic Consideration does allow for a once per term academic consideration request without supporting documentation if the absence is less than 3 days in duration and is not for a final exam/final assessment. In both of those instances, documentation is required. For more information please see Senate [Policy 167: Academic Consideration](#).

RYERSON UNIVERSITY MENTAL HEALTH STATEMENT:

At Ryerson, we recognize that things can come up throughout the term that may interfere with a student's ability to succeed in their coursework. These circumstances are outside of one's control and can have a serious impact on physical and mental well-being. Seeking help can be a challenge, especially in those times of crisis. Below are resources we encourage all Ryerson community members to access to ensure support is reachable.

<https://www.ryerson.ca/mental-health-wellbeing>

If support is needed immediately, you can access these outside resources at anytime:

Distress Line — 24/7 line for if you are in crisis, feeling suicidal or in need of emotional support (phone:416–408–4357)

Good2Talk- 24/7 hour line for postsecondary students (phone: 1-866-925-5454)

ACADEMIC INTEGRITY:

Students are required to adhere to all relevant University policies, such as the Student Code of Academic Conduct. University regulations concerning unacceptable academic conduct (cheating, plagiarism, impersonation, etc.) will be followed.

Forms of academic misconduct include plagiarism, cheating, supplying false information to the University, and other acts. The most common form of academic misconduct is plagiarism. Plagiarism is a serious academic offence and penalties can be severe. In any academic exercise, plagiarism occurs when one offers as one's own work the words, data, ideas, arguments, calculations, designs or productions of another without appropriate attribution or when one allows one's work to be copied.

All academic work must be submitted using the citation style approved by the instructor. The most common citation style is APA. Students may refer to the Ryerson Library for APA style guide references: <http://library.ryerson.ca/guides/toolbox/style/>

It is assumed that all examinations and work submitted for evaluation and course credit will be the product of individual effort, except in the case of group projects arranged for and approved by the course instructor. Submitting the same work to more than one course, without instructor approval, is also considered a form of plagiarism.

Students are advised that suspicions of academic misconduct may be referred to the Academic Integrity Office (AIO). Students who are charged with academic misconduct will have a Disciplinary Notation (DN) placed on their academic record (not on their transcript) and will be assigned one or more of the following penalties:

- A grade reduction for the plagiarized work
- A zero for the plagiarized work
- An F in the course
- More serious penalties up to and including expulsion from the University

For more detailed information on these issues, please refer to the full online text for the Student Code of Academic Conduct at <https://www.ryerson.ca/student-care/students/student-code-of-conduct/> and the Academic Integrity Website at www.ryerson.ca/ai.

Turnitin or another originality detection software: Turnitin.com is a plagiarism prevention and detection service to which Ryerson subscribes. It is a tool to assist instructors in determining the similarity between students' work and the work of other students who have submitted papers to the site (at any university), internet sources, and a wide range of books, journals and other publications. While it does not contain all possible sources, it gives instructors some assurance that students' work is their own. No decisions are made by the service; it generates an "originality report," which instructors must evaluate to judge if something is plagiarized.

Students agree by taking this course that their written work will be subject to submission for textual similarity review to Turnitin.com. Instructors can opt to have student's papers included in the Turnitin.com database or not. Use of the Turnitin.com service is subject to the terms-of-use agreement posted on the Turnitin.com website. Students who do not want their work submitted to this plagiarism detection service must, by the end of the second week of class, consult with their instructor to make alternate arrangements.

Even when an instructor has not indicated that a plagiarism detection service will be used, or when a student has opted out of the plagiarism detection service, if the instructor has reason to suspect that an individual piece of work has been plagiarized, the instructor is permitted to submit that work in a non-identifying way to any plagiarism detection service.

ACCOMMODATION OF STUDENTS WITH DISABILITIES:

In order to facilitate the academic success and access of students with disabilities, these students should register with Academic Accommodation Support www.ryerson.ca/accommodations (formerly called the Access Centre). Before the first graded work is due, students should also inform their instructor through an "Accommodation Form for Professors" that they are registered with Academic Accommodation Support and what accommodations are required.

STUDENT RESPONSIBILITIES IN ACADEMIC APPEALS:

Students should read the Academic Consideration policy at <https://www.ryerson.ca/content/dam/senate/policies/pol167.pdf>

It is the student's responsibility to notify and consult with either the instructor, or the Chair/Director of the teaching department/school, depending on the situation, as soon as circumstances arise that are likely to affect academic performance. It is also the student's responsibility to attempt to resolve all course related issues with the instructor and then, if necessary, with the Chair/Director of the teaching department/school as soon as they arise. An appeal may be filed only if the issue cannot be resolved appropriately. Failure to deal with a situation as soon as it arises will jeopardize any appeal.

Students who believe that an assignment, test, or exam has not been appropriately graded must review their concerns with their instructor within 10 working days of the date when the graded work is returned to the class.

IMPORTANT RESOURCES:

Use the services of the University when you are having problems writing, editing or researching papers, or when you need help with course material:

- **The Library** provides research workshops and individual assistance. If the University is open, there is a Research Help desk on the second floor of the library, or go to [Workshops](#).
- **The Academic Success Centre** offers group-based and individual help with writing, math, study skills, and transition support <https://www.ryerson.ca/tedrogersschool/success/>

MAINTAINING A PROFESSIONAL LEARNING ENVIRONMENT:

You may use laptop computers to take class notes. If you are found to do anything other than that or your use of laptop computers disturbs other students, you will not be allowed to use laptops in class

anymore. Cell phones, MP3, and other electronic devices should not be used in the classroom as they are distracting to other students, speakers and your instructor. Otherwise, the student will be asked to leave the class.

ACADEMIC GRADING POLICY:

Evaluation of student performance will follow established academic grading policy outlined in the Ryerson GPA Policy at <http://www.ryerson.ca/senate/policies/pol46.pdf>. The grading system is summarized below:

Definition	Letter Grade	Grade Point	Conversion Range
Excellent	A+	4.33	90-100
	A	4.00	85-89
	A-	3.67	80-84
Good	B+	3.33	77-79
	B	3.00	73-76
	B-	2.67	70-72
Satisfactory	C+	2.33	67-69
	C	2.00	63-66
	C-	1.67	60-62
Marginal	D+	1.33	57-59
	D	1.00	53-56
	D-	0.67	50-52
Unsatisfactory	F	0.00	0-49

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve the curriculum modification.***

H. For Information: CHANG SCHOOL CERTIFICATES – Revisions (September 2021)

- i) Certificate in Graphic Communications: Course additions/deletions (elective)
- ii) Certificate in Publishing: Course description change, deletions/additions (elective)
- ~~iii) Certificate in Project Management: Course Deletion (elective)~~
- iv) Transition Foundations Program: Proposed changes

I. For Information: 1-year follow-up reports for Periodic Program Reviews: Aerospace Engineering; Chemical Engineering; English; International Economics and Finance; Retail Management

i. AEROSPACE ENGINEERING One-Year PPR Follow-up Report

This follow-up report addresses the recommendations stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Engineering degree program in the Department of Aerospace Engineering, approved by Senate in April 2020.

IMPLEMENTATION PLAN UPDATE

Priority Recommendation #1: <i>Working closely with the First-year Engineering Office to cap class sizes for 1st year at somewhere around 150 students if possible.</i>
Rationale: <i>The program agrees that large classes are detrimental to student learning. Reducing class sizes can be helpful in improving the first year students learning.</i>
Implementation Actions: <ul style="list-style-type: none"> • <i>The program will work through the Faculty to reduce class sizes, especially in first year to below 150.</i>
Timeline: <i>Department will send the request to the Associate Dean in Fall 2020</i>
Responsibility for <ol style="list-style-type: none"> <i>leading initiative: Associate Chair Undergraduate</i> <i>approving recommendation, providing resources, and overall monitoring: Faculty Dean</i>
Status for 1-year Follow-up Report: <p><i>The Faculty of Engineering is now well aware of the first year class sizes issue, and the Department Associate Chair continue to work through the Faculty trying to reduce the class sizes.</i></p>

Priority Recommendation #2: <i>Working with the Dean of FEAS to investigate new ways to generate appropriate study space for the program students.</i>
Rationale: <i>Study space dedicated to program students would alleviate student study space concerns.</i>
Implementation Actions: <ul style="list-style-type: none"> • <i>The program will continue to work through the Dean of FEAS to have more study space made available to program students.</i>
Timeline: <i>Long term due to the campus space limitation</i>
Responsibility for <ol style="list-style-type: none"> <i>leading initiative: Department Chair</i> <i>approving recommendation, providing resources, and overall monitoring: Faculty Dean</i>
Status for 1-year Follow-up Report: <p><i>This is a long term planning due to the campus space limitation.</i></p>

Priority Recommendation #3: <i>IT support for aerospace computing needs to be carefully examined in consultation with the Faculty level support staff.</i>
Rationale: <i>IT support is the one function of the Department that is under the most pressure. As artificial intelligence, big data analysis, and integrated engineering software platforms become the norm, pressure on IT capability will only increase.</i>
Implementation Actions: <ul style="list-style-type: none"> • <i>The program will request a new IT position that can support the undergraduate program and research needs of the Department of Aerospace Engineering</i>
Timeline: <i>Request will go to the Dean in Fall 2020</i>

Responsibility for a) leading initiative: <i>Chair</i> b) approving recommendation, providing resources, and overall monitoring: <i>Faculty Dean</i>
Status for 1-year Follow-up Report: <i>The program has requested additional IT support from the Dean, and as a short term solution, the Department has employed internship students to help the IT staff. The Chair will follow up with the request.</i>

Priority Recommendation #4: <i>Developing a method to ensure the student feedback is taken seriously by all faculty within the department.</i>
Rationale: <i>The faculty course surveys done at the end of each course do not provide direct feedback on student experience. The program needs to develop its own survey and develop guidelines to improve the program using student surveys.</i>
Implementation Actions: e.g. <ul style="list-style-type: none"> • <i>The program will develop its own survey with a free form written section for students to supply feedback.</i> • <i>The results of the survey will be compiled at the end of each winter term and supplied to the ACC along with results from the CEAB GA survey and IAC review.</i> • <i>ACC recommendations must be approved by the Department Council which has representation from the student body.</i>
Timeline: <i>2021-22 academic year</i>
Responsibility for a) leading initiative: <i>ACC</i> b) approving recommendation, providing resources, and overall monitoring: <i>Department Council</i>
Status for 1-year Follow-up Report: <i>This initiative was planned for 2021-22 academic year.</i> <i>Recently, a committee of six faculty members has been formed in the Department for the strategic planning of the undergraduate program. The committee is reviewing the previous students' surveys and will develop more constructive survey questions and format.</i>

Priority Recommendation #5: <i>Exploring new ways to address gender diversity within the faculty and student body.</i>
Rationale: <i>Though the percentage of female students are increased during the past decade, the program still need to do more to attract female students. Progress is being made but it is slow.</i>
Implementation Actions: <ul style="list-style-type: none"> • <i>The program along with FEAS will visit high schools to make student aware of Aerospace as a career option.</i> • <i>The program will run competitions such as rocketry and radio-controlled aircraft to attract female students.</i> • <i>The Chair and DHC will make every effort to actively encourage qualified female candidates to apply for existing faculty positions for any new faculty position.</i>
Timeline: <i>Ongoing</i>
Responsibility for a) leading initiative: <i>Department Chair, DHC, FEAS</i> b) approving recommendation, providing resources, and overall monitoring: <i>Faculty Dean</i>

Status for 1-year Follow-up Report:

Please see the attached document for a summary of FEAS's EDI initiatives. The Department continue working with the FEAS on the EDI initiatives and more specifically the gender diversity issue.

The Department also submitted a request to the Dean for a new faculty position designated for gender diversity in February 2020. The Department will follow up on this request.

Priority Recommendation #6: *Incorporating emerging aerospace fields in the curriculum.*

Rationale: *The engineering environment in aerospace is rapidly changing. The program must incorporate the emerging fields to maintain its advantage as a leading edge engineering program.*

Implementation Actions:

- *The ACC will create a subcommittee to investigate how the new subjects can be merged with the program.*
- *The ACC will prepare the recommendation to the Department Council for approval.*
- *The Department gradually implements the approved changes to the program.*

Timeline: *Process will be initiated in 2020-2021 academic year*

Responsibility for

a) *leading initiative: ACC and Associate Chair*

b) *approving recommendation, providing resources, and overall monitoring: The Department Council*

Status for 1-year Follow-up Report:

A committee of six faculty members (including the Chair, former Chair, Associate Chair Undergraduate and former Associate Chair Undergraduate) has been formed in the Department for the strategic planning of the undergraduate program. This committee will review and improve the undergrad curriculum with consideration to: CEAB GAs, RU values and priorities, and the All-in approach. One of the priorities of this committee is "to incorporate emerging aerospace fields in the curriculum".

The committee has suggested the introduction of a new course in Machine Learning to the program. This technical elective course will familiarize the aerospace students with the fundamental concepts of artificial intelligence (AI) with a particular emphasis on the AI applications in aerospace engineering. This proposal has been approved by the Department Council.

Priority Recommendation #7: *Exploring ways to increase the multi-disciplinary nature of the program.*

Rationale: *Improving multi-disciplinary form of education will enhance productivity and innovation.*

Implementation Actions:

- *The capstone course coordinators will explore possibility of reconfiguring the projects to utilize students from other disciplines.*

Timeline: *Academic year 2020-2021*

Responsibility for

a) *leading initiative: Capstone Course Coordinators*

b) *approving recommendation, providing resources, and overall monitoring: Department Associate Chair*

Status for 1-year Follow-up Report:

Under COVID-19 pandemic, this activity is on-going. The Capstone Course Coordinators of the Aerospace Engineering Department will attempt to enhance the multi-disciplinary nature by reconfiguring the projects such that aerospace students from the Aircraft, Space and Avionics Streams will be utilized initially. These multi-disciplinary projects will be further developed to include students from other engineering departments.

Priority Recommendation #8: <i>Creating opportunities for community outreach and student engagement.</i>
Rationale: <i>To enhance community engagement and program visibility</i>
Implementation Actions: <ul style="list-style-type: none"> • <i>The program along with FEAS will visit high schools to make student aware of Aerospace as a career option.</i> • <i>The program will run competitions such as rocketry and radio-controlled aircraft to attract young students.</i> • <i>The Department will give greater attention and support to extra-curricular student teams and encourage them to enter into national and internationally sponsored design competitions.</i> • <i>The Department will create a liberal-studies course focusing on the impact of aviation and space exploration.</i>
Timeline: <i>Ongoing</i>
Responsibility for <p>a) leading initiative: <i>Department Chair</i></p> <p>b) approving recommendation, providing resources, and overall monitoring: <i>FEAS</i></p>
Status for 1-year Follow-up Report: <p><i>The Department has developed and proposed a new liberal-studies course (AER150) focusing on the aerospace history and the social and economic impact of flight upon modern civilization. The course is being reviewed by the Liberal Studies Curriculum Committee.</i></p> <p><i>The Department has worked with the FEAS Associate Dean Teaching and Outreach to enhance the community engagement.</i></p> <p><i>The Department has supported the students' design teams financially and by academic advising.</i></p>

Priority Recommendation #9: <i>Seeking higher visibility on campus and engaging more members of the Ryerson community.</i>
Rationale: <i>This will enhance program visibility on campus and improve the multidisciplinary nature of the program.</i>
Implementation Actions: <ul style="list-style-type: none"> • <i>The program will have higher participation in Ryerson Engineering Day</i> • <i>The Department will place around campus artifacts created by the student competition teams to publicize the program capability.</i>
Timeline: <i>Ongoing</i>
Responsibility for <p>a) leading initiative: <i>Department Associate Chair</i></p> <p>b) approving recommendation, providing resources, and overall monitoring: <i>Department Chair</i></p>

Status for 1-year Follow-up Report:

For the last three years, the Aerospace Capstone Design course groups have substantially increased their participation in the Ryerson Engineering Day. Previously, these student groups were not participating in this event.

A liberal studies course in aerospace history is introduced. This course, which is open to all non-engineering students, is expected to give more visibility to the program.

A 55" TV monitor is purchased to be installed in the hallway near the entrance of the engineering building to show case the department facilities, activities, exciting projects, etc.

A committee of five faculty members, a graduate student and a FEAS representative has been formed in the Department for the strategic planning of the graduate program. This committee is planning to "enhance the visibility of our graduate program and impact of our Graduate Students' accomplishments.". The committee has met several times and has developed a few strategic doing proposals to enhance the program visibility using the social media.

Priority Recommendation #10: *Growing the CIP and RIADI programs.*

Rationale: *This will enhance students experiential learning through internships.*

Implementation Actions:

- *The program will make a greater effort to use its existing links with industry to create more internship opportunities through RIADI and CIP.*

Timeline: Ongoing

Responsibility for

a) leading initiative: *CIP and RIADI Directors*

b) approving recommendation, providing resources, and overall monitoring: *FEAS Dean*

Status for 1-year Follow-up Report:

It should be first mentioned that both RIADI and CIP programs have been hit hard by the pandemic and the aerospace industry decline.

A committee of five members is formed for the strategic planning of the Department industrial partnership. The CIP Coordinator, RIADI Director and the Director of DAIR (Downsview Aerospace Innovation & Research) are members of this committee. This committee is planning to "Enhance the Department's strategic partnerships with professional, academic, and industrial organizations". The committee has met a few times and discussed suggestions for the strategic doing.

The RIADI Director has met with major aerospace industries to keep the RIADI program active with a number of project for this year, and he proposed to the industry partners a few ways of leveraging the industry support through government funded research-based projects to improve the program.

The CIP Director has used pitch sessions with aerospace industry (organized by DAIR) to promote CIP program to the industry partners of DAIR.

FEAS is also becoming much more active on the internship programs, and Mr. Husam Olabi in the Dean's office is developing new CIP internships.

ii. CHEMICAL ENGINEERING One-Year PPR Follow-up Report

This follow-up report addresses the recommendations stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Engineering degree program in Chemical Engineering Co-op, approved by Senate in March 2020.

In accordance with the Institutional Quality Assurance Process (IQAP), this one-year follow-up report provides:

1. An update on the progress with the Implementation Plan section of the PPR report for the undergraduate Chemical Engineering Co-op Program.
2. An update as requested by the Academic Standards Committee (ASC) on, "Review learning outcomes with Curriculum Quality Assurance to ensure alignment with current practice."
3. An update as requested by the Academic Standards Committee (ASC) on, "Revisit the co-op employer survey to elicit feedback from more employers."
4. An update as requested by the Academic Standards Committee (ASC) on, "Review and ensure course outlines follow the university template, with particular attention to communication regarding policies for academic and religious or other accommodations."

Update on: Implementation Plan

Recommendation #1: The Department should look at the reasons behind the relatively low retention and graduation rates.
Objective: To have the program's Curriculum Committee investigate for plausible reasons behind the relatively low retention and graduation rates.
Timeline: Short term
Responsibility for leading initiative: Curriculum Committee Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
One-year follow-up/Update: <i>The program's Curriculum Committee has investigated these two issues and determined that the low retention and graduation rates are due to students transferring out of the chemical engineering program to go into other engineering programs at Ryerson or elsewhere after first year. This phenomenon has been observed recently in all chemical engineering programs across Canada. Presentation and discussion about the diverse chemical engineering career paths will be emphasized in the first year CEN 100 course by department representative in CEN 100.</i>

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

One-year follow-up/Update: *The program's Curriculum Committee has investigated this issued and concluded two practical ways to increase the number of professional elective courses offered annually: (1) Increase the number of professional elective courses in the seventh and eight semesters from which the students can select, and (2) Offer at least one professional elective course in the Engineering Transition Program in the spring. The program is now offering eleven professional elective courses annually out of 19 possible professional elective courses in the program, while students only require five to graduate. The program will endeavour to increase the number of professional elective course offerings depending on budgetary resources.*

Recommendation #3: The curriculum review committee should critically review the prerequisites for upper year courses and remove them when not absolutely necessary.

Objective: To have the program's Curriculum Committee review the prerequisites of all chemical engineering undergraduate courses.

Timeline: Short term

Responsibility for leading initiative: Curriculum Committee Chair

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

Faculty Dean

One-year follow-up/Update: *The program's Curriculum Committee has reviewed the prerequisites for all chemical engineering courses and has removed any unnecessary ones.*

Recommendation #4: The Department should explore best practices to prepare TA for their job (with clear expectation of their duty and time commitment).

Objective: To continue the hiring and evaluation process already in place for TAGA.

Timeline: Ongoing

Responsibility for leading initiative: Department Chair & Administrative Manager

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

Faculty Dean

One-year follow-up/Update: *The TAGA is now required to meet with the course instructor to discuss and agree on the job requirements, responsibilities and time commitment prior to taking on the TAGA appointment. As required by the CUPE 3 collective agreement, the instructor and TAGA are to meet mid-appointment and towards the end of the appointment to discuss the TAGA's performance.*

Recommendation #5: The Department should make every effort to fully establish a departmental culture where students are the priority.

Objective: To have department chair discuss this priority with faculty and staff.

Timeline: Ongoing

Responsibility for leading initiative: Department Chair

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

Faculty Dean

One-year follow-up/Update: *The department chair has discussed with all faculty and staff the importance of establishing a culture where students are the priority, and that communications with students are vital. All faculty and staff were reminded about: (1) Ryerson's Workplace Civility and Respect Policy, and (2) Ryerson's Guide to Civility. Faculty and staff attended a civility workshop led by Dr. Kelly McShane (Strategic Lead, Organizational Development, Human Resources, Ryerson) held within the department on February 27, 2020.*

Furthermore, the department has implemented a town hall meeting each semester where student leaders from the many student groups in the program (Course Union, CSChE, AIChE) are invited to meet and discuss any issues they may have with the department chair, associate chair for undergraduate studies and administrative staff. The department has and will continue to support the initiatives in the FEAS "All-In Approach" to enhance the student experience.

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

Objective: To have the undergraduate program director meet with instructors before the start of each semester to discuss distribution of course expectations and evaluations.

Timeline: Ongoing

Responsibility for leading initiative: Undergraduate Program Director

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

Faculty Dean

One-year follow-up/Update: *The associate chair for undergraduate studies has begun and will continue to review all the mid-term and term project dates for chemical engineering courses before the start of each semester to ensure there is a good schedule distribution for these course deliverables for each cohort of chemical engineering students.*

Recommendation #7: The Department could better take advantage of the services the Library can offer.

Objective: To have the capstone project coordinator continue working with the Ryerson library staff to implement appropriate workshops in the capstone course.

Timeline: Ongoing

Responsibility for leading initiative: Capstone Project Coordinator

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

Faculty Dean

One-year follow-up/Update: The capstone project coordinator has included in the course a workshop led by a library staff member on literature review techniques and database searches.

Recommendation #8: Make the current contractual administrative staff permanent.
Objective: The position became permanent on August 1, 2019.
Timeline: Done
Responsibility for leading initiative: Department Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
One-year follow-up/Update: <i>The position became permanent on August 1, 2019. No action was necessary for the one-year follow-up.</i>

Recommendation #9: There are some very old undergraduate lab setups that should be discarded and replaced, likely with financial help of the FEAS and/or University.
Objective: To review the lab equipment in the Unit Operations Laboratory and take the necessary action.
Timeline: Short term
Responsibility for leading initiative: Department Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean, Provost
One-year follow-up/Update: <i>The department chair, technical staff and lab course instructors have reviewed all the undergraduate lab set ups in the process measurement and unit operations labs. Funding was received from the FEAS dean to upgrade and purchase necessary lab set ups which will be completed this summer.</i>

Recommendation #10: Address the absence of wheelchair access in some undergraduate laboratories (specifically KHN 002/004).
Objective: To continue working with university administration to implement and fund renovations for wheelchair access to KHN 002/004.
Timeline: Ongoing
Responsibility for leading initiative: Department Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean, Provost
One-year follow-up/Update: <i>Funding has been obtained from the FEAS dean and university for a wheelchair lift and ramp to make the unit operations lab KHN002/004 wheelchair accessible. Facilities Management & Development, with Stephen Pumple as the project manager, is currently working on the renovation/construction project.</i>

Recommendation #11: Better communicate with Faculties that offer service courses (Math, Physics, Computer Science) desirable course content that would be more relevant to engineering students.
Objective: To request the Dean to place this issue for discussion with the Faculty's Undergraduate Studies Committee, and that the Associate Dean, Undergraduate Studies, communicate and work with the math, physics and computer science departments for appropriate course content for engineering students.
Timeline: Short term
Responsibility for leading initiative: Department Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
One-year follow-up/Update: <i>Since the needs of computer programming is different for the various engineering programs in FEAS, the first-year computer programming course has been structured into two streams: (1) CPS 125 for chemical, aerospace, and civil engineering programs, and (2) CPS 188 for biomedical, computer, electrical, industrial, and mechanical engineering programs, with CPS 188 as a more advanced programming course.</i>

Recommendation #12: The PRT suggests that the Chemical Engineering Department further explore with the Dean and Chairs in other FEAS Departments the possibility of expanding mandatory co-op in other programs.
Objective: To request the Dean to place this issue for discussion with the Faculty's Undergraduate Studies Committee and/or in one of the Dean's group meetings with Chairs and Associate Deans.
Timeline: Short term
Responsibility for leading initiative: Department Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
One-year follow-up/Update: <i>The FEAS dean and associate dean has been providing support to the department chair to have the Ryerson Career and Co-op Centre (RCCC) strengthen its support for the chemical engineering co-op program. The RCCC has hired additional staff to search for new employers ready to hire Ryerson chemical engineering students for co-op employment. The FEAS dean and associate dean also provided support to the department's proposal on co-op requirements and sequence changes, which was approved by Senate on June 1, 2021.</i>

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

One-year follow-up/Update: *The department's CEAB coordinator has been working with Paola Borin (Curriculum Development Consultant, Curriculum Quality, OVPA) on this issue. Additional information is provided below.*

Recommendation #14: Revisit the co-op employer survey to elicit feedback from more employers.

Objective: To improve on the number of employer feedback.

Timeline: Short term

Responsibility for leading initiative: Co-op Faculty Advisor

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

Faculty Dean

One-year follow-up/Update: *The department's co-op faculty advisor worked with Ryerson's co-op specialists to create a survey to elicit feedback from employers. Additional information is provided below.*

Recommendation #15: Review and ensure course outlines follow the university template, with particular attention to communication regarding policies for academic and religious or other accommodations.

Objective: To review and ensure course outlines follow the university template each semester.

Timeline: Ongoing

Responsibility for leading initiative: Undergraduate Program Director

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

Faculty Dean

One-year follow-up/Update: *All instructors of chemical engineering courses are required to have their course outlines reviewed and approved by the department chair/associate chair for undergraduate studies to ensure that their course outlines follow the university template and provide necessary information on Senate policies on academic and religious accommodations before distribution to their students. Additional information is provided below.*

Recommendation #16: Consider the additional recommendations outlined in the self-study and take action as required.

Objective: To act upon the following three additional recommendations outlined in the self-study:

1. Promote wellness, sensitivity and inclusivity attributes in faculty and staff
2. Continually review and improve program curriculum
3. Promote extra-curricular activities of students

Timeline: Short term

Responsibility for leading initiative: Department Chair

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

Faculty Dean

One-year follow-up/Update: All faculty and staff were reminded about: (1) Ryerson's Workplace Civility and Respect Policy, and (2) Ryerson's Guide to Civility. Faculty and staff attended a civility workshop led by Dr. Kelly McShane (Strategic Lead, Organizational Development, Human Resources, Ryerson) held within the department on February 27, 2020. The department normally has two retreats annually for department planning and team building between faculty and staff members. These retreats will resume once the university reopens after the pandemic.

The Curriculum Committee continually reviews the chemical engineering curriculum to look for areas of improvement. This past year, the mandatory co-op component of the program went through significant changes. Senate approved a reduction in the number of required work terms from four to three, and the sequence of the co-op to four continuous terms after third-year of studies. The Curriculum Committee has reviewed all course prerequisites. The resultant prerequisites review will allow students to flow through the curriculum with unnecessary prerequisite hurdles to allow for timely program completion.

The department has been and will continue to support all extra-curricular activities with funding, space and/or participation by the department chair/associate chair. These activities include attending the annual Canadian Chemical Engineering Conferences, AIChE conferences and Chem-E Car competitions in the USA, and Cracking the Glass Ceiling: Women in Engineering networking event.

Please find below the measures the department has taken to work on ASC's recommendations:

Update on: Review learning outcomes with Curriculum Quality Assurance to ensure alignment with current practice.

We have started working with Dr. Paola Borin (Curriculum Development Consultant, Office of the Vice Provost Academic) to revise the learning outcomes accordingly.

At the Department level, we organized a meeting between our faculty members and Dr. Borin to review and consolidate the following:

- teaching and assessment methods used in all courses
- list of courses taught in the last 3 years
- list of program instructors
- mapping of the courses to the learning outcomes utilizing the online mapping program

Since learning outcomes are common to all engineering programs, Dr. Borin recommended to review the wording of learning outcomes at the level of the Faculty of Engineering and Architectural Science (FEAS). Accordingly, this directive was discussed last April with the FEAS Quality Assurance Committee. An ad hoc committee comprising Dr. Borin, Dr. Fei Yuan (FEAS Quality Assurance Director), and Dr. Simant Upreti (Associate Chair, Undergraduate Chemical Engineering Program) was formed to initiate the review of learning outcomes and ensure their alignment with current practice. The review is in progress and expected to be finalized by the FEAS Quality Assurance Committee in the next academic year.

Update on: Revisit the co-op employer survey to elicit feedback from more employers.

We have further enhanced and expanded the co-op employer survey form after carrying out discussions with Ryerson Career and Co-op Centre, and the program's Curriculum Committee. The survey (shown below) is now included with each student's co-op evaluation form submitted by the employer. These measures will help us immensely to receive feedback from all employers.

As we look to continuously improve our Chemical Engineering program, we would appreciate getting your answers to the following questions:

1. Including the student on this evaluation, how many Ryerson Chemical Engineering co-op students have you hired in the last 2 years? _____
2. In your experience and based on the academic level of the Chemical Engineering student you hired, how satisfied are you with how the program has prepared the students for your role(s) in Chemical Engineering?
 Very satisfied Somewhat satisfied Neither satisfied nor dissatisfied Somewhat dissatisfied Very dissatisfied
3. What knowledge / technical skills do you feel that the academic program should be providing that students do not currently have, including those specific to your needs?

4. In what way can your company help the program (technically or economically) to be more effective in better training and educating students?

5. Would you be willing to hire more students from the program? Yes No

Supervisor's Signature

Evaluator's Signature

Thank you for completing the Employer Evaluation form. For questions about Co-op or to hire a co-op student for an upcoming term, please contact our office at:
 350 Victoria Street, Toronto, Ontario M5B 2K3 Tel: 416-979-5068
coop@ryerson.ca | www.ryerson.ca/career-coop

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Update on: Review and ensure course outlines follow the university template, with particular attention to communication regarding policies for academic and religious or other accommodations. Starting Fall 2020, the department ensures that all course outlines follow Course Management Policy 166. The latest template from the university is provided to all faculty members and instructors to prepare their course outlines, which include references to the university's [course outline policies](#) covering academic, religious, or other accommodations. Before their distribution to students, the course outlines are reviewed and approved by the department chair/associate chair, undergraduate studies.

iii. ENGLISH One-Year PPR Follow-up Report

This follow-up report addresses the recommendations stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Arts degree program in the Department of English, approved by Senate in January 2020.

This one-year follow-up reports on the status of initiatives in our BA program and provides a report on students outside the program who sought minors in English along with minors pursued by English BA students. Data in tables 1 and 2 were provided by the UPO in June 2021 for the years 2015-2019.

Part 1. Status of the initiatives outlined in the Developmental Plan

Recommendation #1: Provide innovative and academically challenging experiences for our students – develop Internship program (Priority – High) **Implementation Actions and Timeline:** The Curriculum Committee will begin investigations into the feasibility of an Internship Program in the 2018 – 2019 academic year. These investigations will take into consideration student preference for an internship model in which both students and the Department find Internship opportunities. The Curriculum Committee will bring a progress report, as well as plans for next steps, to the Year End Faculty Retreat at the end of term 2019. The Department aims to have an Internship program in place by the 2020-2021 academic year.

English is taking part in a pilot program in the Faculty of Arts with University Co-op. Planning began in 2019 when English, Sociology, History, and Politics and Governance were selected for the Arts pilot, with other Arts programs projected to join Co-op in 2022. Our students were invited to apply for Co-op in spring 2021 and the first cohort will begin the program in fall 2021. This spring, English had eight student applications, the second highest submission rate in the Faculty of Arts (there were 34 applications total from across all units). While these numbers are somewhat lower than Co-op expected, pandemic conditions probably dampened some enthusiasm among students. We anticipate higher uptake for Co-op as we return to campus and continue to support the experiential opportunities of our students. Prof. Irene Gammel has volunteered to act as the faculty Co-op coordinator and is involved directly with the Co-op office and with students who seek this opportunity.

Recommendation #2: Provide innovative and academically challenging experiences for our students - Better integrate career-ready skills across the curriculum (Priority – High) **Implementation Actions:** a.) Encourage instructors to include an assignment, such as a reflection piece, that encourages students to make connections between course material and career-ready skills; b.) Make better use of the services offered by the Career Centre to help train students in how to make these connections within our courses; and c.) Explore the possibility of introducing more explicit industry-related courses in the curriculum.

In addition to partnering with the Faculty of Arts Co-op, we have begun increasing awareness in our courses of career-ready skills by showing students how disciplinary knowledge in the classroom translates into career-ready competence in the workplace. One way of doing this has been to invite the Career Office to speak consistently in individual classes and by incorporating career-based skill information directly into our course outlines. Nearly half of our faculty have regularly invited Nikki Waheed, previous Career Education Specialist in the Faculty of Arts, and current career advisor Laura MacKinnon, to speak to students in their courses about the ways skills in the discipline of English translate into myriad career opportunities. Such skills include those traditionally associated with English like communication, writing, and editing; other skills in project management and corporate branding and storytelling are highlighted for students in hour-long presentations from the career office. While not all faculty members make use of Arts career specialists, those who teach second-year and fourth-year required courses do incorporate career presentations into their syllabi, thus ensuring that students in our program are addressed by career specialists at some point in their program

trajectory. The main course where students encounter career specialists is ENG 810, a required second-year offering in English research methodologies. Career Specialists are also regularly invited to speak to fourth-year students in another required course, ENG 910, where graduating students are able to reflect on what they've learned in our program and how it potentially prepares them for positions in a variety of fields. Waheed and MacKinnon tailor presentations to these students, introducing career advice in the second year and reinforcing that information in fourth-year contexts (some faculty in ENG 400, a required third-year course, also invite career specialists to speak with their students). We continually stress to students that unlike more specialized degrees, a BA in Arts is preparatory for a diverse range of career opportunities. Critical skills and creative ingenuity prepare our students to work flexibly and competitively in today's job markets.

Additionally, the department, with the English Course Union (ECU), planned a March 2020 careers event to draw awareness to the relationship of the academic program with larger job skills. We invited our Program Advisory Council (PAC) and alumni to join us, and we looked forward to showcasing student work at this luncheon. The closing of the university that month due to Covid-19, however, forced us to cancel the event. We will re-stage this opportunity when we're all back on campus. We did, however, support the ECU in a fall 2020 Zoom event that focused on career opportunities for students, though it was conceived by the ECU on a much smaller scale than the 2020 planned luncheon.

In anticipation of future career events, the department replaced our PAC with new members in winter 2021, including two alumni and others with diverse industry connections to the GTA and beyond. The department looks forward to working with the PAC, the ECU, and our students to expand conversations regarding university education and career readiness.

Recommendation #3: Provide innovative and academically challenging experiences for our students - Develop Concentrations (Priority – Medium) **Implementation Actions:** The Department (whenever possible, in conjunction with other faculties and programs across the University) will prioritize developing Concentrations in areas such as: Creative Writing and Publishing; Literature and Social Justice; Digital Humanities and New Media; and, Drama and Performance Studies.

Despite disruptions to curriculum development due to the ongoing pandemic crisis, we have begun discussing the feasibility of creating concentrations in the areas outlined above. At the moment, we do not have sufficient faculty to meet the demands of concentrations in most of the suggested areas. The department met with the Dean in April 2021 to discuss the implementation of a concentration in Creative Writing, and we productively discussed strategies for shaping a creative writing curriculum with introductory, intermediate, and advanced courses. To this end, we have created one new introductory-level course, ENG 230: Creativity, Writing, and Everyday Life, that was first taught in fall 2020. New intermediate level creative writing courses were passed by Department Council in April 2021. The Dean is aware of the department's hiring needs in creative writing, and we have been thinking strategically about how to make use of existing faculty and contract instructors. Our first goal is to begin incorporating the intermediary courses into our curriculum to determine student uptake and faculty support. While we have a map for a concentration in creative writing, we will only officially submit it once some of these tactical difficulties are worked out. Similarly, our limited faculty in Digital Humanities prevents a robust development of a concentration in that area. We currently have no faculty who specialize in drama. Of note, however, is the development of an interdisciplinary minor in Black Studies that will be housed in English. It has been spearheaded by Melanie Knight and Anne-Marie Lee-Loy. Faculty will vote to approve the proposal in a special summer department council meeting.

Recommendation #4: Provide innovative and academically challenging experiences for our students - Expand creative writing offerings (Priority – High) **Implementation Actions:** The Department will create two Creative

Writing Practicum courses, one for fiction and one for poetry. The Department will also explore the possibility of adding scriptwriting and playwriting to its course offerings.

In 2018, the department created two new courses, ENG 306: Poetry and ENG 307: Fiction, both creative writing practicum courses. Originally, ENG 306 was a creative writing practicum that introduced students to both fiction and poetry. By more explicitly determining the function of these courses, students receive greater specialization in creative writing studies. In winter 2021, faculty voted to approve four new creative writing courses, two of which are intermediary, ENG 406 (a course in poetry) and ENG 407 (fiction). Two other newly-approved courses give students industry-specific skills, including a course in publishing and another that focuses on editing.

Recommendation #5: Strengthen SRC excellence in the Department - Review Research Courses in Curriculum (Priority – High) **Implementation Actions:** This evaluation will consider whether ENG 810 should be returned to Year 3 of the Program and whether ENG 810 should be preceded by an Introductory Research Course. The Department will change the mode of delivery for ENG 810 from a “lecture” to a “lab” to better describe the work that is conducted in that course. As more than half the students found that they used the skills in SSH 301 “very little” or “not at all” during their time in the Program, and 25% of respondents who gave suggestions of a course that could be removed from the curriculum identified SSH 301 as such a course, the Department will support any efforts to make SSH 301 an elective course in the curriculum.

In 2019, the department voted to retain ENG 810’s placement in the second year. This decision was based on meetings where faculty discussed the value and role of English research methods in our curriculum. It was determined that students benefit from the course earlier in their academic career since it provides specific skills needed to complete the degree successfully. In addition to ENG 810, a course in literary theory, ENG 400, provides challenges to students. The overall consensus was that it’s best to spread these courses out over second and third year rather than requiring them both in a single year. ENG 400 is more advanced and therefore makes most sense to maintain in the third year.

The department met with the Associate Dean and Chair of Sociology in January 2021 to discuss removing the SSH 301 requirement from our curriculum. Arts understands our position on this second-year course and its complex relation to our department insofar as it does not serve our students’ needs, actively discouraging them. We would like to see it become an Open Elective for our students rather than a requirement in the second year, and we look forward to guidance on this issue from the Dean’s office.

Recommendation #6: Strengthen SRC excellence in the Department – Request for hires (Priority – High) **Timeline:** The DHC will request three hires, one in Indigenous Literatures, one in Gender Studies, and the other in Victorian in the 2018 -2019 academic year with an aim to have at least one new faculty member in place for the 2019-2020 academic year. The DHC will continue to request hires in these areas each academic year until the positions are filled.

The department hired two Indigenous scholars who joined our faculty as acting assistant professors in fall 2020. A Black Studies scholar joins our department at the level of assistant professor in fall 2021. Assistant professors were hired in 2018-2019 in Gender Studies and Victorian literature. We have requested new hires in creative writing and digital humanities for 2021-2022.

Recommendation #7: Better prepare students for future graduate and career opportunities - Integrate the Program Advisory Council more Directly into Student Life and Learning (Priority – High) **Implementation Actions:** The Student Life Committee will identify appropriate alumni and invite them to become members of the PAC beginning in the summer of 2020 with an aim to have a new PAC on board by the 2020 – 2021 academic year. Student Life will host a “brainstorming” session in August or September 2018 with the PAC to determine

the direction of the PAC for the year. The Student Life Committee will report on progress in this area at the 2019 Year End Faculty Retreat.

Action on this item has been slowed down due to the Covid-19 pandemic. The Student Life committee met in fall 2020 to discuss new members for the PAC and to develop new guidelines for their contributions to the department. The Dean's office issued invitations to the nominees in winter 2021 and five new members, including two alumni, will compose the PAC beginning fall 2021. We developed new guidelines for our PAC members, asking them to attend one student-focused event each year and to provide career guidance and advice on curriculum development through biannual meetings.

Recommendation #8: Better prepare students for future graduate and career opportunities - Integrate Career Consultant Services into Coursework (Priority – High) **Implementation Actions:** The Department will invite Nikki Waheed, Career Consultant to a Department Meeting to describe the services that she provides in Fall 2018. Individual instructors, along with the Student Life Committee and the Curriculum Committee, will work with Nikki Waheed to develop and deliver appropriate training to students throughout the academic year. Instructors and the Student Life and Curriculum Committees will report on their progress in these areas and develop next steps at the End of Year Faculty retreat 2019.

Nikki Waheed spoke to our department in fall 2018, advising faculty on ways to incorporate Career Consultant Services into coursework. Nikki has addressed students at various events throughout the years since then, and she has helped develop a culture of awareness for career skills and opportunities among faculty and students. Currently, Laura MacKinnon works as our main contact in Career Consultant Services and has participated in the 2020 fall Orientation and other events. Please see the response to recommendation 2 above.

Priority Recommendation #9: Attract and retain high-quality students (national and international) - Work with Admissions and Recruitment to Develop High-Quality Marketing Materials and Events and Social Media Connections (Priority – Medium) **Implementation Actions and Timeline:** The Department will hire a Social Media Coordinator to maintain and expand its social media outreach. The Social Media Coordinator will review the Department's social media use and make recommendations for improvement in the summer of 2019 to the Web Committee. The Student Life Committee will explore and work on opportunities for marketing with Admissions and Recruitment on an ongoing basis. The Student Life Committee will develop a new pamphlet for the Program to be available by for Winter 2019.

The department hired a Social Media Coordinator for each term since 2018. This role provides support and content for the department website and for its social media interactions. Additionally, a second media specialist was hired to develop Youtube content for the department beginning in spring 2021. A new creative writing brochure, printed in fall 2019, gives potential students a strong sense of the program's creative writing opportunities and its unique profile among other similar offerings at schools across the country.

Priority Recommendation #10: Attract and retain high-quality students (national and international) - Rebuild the Department Website (Priority – Medium) **Timeline:** The Website Committee will conduct a review of the website and identify areas of improvement during the summer 2018. The Department will submit required changes to the website builder or hire a new website creator in Fall 2019. A new Department website will be ready by winter 2020.

A new department website was implemented in fall 2020.

Priority Recommendation #11: Attract and retain high-quality students (national and international) - Create an English (or Humanities) Annual End-of-Year Student Showcase (Priority – High) **Implementation Actions and Timeline:** The Student Life Committee will work with the Career Centre and, if possible, other programs in the Arts, to deliver the first annual showcase in spring 2020. The annual showcase will be an ongoing event. Additionally, the department voted to establish a new Indigenous scholarship award as a way to attract high quality students.

A showcase event was planned for March 2020 that included students, the ECU, and our PAC. Unfortunately, the event was cancelled due to Covid-19. In winter 2021, Department Council voted to update our student awards structure, notably approving department funding of a scholarship for Indigenous student beginning in fall 2021.

Priority Recommendation #12: Contribute to Ryerson's priority of city-building and community contributor - Support the Development of an Alumni Association (Priority – High) **Implementation Actions and Timeline:** The Student Life Committee will identify and contact alumni who may be good leaders of an alumni association, gauge their interest in establishing an alumni association, and host their initial meeting (with representatives from University Advancement) in Summer/Fall 2019. The Student Life Committee will plan an alumni event for Homecoming weekend, October 2019. The Department will utilize new alumni pages on the revitalized website to promote events that will be of interest to the alumni and to foster an online alumni community. The Student Life Committee will support University Advancements efforts to encourage the creation of an Alumni Association on an ongoing basis.

An alumni association was created in 2019. We invited alumni to serve on our PAC and we are making efforts, slowed due to Covid-19, to work more closely with former students. Since 2021-2022 is the 10-year anniversary of the program, we have planned a number of events that are being fleshed out by the steering committee. These events will include functions with alumni. The 2019 event mentioned above was pushed back to March 2020 and then cancelled due to the pandemic. We are planning a live luncheon in winter 2022 that brings students, faculty, and alumni together.

Part 2. Report on number and programs of students completing English minors and number and program of minors completed by English majors:

From 2015-2019, there were 724 students from six different faculties graduating with a minor in English (see UPO table below 1). The highest number of students with English minors came from the Faculty of Communication and from within the Faculty of Arts. Students in Media Studies made up the majority of those seeking a minor in our program. Not surprisingly, a robust number of students in Journalism also pursued a minor in English. Storytelling, communication, and critical analysis of cultural texts are elements shared by our program and Media Studies and Journalism. Development of a new minor in Storytelling could have widespread cross-disciplinary appeal to students. The data also suggests that the department should increase Liberal Studies offerings that meet the interests of students in other faculties.

In our own program and in BA double major programs with English and Philosophy and English and History, students completed 333 minors in 23 different Ryerson programs (see UPO table 2 below). Those programs with the largest uptake for our students are Sociology (35), History (28), Philosophy (18), Psychology (24), News Studies (13) and French (9). Six students obtained minors in Business Communications while others pursued Geography, Film, Law, and other fields. The data suggests that English should pursue a double major with Sociology to complement current joint majors with History and Philosophy. The data also indicates that our

students are less interested in courses outside the Faculty of Arts, and that we should consider new pathways and relationships of learning in connection to other Arts offerings.

Table 1: Counts of graduates with Minor in English, June 2015 - October 2019

Count of ID	Column Labels						
Completion Term and Program	Faculty of Arts	Faculty of Communication and Design	Faculty of Community Services	Faculty of Engineering and Architectural Science	Faculty of Science	Ted Rogers School of Management	Grand Total
1151	14	154	1				169
AC001	11						11
BA001	3						3
EC001			1				1
JO001		16					16
RT001		136					136
TH002		1					1
TH003		1					1
1155	2	16	1		1		20
AC001	2						2
BS001					1		1
EC001			1				1
IM003		1					1
RT001		15					15
1161	13	163	3	1	1	1	182
AC001	5						5
BA001	8						8
BE001				1			1
BM001						1	1
CS001					1		1
EC001			3				3
GC001		1					1
IM003		2					2
JO001		10					10
RT001		148					148

TH002		1				1
TH003		1				1
1165	4	22				26
AC001	3					3
BA001	1					1
RT001		22				22
1171	17	177				194
AC001	9					9
BA001	8					8
CR001		1				1
IM003		1				1
JO001		19				19
PR001		1				1
RT001		155				155
1175	2	8	1			11
BA001	2					2
EC001			1			1
RT001		8				8
1181	13	45	4	1	1	64
AC001	5					5
BA001	8					8
BE001				1		1
BO001					1	1
EC001			3			3
IM001		1				1
IM003		2				2
JO001		24				24
PR001		1				1
RT001		16				16
RT003		1				1
SW001			1			1
1185	2	3				5
AC001	1					1
BA001	1					1

RT001		2					2
RT003		1					1
1191	14	28	2	1	1	1	47
AC001	2						2
BA001	12						12
BE001				1			1
BS001					1		1
CR001		1					1
CY002			1				1
EC003			1				1
GC001		1					1
IM001		1					1
JO001		13					13
PR001		2					2
RL001						1	1
RT001		9					9
TH001		1					1
1195	2	4					6
AC001	1						1
BA001	1						1
IM001		1					1
RT001		3					3
Grand Total	83	620	12	3	4	2	724

**Table 2: Count of English Graduates by Minor
(Blank = no minor)**

(Note: totals don't match Major as 9 BAENGLISH students completed 2 minors each)

Count of ID	Column Labels										
Row Labels	1151	1155	1161	1165	1171	1175	1181	1185	119	119	Grand Total
BAENGLHIS						1			3		4
MINFRENCH									1		1

MINPHILOS									1		1
(blank)							1		1		2
BAENGLISH	51	3	52	2	67	6	71	1	63	9	325
MINACCOUNT	1										1
MINACTDNCE							1				1
MINBIOLOGY							1				1
MINBUSCOMM	1		2		1		1		1		6
MINCHILDYS	1										1
MINCURATOR							1				1
MINETHICS			1								1
MINFILMST									1		1
MINFRENCH			3				2		4		9
MINGEOGRHY			2				1				3
MINGLBOLD										1	1
MINHISTORY	8		3		3	1	3		9	1	28
MINHUMRES					1		1		1		3
MINJUSTICE			2	1			1				4
MINLAW							3				3
MINMUSCULT					1						1
MINNEWSTUD	4		4		1		3		1		13
MINPHILOS					6	1	3		7	1	18
MINPOLITIC		1					1				2
MINPSYCH	3		7	1	2	1	7		3		24
MINPUBRELS									1		1

MINRETSERV	1									1		
MINSOCIOL	5		2		7	1	10		9	1	35	
(blank)	27		2	26	45	2	32	1	26	5	166	
BAENGLPHIL							1		3		4	
MINACTDNCE									1		1	
MINSOCIOL									1		1	
(blank)							1		1		2	
Grand Total	51		3	52	2	67	6	73	1	69	9	333

iv. INTERNATIONAL ECONOMICS AND FINANCE One-Year PPR Follow-up Report

This follow-up report addresses the recommendations stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Arts degree program in the Department of International Economics and Finance, approved by Senate in April 2020.

In accordance with Ryerson Senate Policy 126, section 12, the Economics Department has prepared this One-year Follow-up Report to the PPR for the Bachelor of Arts, International Economics and Finance. The report addresses the department's progress on the three issues specified by the Academic Standards Committee in their Evaluation of the program's PPR Final Assessment Report presented at the April 7, 2020 Senate meeting.

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE INTERNATIONAL ECONOMICS AND FINANCE PROGRAM

The International Economics and Finance program submitted a self-study report to the Vice-Provost Academic on January 17, 2020. Three arm's-length external reviewers, Dr. Alok Johri, Department of Economics, McMaster University, Dr. Miquel Faig, Department of Economics, University of Toronto Mississauga, and Dr. Yuanshun Li, School of Accounting and Finance, Ted Rogers School of Management, Ryerson University, were appointed by the Dean of Arts from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a site visit at Ryerson University on April 8 and 9, 2019.

In their report, dated May 24, 2019, the Peer Review Team (PRT) provided feedback that describes how the International Economics and Finance program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities.

The Chair of the International Economics and Finance program submitted a response to the PRT Report on September 18, 2019. The response to both the PRT Report and the Program's Response was submitted by the Dean of the Faculty of Arts on January 15, 2020.

The Academic Standards Committee completed its assessment of the International Economics and Finance Program Review on February 27, 2020. The Academic Standards Committee recommended that the program continue, as well as provide a one-year follow-up report by June 30, 2021, as follows:

1. Update on 2nd year student retention numbers;
2. Update progress on incorporation of cultural relevance and EDI in course content;
3. Report on the status of the initiatives outlined in the Implementation Plan.

The next section in this report provides a follow-up on each of these three areas.

ONE-YEAR FOLLOW-UP REPORT TO THE PPR

1. Update on 2nd year student retention numbers

Table 1 provides updated data on second year student retention numbers published by the University Planning Office (UPO) in the January 2021 Progress Indicators and Related Statistics, available at <https://www.ryerson.ca/content/dam/university-planning/Data-Statistics/ProgIndJan21.pdf>. The data reports numbers for the International Economics and Finance program, the Faculty of Arts and Ryerson as a whole.

Table 1: Second year student retention rates

	Percentage of students retained in any year level of same program after TWO years of study									
Cohort:	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Retained in:	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
International Economics and Finance	59.0	50.0	55.6	55.3	55.2	52.5	57.5	50.0	54.8	62.9
Faculty of Arts	64.8	67.4	66.1	66.0	65.7	63.9	64.6	63.1	62.0	63.4
Ryerson	72.9	75.9	74.3	76.2	77.3	76.5	76.9	77.5	76.3	77.0

Source: Indicator 5e, Progress Indicators and Related Statistics, January 2021, University Planning Office, Ryerson University
<https://www.ryerson.ca/content/dam/university-planning/Data-Statistics/ProgIndJan21.pdf>

The table shows a substantial improvement in the second year retention rate for the cohort that entered the program in Fall 2017, relative to previous years. The retention rate for this cohort was 62.9 percent, 8 percentage points higher than the previous year's cohort, and close to the average in the Faculty of Arts (63.4 percent). This increase occurred despite the fact that the first year retention rate for the Fall 2017 cohort was not significantly higher than in previous years (please, see table 2). The department believes that this higher retention rate is the direct result of curriculum adjustments introduced in Fall 2017. In particular, the department reduced the number of compulsory courses in the second year from nine to seven, by moving ECN600 (Intermediate Macroeconomics II) and ECN700 (Intermediate Microeconomics II) to the third year of the program.

Table 2: First year student retention rates

	Percentage of students retained in any year level of same program after ONE year of study									
Cohort:	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
Retained in:	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
International Economics and Finance	54.8	82.7	77.6	80.2	77.2	84.9	75.0	61.5	77.5	78.1
Faculty of Arts	74.9	80.4	77.3	77.0	74.1	76.2	74.6	70.2	73.3	71.1
Ryerson	81.0	82.3	82.1	83.3	83.2	83.5	84.1	82.9	83.5	81.9

Source: Indicator 5d, Progress Indicators and Related Statistics, January 2021, University Planning Office, Ryerson University
<https://www.ryerson.ca/content/dam/university-planning/Data-Statistics/ProgIndJan21.pdf>

To further analyze retention patterns and to attempt to identify characteristics among the newly admitted students that could lead to higher retention rates, the department obtained microdata from the University Planning Office for newly admitted students who had enrolled in the program from 2015-2019. The data included the students' high school entry averages, student type (high school, mature, international) as well as their CGPAs, academic standing and program of study for each year that they remained at Ryerson. The main findings from this analysis are listed below:

Finding 1: There is no overall pattern in the difference in retention rates based on entry averages.

Finding 2: Mature and international students tend to have higher retention rates than high school students.

Finding 3: Most students who leave the program in the first two years leave Ryerson University altogether (only about one quarter of these are Required to Withdraw) and only a few transfer to another Ryerson program.

The department is considering several strategies to further improve retention rates, based on these findings. These strategies include: (i) take steps to identify struggling students early on in the program, and act to keep them engaged; (ii) better market the program to prospective students so that they have a better understanding of its technical nature and requirements, (iii) increase the cutoff grade for both Mathematics and English to 70 percent (at par with the requirements of the Business Management program at TRSM), but keep the minimum entry average unchanged, and (iv) advise University Admissions to allow and accept a greater percentage of mature and international students into the program.

2. Incorporation of cultural relevance and EDI in course content

The department has taken several initiatives to identify and incorporate cultural relevance and EDI in course content:

2.1 Explicitly list EDI-relevant course content in course outlines.

Economics course outlines tend to list only general topics, and relevant EDI content covered in case studies and/or class examples often does not explicitly appear in the outline. To illustrate this point, we provide below some examples of EDI-related content included in some of our courses that may not be explicitly specified in their outlines. Instructors have also committed to identify additional EDI-relevant applications to be included in their courses.

ECN 101 (Principles of Microeconomics) and ECN 104 (Introductory Microeconomics)

- Topic on labour markets: discusses gender-based labour market discrimination
- Topic on resource allocation: discusses important tradeoffs between economic efficiency and equity (applied to people with disabilities)
- Topic on income distribution and the welfare state: issues related to poverty and inequality of opportunities and policies/programs to address these inequities

ECN201 (Principles of Macroeconomics) and ECN 204 (Introductory Macroeconomics)

- Topic of economic growth: includes discussions of the economic importance immigration of the increase in women's labour force participation after WWII
- Topic of unemployment: discusses how unemployment rates differ across different social groups and how these differences accentuate income inequality.

ECN507 (Ethics and Justice in Economics)

- The course covers the critical issue of the widening wealth gap between the rich and the poor and how issues related to race, gender and ethnicity contribute to this gap.

ECN 620 (Applied Economic Analysis)—Capstone course

- The course has a project that applies the economic theory of discrimination to the gender wage gap. Students review legislation on equal pay and economic policies introduced to promote gender equality in the labour force.
- The course has a research component where the students investigate a current issue related to an important public policy topic and present it in class. Students often choose EDI relevant issues like indigenous policy, health and welfare of low income households, access to postsecondary education and food security.

ECN 722 (Economic Issues of Professional Sports) and ECN 729 (Sports Economics)

- The courses cover issues related to women in professional sports and gender and racial discrimination in sports practice and management

ECN 702 (Econometrics II)

- Topic on Regression analysis with a binary dependent variable. As an application to the theory, the course discusses the role of racial discrimination in mortgage lending.

2.2 Offer new courses with strong EDI components or refocus existing ones

Two courses with strong EDI components will be offered starting Fall 2022:

ECN 640 (Economics of Immigration)

In the academic year 2021-2022, the department will be offering a new course on the Economics of Immigration (ECN 640) [the course was in the books but had not been offered for many years] with a focus on inclusionary immigration policy. For examples, topics related economic assimilation and human capital loss of newcomers; gender race inequality; and underrepresentation of immigrants in senior positions at workplaces. We do not have an outline for the course yet, as it will be redeveloped and taught by a new instructor.

ECN 503 (Economic Development)

In 2021, the department hired a new faculty member (Dr. Nicholas Li) with expertise in economic development and the economics of poverty. Dr. Li is redesigning our Economic Development course (ECN 503) to focus it on the economics of poverty and how they affect the developed world. The course will be offered in Fall 2021 and, even though Dr. Li has not completely finalized the curriculum for the course, he shared his plans so that they could be included in this report.

The course will cover standard topics in the economics of developing countries - nutrition, health, education, fertility and intra-household decision-making, risk, access to capital, labor markets and entrepreneurship and political economy – and it will show how these same issues are relevant in studying poverty in North America and, in particular, Canada and the GTA. The main objectives are to de-otherize and de-colonize the way in which these topics are conventionally taught (as something foreign that affects only developing nations) and to increase the relevance of the material by showing that it can be applied to their own community.

Topics that will be covered in the course:

- Challenges faced by remote/rural communities with limited access to markets and the relevance of these issues for aboriginal peoples of Canada.
- Discrimination in labor markets and affirmative action policies (linking discussions of caste and gender based discrimination and policies in India with studies on discrimination faced by Canadian immigrants and racialized minorities in North America).
- Interactions between gender and poverty: discrimination against girls, relationship between gender norms and labor markets.
- Importance of neighborhood peer effects and the influence of culture through the study of housing and re-location policies with applications to the Regent Park project housing in Toronto, the US moving-to-opportunities program and slum clearance programs in India.

Dr. Li is planning to add a Canadian Indigenous perspective to the course by incorporating readings from the book “Indigenomics” by Caron Anne Hilton. The book is particularly relevant to provide an indigenous perspective to the units on entrepreneurship and environmental issues that will be part of the course.

Dr. Li also plans to add a unit on colonialism that will cover the legacies of colonialism in both developing countries and the North American context, including recent work on the legacy of residential schools in Canada and the slaughter of the plains bison in the 19th century.

2.3 Increase diversity and acquire expertise in EDI-related topics through new faculty hires

The department has hired two new faculty members in 2021 with expertise in economic development and the economics of immigration and who research in EDI related topics.

For 2022, the department has proposed to search for an EDI hire, with expertise in the areas of Indigenous Economics, Economics of Racism or the Economics of Inequality, Gender and Discrimination.

3. Report on the status of the initiatives outlined in the Implementation Plan

The department of economics has made some progress towards implemented the initiatives outlined in our Implementation Plan. Due to the pandemic, the department concentrated most of its energies in the planning and delivery of the curriculum virtually and decided to postpone major changes in the curriculum until after our return to campus. Nevertheless, we have had some discussions related to the recommendations in the Implementation Plan and we have formed committees that have drafted some proposals. The status of each of the initiatives for the 1-year Follow-up Report are listed below, under each of the priority recommendations.

IMPLEMENTATION PLAN

<p>Priority Recommendation #1: <i>Investigate incorporating concentrations within the current program.</i></p>
<p>Rationale: <i>Following the global financial crisis, there has been increased demand for expertise in financial economics. This observation was reinforced with feedback from some employers in our internship program and from discussions with our Program Advisory Council. In addition, the feedback from our students over the years was that some of our students would like to take more financial economics courses in their upper year and other students prefer more international economics courses. To acquire the necessary expertise in any of these economics fields and to distinguish themselves from general economics majors, students should take nine to ten field-specific courses in financial economics or in international economics. Currently, our curriculum has twenty-four required courses and thus it is difficult for students to take extra field-specific courses. To meet this demand the Department had initially proposed that we split the Bachelor of Arts (International Economics and Finance) program into two programs, namely, Bachelors in International Economics and Bachelors in Financial Economics. However, following the reports from the PRT and Faculty of Arts, the Department has reconsidered splitting the Bachelor of Arts (International Economics and Finance) program into two programs and, as a first step, we will investigate incorporating concentrations within the current program.</i></p>
<p>Implementation Actions:</p> <ul style="list-style-type: none"> • <i>Develop concentrations within the Curriculum Committee</i> • <i>Review with faculty</i> • <i>Implement assessment/approvals process for integration of concentrations into curriculum</i> • <i>Clearly communicate availability of concentrations and registration process to students.</i> • <i>Develop any core elective courses required for the concentration, if any</i> • <i>Monitor course availability</i> • <i>Monitor student enrolments in concentrations</i>
<p>Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) <i>2020-21 academic year with submission of proposal to VPA by June 30, 2021; commences Fall 2022</i></p>
<p>Responsibility for</p> <p>a) leading initiative: <i>Program Chair/Director</i></p> <p>b) approving recommendation, providing resources, and overall monitoring: <i>Faculty Dean, ASC</i></p>
<p>Status for 1-year Follow-up Report</p> <p><i>The department has had several discussions on the issue of adding concentrations to the program. Following an in-depth analysis of microdata on student retention and the feedback from students, the department has concluded that it would like to attract a wider variety of students with interests that go beyond business. To this effect, the department is now discussing the possibility of adding Concentrations to the curriculum. Under this proposal, after two (or maybe three) semesters in the program, students would choose a Concentration, depending on their interests (policy, theory or a mixture). The department has formed a committee that will prepare a proposal for a curriculum with Concentrations and that will be discussed in the next departmental meeting in September 2021.</i></p>

<p>Priority Recommendation #2: <i>As a result of Priority Recommendation #1 we would investigate renaming our program from Bachelor of Arts (International Economics and Finance) to Bachelor of Economics and Finance.</i></p>
<p>Rationale: <i>In the early 2000's the Bachelor of Arts (International Economics and Finance) program had 15 required courses whose content was international or finance in nature, in addition to 12 required economic theory and quantitative courses. Over the years we made 8 of these required international or finance courses electives. This was due to the recommendations made by the Peer Review Team for the 2006-2007 Periodic Program Review and as a result of harmonizing with the 1st Arts common platform in 2012. Thus, the international economics and finance nature of the initial Bachelor of Arts (International Economics and Finance) program has been watered down over the years. In addition, if we wish to include concentrations and have a required curriculum suitable for having double majors we would need to make a number of these required international or finance courses, electives. Thus, the program name would not be reflective of the new curriculum. Therefore, the Department would investigate renaming our program from Bachelor of Arts (International Economics and Finance) to Bachelor of Economics and Finance.</i></p>
<p>Implementation Actions:</p> <ul style="list-style-type: none"> • <i>Review with faculty</i> • <i>Implement approvals process for changing the program name</i> • <i>Work with Admissions on marketing</i>
<p>Timeline: <i>(What are the estimated timelines for acting on implementation of the recommendation?) 2020-21 academic year with submission of proposal to VPA by June 30, 2021; commences Fall 2022</i></p>
<p>Responsibility for</p> <p>a) leading initiative: <i>Program Chair/Director</i></p> <p>b) approving recommendation, providing resources, and overall monitoring: <i>Faculty Dean, Registrar, ASC</i></p>
<p>Status for 1-year Follow-up Report</p> <p><i>The department had several discussions regarding the change in the program's name. There was an agreement to drop "International" from the title, but the department decided to wait until we had a firm proposal for the curriculum change with Concentrations before setting on a change in the program's name.</i></p>

<p>Priority Recommendation #3: <i>Change the admission requirements to the Bachelor of Arts (International Economics and Finance) program by raising the entering average from 70 percent to 75 percent.</i></p>
<p>Rationale: <i>For almost two decades the high school entering average has always being around 77 percent (the second lowest in Ryerson). This average would have increased if we had kept our first-year intake to about 90 students as in 2009-2011. Instead, the registrar's office increased admissions to our program over the years and it is now 175 students for Fall 2021. This low entering average has resulted in poor student retention after two years in the program which is later reflected in poor graduation rates. From Fall 2012 to Fall 2016 there was always a much higher correlation between our first-year students' Winter CGPA and their entering average grade than with the grade on any high school math course. The Department has co-responsibility with TRSM for the Economics and Management Science major in the Bachelor of Commerce in Business Management. The students in this major take the same core economics courses as those in the Bachelor of Arts (International Economics and Finance). Yet there is no problem with retention or graduation rates with Economics and Management Science students as their high school entering average is at least 84 percent. Therefore, the Department would like to change the admission requirements to the Bachelor of Arts (International Economics and Finance) program by raising the entering average from 70 percent to 75 percent and collaborate with Admissions in implementing an aggressive promotional campaign to attract students with higher high school averages to the program.</i></p>
<p>Implementation Actions:</p>

<ul style="list-style-type: none"> • Review with faculty • Consult with the Registrar’s Office • Work with Admissions on designing appropriate marketing for the program
<p>Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) 2020-21 academic year with submission of proposal to VPA by June 30, 2021; commences Fall 2022</p>
<p>Responsibility for a) leading initiative: Program Chair/Director b) approving recommendation, providing resources, and overall monitoring: Faculty Dean, Registrar, ASC</p>
<p>Status for 1-year Follow-up Report <i>The department performed an in-depth analysis on student retention using microdata provided by the University Planning Office. As discussed in point 1 in this report, the analysis did not find any patterns relating students’ high school entry averages with their likelihood of being retained in the program or their Academic Standing after one or two years in our program. As a result, the department has decided not to ask for a change in the minimum entering average to be admitted to the program. Through a focus group with students prior to the pandemic, the department did learn, though, that the programs low cutoff grade for both Mathematics and English of 65 percent gave prospective students the false impression that the program was “easy” and not technically challenging. The Department has recently consulted with Admissions on this issue, and it has been determined that the minimum grade 12 Mathematics grade can be increased from 65 percent to 70 percent, which will result in incoming students having better mathematics preparation, although perhaps lower overall averages (since the admissions target number is not being reduced to compensate for this). This should help to avoid giving prospective students the (false) impression that the program is less mathematically-challenging than other programs such as Business Management. Nonetheless, with the absolute number of students admitted continuing to increase year after year, there is little reason to be optimistic that the program will admit a larger proportion of well-qualified students going forward.</i></p>

<p>Priority Recommendation #4: <i>The remaining reviewer’s recommendations involve obtaining extra resources that are critical for maintaining the high standard in all of our programs.</i></p>
<p>Rationale: <i>A number of program weaknesses identified in the self-study involved resources in general, faculty size and offices. Since September 2008, we had a net increase of six tenure-stream faculty. Three new faculty were needed for the PhD in Economics program launched in September 2010, as it has twelve required PhD level courses like many other comparator programs. The remaining three new faculty were required to teach an extra 5,792 students (this enrollment growth was mostly due to the growth in the number of students in the Economics and Management Science major that we are co-responsible for with TRSM). Since three tenure-stream faculty cannot teach 5,792 students, it led to many CUPE 1 or 2 sections and very large class sizes.</i></p>
<p>Implementation Actions:</p> <ul style="list-style-type: none"> • Review with faculty • Consult with the Dean of Arts and Vice-Provost Planning • Work with Admissions on marketing
<p>Timeline: (What are the estimated timelines for acting on implementation of the recommendation?) 2020-21 academic year with submission of proposal to VPA by June 30, 2021; commences Fall 2022</p>
<p>Responsibility for a) leading initiative: Program Chair/Director b) approving recommendation, providing resources, and overall monitoring: Faculty Dean, Vice-Provost Planning, Provost</p>
<p>Status for 1-year Follow-up Report</p>

The department hired one new faculty member in 2020 but lost another one that year, and then hired two new faculty members in 2021 (the total faculty count is now 25). There will be no new faculty members hired for 2022. However, the number of program students and students taking courses in economics has continued to increase at a fast rate. For example, the number of students admitted to the Bachelor of Arts (International Economics and Finance) program grew from 154 in Fall 2020 to 175 in Fall 2021. It is unlikely that the net growth of 2 new faculty members since 2019 has even offset the growth in enrolment numbers during that period, and most certainly has not addressed the shortage that already existed. As a result, the number of CUPE sections continues to increase dramatically. For the 2021-2022 academic year, there are a total of 57 CUPE sections, plus another 6 taught by a LTF, leaving less than 50% of all undergraduate sections taught by tenure-stream faculty. There is, unfortunately, no reason to think that the faculty-student ratio will improve in the near future.

v. RETAIL MANAGEMENT One-Year PPR Follow-up Report

This follow-up report addresses the recommendations stated in the Academic Standards Committee's assessment of the Periodic Program Review of the Bachelor of Commerce degree program in the Department of Retail Management, approved by Senate in June 2020.

In June 2020, the Academic Standards Committee recommended that the program continue, as well as provide a one-year follow-up report by June 30, 2021. This report updates the status of the initiatives outlined in the Implementation Plan with a notable focus on the approval to transition the degree program to 40 credits.

The School of Retail Management has made significant progress and continues to work toward the implementation plan objectives as outlined below:

Recommendation #1: To include the "Honours" designation in the degree title.
Rationale: As a four year B.Comm, the degree in Retail Management has been mapped to the OCAV table of UDLES for an Honours degree at the Bachelor's level.
Objective: The Honours designation typically helps to differentiate Bachelor's degree programs that incorporate a higher level of achievement through the completion of a 4-year academic program rather than non-honours degrees that may only require 3 years of study. While the B.Comm degree in Retail Management has always been a 4-year program, it has not included this designation. The addition of the honours designation will help position graduates from the RM program on equal footing to their peers who have completed 4-year degrees at other post secondary institutions and as a point of differentiation from shorter college diploma programs.
Implementation Actions: <ul style="list-style-type: none"> ● Upon approval of this Program Review, the School will propose this change be made to the Ryerson Undergraduate Program Calendar for the 2021/2022 academic year.
Timeline: <ul style="list-style-type: none"> ● Submission of proposal memo to Academic Standards Committee, May 2020 ● Submission of calendar changes to the Registrar office by October 2020.
Responsibility for leading initiative: <ul style="list-style-type: none"> ● Program Director
Responsibility for approving recommendation, providing resources and overall monitoring: <ul style="list-style-type: none"> ● Office of the Registrar

Status for 1-yr follow up report:

- Completed/passed by Senate in June 2020

Recommendation #2: To Discontinue the Part-time degree program offering.**Rationale:**

- Part-time program admissions have averaged less than 8 students annually over 7 years.
- Retention rates for this group are only 25% after 4 years in the program.
- It is sometimes viewed as a “back door” entry point for prospective students who were deemed underqualified for the full-time RM program.
- Timing and nature of several core courses, including 4th year capstone classes prove challenging for part-time students to attend in the day yet limited interest/ability to offer evening, online or tied sections through continuing education for these senior level courses.
- As a result of the above, the use of course substitutions for core retail courses had become a norm to assist part-time students complete their requirements for graduation.
- Students completing the more established part-time degree in Business Management now have access to the Minor in Retail Management that wasn't available prior to the previous PPR and these Retail courses are available as online offerings.

Objective:

- Having already suspended new registrations in the part-time degree in Retail Management as of Fall 2017 and pending the outcome of this review, the formal discontinuation of this offering for new students is proposed to take effect in Fall 2021. Current students will continue to be supported on an individual basis toward the successful completion of their degree as they have been to date.

Actions:

- Approval of proposal to discontinue Part-Time degree offering in Summer 2020.
- Amendment to Ryerson Undergraduate Course Calendar to be submitted by October 2020 to become effective in Fall 2021.
- Update all online (Ryerson, TRSM, Chang School) references to the Part-Time degree with directions to the Part-time degree in business management and minor in retail.

Timeline:

- Approval of proposal in Summer 2020; commences Fall 2021

Responsibility for leading initiative:

- Program Director

Responsibility for approving recommendation, providing resources and overall monitoring:

- Faculty Dean

Status for 1-yr follow up report:

- This proposal was approved by the Retail School Council (March 10) and Retail Program Advisory Council (March 23) and will be presented to the TRSM UCC (May 4) and Faculty Council (May 12) for final consideration by Academic Standards Committee in 2021

Recommendation #3: To focus RM program marketing messages on opportunities for internships, co-op, retail as a career (leveraging alumni, category management and sales professional certifications, advisory council, location, etc.) in relation to the RM curriculum.

Rationale:

- Student feedback suggests that internship/co-op opportunities and the unique nature of a degree specialized in retail are the most important factors for prospective applicants.
- While more active promotion of program scholarships was recommended in the previous program review, opportunities for financial aid appear to be a secondary concern for prospective students in attempting to identify the right program and may be more effectively highlighted later in the process of converting applicants to enrollments.

Objective:

- Overcoming misperceptions about retail careers have proven challenging for the industry as a whole and thus remains a priority for the RM degree program.
- The relevance of the degree and interest in specific retail careers once individuals are made aware of the opportunities (e.g., buying and merchandising, digital retailing, etc.) is illustrated in part through a high percentage of students who enroll in the RM program via direct entry (transfers from college programs) or working for a short period following high school.
- By developing consistent messaging that highlights the diversity of career possibilities and skills required for innovative retail initiatives, the school may better position the RM degree to improve conversion rates among new applicants and those considering a transfer from other university programs while also strengthening internal retention.

Actions:

- Develop a plan to highlight new retail alumni each year that match the interests stated by students and employer partners in annual surveys.
- Include focus on unique paths within the retail curriculum (i.e., buying, digital) and certifications (e.g., Professional Category Manager, Sales Professional).
- Explore the value of targeted marketing of a degree in retail beyond Ontario and opportunity to reach students considering a change in universities / programs.
- Increase focus on college diploma graduates for “direct entry” paths to the degree.
- Measure popularity of specific career roles/employer brands on social media/website.
- Survey students about top reasons for selecting the RM program and top forms of engagement they experienced prior to accepting their admission offer.

Timeline:

- Develop an initial plan in Summer 2020
- Content creation in July/August
- Begin activating content through online / print channels September through March
- Conduct new student and employer surveys in October
- Review annually in April the effectiveness of all content and plan for new examples to highlight in the following year.

Responsibility for leading initiative:

- Manager, Program Design in consultation with TRSM Marketing & Communications team.

Responsibility for approving recommendation, providing resources and overall monitoring:

- Program Director

Status for 1-yr follow up report:

This objective is underway and remains in progress.

- In coordination with faculty member Dr. Frances Gunn, the Manager of Program Design, student staff, and in consultation with the TRSM MarCom team, the program is undertaking several branding and outreach initiatives to further our exposure in the retail community.
- To date, students in second and third year of the program have shared TikTok style videos on the School's Instagram channel with their ideas on the themes of, "why a degree in retail just makes sense" and "why a career in retail just makes sense".
- Similarly, the School is launching a "Ryerson Retail Talks" video series to host on YouTube with four themes that will continue to outline the value of a degree and careers in retail. These themes include: "Talks with Students", "Talks with Faculty", "Talks with Alumni" and "Talks with Researchers". To date, 5 videos have been recorded with one featuring the winner of the Shopify Challenge in a 4th year Retail class who designed an ecommerce store for his family business.
- In the annual Retail Program Planning meeting this May, a deeper discussion about branding the school will continue from initial conversations in earlier faculty meetings during the year.

Recommendation #4: Propose curriculum change from 45 to 40 credits while presenting suggested paths of study that align with career fields, special topics, or future graduate studies.

Rationale:

- Updating the curriculum to 40 total credits will better align with requirements by other programs in TRSM, increasing flexibility and choice for RM students.
- Informal pathways that may be mapped to the curriculum (examples include Buying & Merchandising, Digital Retail, and Sales Leadership as identified by students and employers).
 - a) Many prospective students consider the RM program due to career aspirations in buying;
 - b) Digital innovation is an area that may be of interest yet often overlooked by prospective students as being part of a retail degree;
 - c) Sales leadership is a growing area within TRSM, and can be a great way to enhance interdisciplinary orientation within this field.
- Within an ever-changing industry, retail job functions, titles and terminology evolve and must be monitored to ensure currency and alignment with curriculum.
- Current students may benefit from clearer suggestions about how courses relate to each other and to prospective career paths or Masters programs.
- The potential to explore and identify one formal area of concentration (e.g., digital retail, sales leadership) that complements the school's reputation for buying and merchandising may better serve prospective, current and graduating students alike.

Objective:

- Propose a revised curriculum plan that reduces total credits from 45 to 40.
- Outline paths through the RM curriculum that relate to specific career interests. This may include special notation in the Undergraduate Course Calendar to show clusters of courses (e.g. RMG302, RMG400, RMG452, RMG806, RMG909, RMG916 for Buyers and Merchants)
- Explore the opportunity to develop pathways in a field of retail with growing student interest and employer demand.

Actions:

- Submit curriculum change proposal to TRSM Undergraduate Curriculum Committee.
- Review curriculum clusters and alignment to career paths during faculty meeting.
- Conduct iterative research with students, alumni, employers about these paths.
- Actively monitor course enrolments, student interests, and industry needs.
- In addition to the informal paths, identify the potential for one specific area of concentration within the retail degree.

Timeline:

- Review curriculum with Faculty in Spring 2020
- Present revised curriculum plan to UCC in Summer then TRSM Faculty Council in Fall 2020
- Prepare proposal for course calendar submission in October that includes informal paths.
- Further explore potential for one formal concentration in Winter 2021
- Present follow up report to ASC by June 30, 2021.

Responsibility for leading initiative:

- Program Director & Manager, Program Design & Academic Advisor

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

- Faculty Dean

Status for 1-yr follow up report:

A motion was passed during a meeting of the Ryerson Senate on November 3, 2020 as follows:

- ***“That Senate approve the reduction from 45 to 40, in the total number of courses required for the Bachelor of Commerce in Retail Management degree program.”***
- *All 5 courses that were removed from the core requirements have been shifted to elective tables, allowing for potential future access to these topics on an optional basis.*

With this change becoming effective for students entering the degree program during the Fall 2021 academic term, and new branding initiatives related to item 3 above, the School will continue to present and develop potential paths of study through the curriculum in select classes (e.g. RMG100, RMG799) and online through the School website. (See Appendix – Curriculum Changes)

Recommendation #5: Explore opportunities for funding to support and sustain the ongoing integration of retail undergraduate students in faculty research projects on an annual basis.

Rationale:

- Faculty in the RM program have proven adept at guiding MScM students to successful completion of a research-based degree.
- The RM Academic Plan and NSSE survey suggests opportunities for integrating more undergraduate students in the research process.
- With select examples of grants being used to hire retail research assistants, this could be expanded if more consistent funding were available.

Objective:

- To identify internal funding within the RM program to support the ongoing integration of undergraduate students in research projects.
- Support Faculty in their pursuit for grants to open opportunities for Undergraduate-based research assistants.

Actions:

- Conduct needs assessment among faculty of the type of research support that is most needed.
- Align needs with potential for undergraduate students to provide relevant support.
- Explore potential for internal funding of student research positions.
- Develop process for faculty to apply / implement retail research projects.
- Identify or create space/process for student researchers and research assistants to work on an on-going basis.
- Invite select undergraduate students to the annual Retail Research Colloquium.

Timeline:

- Needs assessment in faculty meetings Fall 2020.
- Review internal accounts, potential sources of funding – Fall 2020.
- Develop pilot project & process for undergraduate research initiatives.

Responsibility for leading initiative:

- Program Director

Responsibility for approving recommendation, providing resources and overall monitoring:

- Faculty Dean

Status for 1-yr follow up report:

This objective remains in progress. While securing space and funding for undergraduate students to participate in research has been paused due to the impact of COVID-19 and virtual work environments, individual retail faculty have found success in mentoring undergraduate research.

Examples include:

- Dr. Mark Lee mentored a 4th year undergraduate student (Lara Hamdan) whose paper was published with her as the **primary author** in an “A-ranked journal” – the International Journal of Retail & Distribution Management in February 2021. He has also worked with another 4th year student who has also presented his work at an academic conference.
- Dr. Janice Rudkowski mentored a 3rd year student (Alex Duesing) in a Research Assistant Co-op position with funding through the Student Work Placement Program. She and Alex co-presented their work at the Triennial AMA/ACRA conference in March 2021. Dr. Rudkowski has also been successful in acquiring a MITACs Grant providing research opportunity for a student in Hong Kong.
- Dr. Mark Lee, in coordination with the UCC, has created a TRSM-wide Business Research Methods course that provides exposure and opportunity for undergraduate students. The course (to be BUS777 pending approval) will be offered to TRSM students in an intensive format (i.e., 2-weeks in Spring/Summer Semester). The intended benefit of the course is to recruit enthusiastic, high-performing students to get them interested in the graduate programs at TRSM/Ryerson.

Start date of next Periodic Program Review: 2024-25

Appendix – Curriculum Changes

(Effective Fall 2021)

Current Curriculum - 1st Year

Fall	Semester One	Winter	Semester Two
RMG100	Issues and Innovations in Retailing 1	RMG200	Intro to Retail and Services Management
CMN279	Introduction to Professional Communication	ACC100	Introductory Financial Accounting
GMS200	Introduction to Global Management	ITM102	Business Information Systems I
QMS110	Applied Mathematics for Business	MKT100	Principles of Marketing
MHR405	Organizational Behaviour	QMS210	Applied Statistics for Business
ECN104	Introductory Microeconomics		

Approved New Curriculum - 1st Year

Fall	Semester One	Winter	Semester Two
RMG100	Issues and Innovations in Retailing 1	RMG200	Intro to Retail and Services Management
CMN279	Introduction to Professional Communication	ACC100	Introductory Financial Accounting
GMS200	Introduction to Global Management	ITM102	Business Information Systems I
QMS110	Applied Mathematics for Business	MKT100	Principles of Marketing
MHR523	Human Resources Management	QMS210	Applied Statistics for Business

Changes to get from 11 to 10 courses in first year include:

- moved ECN104 out of Semester 1 to Semester 4
- replaced MHR405 with MHR523

Current Curriculum - 2nd Year

Fall	Semester Three	Winter	Semester Four
RMG301	Retail Operations Management	RMG300	Retail Information Management
RMG400	Merchandise Buying and Planning 1	RMG303	Managing the Retail Workplace

ACC406	Introductory Management Accounting	RMG700	Applied Retail Research
ENT500	New Venture Start-up	ECN204	Introductory Macroeconomics
Liberal Studies	One Table A Lower Liberal Studies	LAW122	Business Law
		Liberal Studies	One Table A Lower Liberal Studies

Approved New Curriculum - 2nd Year

Fall	Semester Three	Winter	Semester Four
RMG301	Retail Operations Management	RMG300	Retail Information Management
RMG400	Merchandise Buying and Planning 1	RMG303	Managing the Retail Workplace
ACC406	Introductory Management Accounting	RMG700	Applied Retail Research
LAW122	Business Law	ECN104	Introductory Microeconomics
Liberal Studies	One Table A Lower Liberal Studies	Liberal Studies	One Table A Lower Liberal Studies

Changes to get from 11 to 10 courses in second year include

- Removed ENT500 from Semester 3 and adding to the P.R. / Open Elective table II
- Moved LAW122 from Semester 4 to Semester 3
- Moved ECN104 from Semester 1 into Semester 4
- Moved ECN204 from Semester 4 to Semester 5

Current Curriculum - 3rd Year

Fall	Semester Five	Winter	Semester Six
RMG434	Intro to Logistics & Supply Chain Management	RMG302	Retail Consumer Insights
RMG910	Omni-Channel Retailing	RMG452	Visual Merchandising and Space Planning
GEO419	Retailing GIS and Geo-demographics	FIN300	Managerial Finance I
Professional Elective	One course from Table I	Professional Elective	One course from Table I
Professionally Related / Open Elective	One course from Table II	RM799*	Internship Placement & Prep
Liberal Studies	One Table A Lower Liberal Studies	Liberal Studies	One Table B Upper Liberal Studies

Approved New Curriculum - 3rd Year

Fall	Semester Five	Winter	Semester Six
RMG434	Intro to Logistics & Supply Chain Management	RMG302	Retail Consumer Insights
ECN204	Introductory Macroeconomics	RMG452	Visual Merchandising and Space Planning
FIN300	Managerial Finance I	Professionally Related / Open Elective	One course from Table II
Professional Elective	One course from Table I	Liberal Studies	One Table B Upper Liberal Studies
Liberal Studies	One Table A Lower Liberal Studies		
4 year Program with Internship:		RM799*	Internship Placement & Prep
5 year Program with Co-op:		Professional Elective	One course from Table I

Changes to get from 12 to 10 courses in third year include

- Removed RMG910 from Semester 5 and added to the Professional Elective table I.
- Removed GEO419 from Semester 5 and added to the P.R. / Open Elective table II.
- Moved ECN204 from Semester 4 (current) to Semester 5 (proposed)
- Moved FIN300 from Semester 6 to Semester 5
- Moved one P.R. / Open Elective Table II from Semester 5 to Semester 6
- Moved one Professional Elective Table I from Semester 6 to Semester 7 for students in the 4-year program
- Substituted RMG799 in Semester 6 with a Professional Elective only for students in the 5 year co-op program.

Current Curriculum - 4th Year

Fall	Semester Seven	Winter	Semester Eight
RMG500	Retail Strategy	RMG908	Issues and Innovations in Retailing II
RMG801	Retail Career Strategies	RMG925	Leading in Retail Service Organizations
Professional Elective	One courses from Table I	Professional Elective	One course from Table I
Professionally Related / Open Elective	<u>TWO</u> courses from Table II	Professionally Related / Open Elective	One course from Table II
Liberal Studies	One Table B Upper Liberal Studies	Liberal Studies	One Table B Upper Liberal Studies

Approved New Curriculum - 4th Year

Fall	Semester Seven	Winter	Semester Eight
RMG500	Retail Strategy	RMG908	Issues and Innovations in Retailing II
Professional Elective	<u>TWO</u> courses from Table I	Professional Elective	One course from Table I
Professionally Related / Open Elective	One course from Table II	Professionally Related / Open Elective	<u>TWO</u> course from Table II
Liberal Studies	One Table B Upper Liberal Studies	Liberal Studies	One Table B Upper Liberal Studies

Changes to get from 11 to 10 courses in fourth year include

- Removed RMG801 from Semester 7 and add it to the Professional Elective Table I
- Removed RMG925 from Semester 8 and add it to Professional Elective Table I
- Moved one P.R. / Open Elective Table II from Semester 7 to Semester 8
- Moved one Professional Elective Table I into Semester 7 from Semester 6 in place of RMG801 for students in the 4 year program (or a 5th Professional Elective for those in co-op).

Implementation Plan - Phased-In Summary of Curriculum Changes

Year 1 – 2021-2022:

- ECN104 moved out of fall semester in 1st year
- MHR405 replaced with MHR523 in fall semester of 1st year

Year 2 – 2022-2023:

- ECN104 moved into Winter semester of 2nd year
- ENT500 removed from Fall semester of 2nd year
- LAW122 moves from Winter to Fall semester of 2nd year
- ECN204 removed from Winter semester of 2nd year

Year 3 – 2023-2024:

- RMG910 removed from Fall semester of 3rd year.
- GEO419 removed from Fall semester of 3rd year.
- FIN300 move from Winter to Fall semester of 3rd year.
- One P.R. / Open Elective Table II moved from Fall to Winter semester of 3rd year.
- For students in 4-year program only: one Professional Elective Table I removed from Winter

Year 4 – 2024-2025:

- One P.R. / Open Elective Table II moved from Fall to Winter semester of 4th year.
- Move one Professional Elective Table I into Fall semester and remove RMG801 from 4th year.
- Move RMG801 from Fall Semester of 4th year to Professional Elective Table 1
- Move RMG925 from Winter Semester of 4th year.

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

ASC Members:

Robyn Parr, Interim Registrar

Donna Bell, Secretary of Senate

Kelly MacKay, Chair and Vice-Provost Academic

Marcia Glasgow, Office of the Vice President Equity and Community Inclusion

Jason Lisi, Director, Curriculum Quality Assurance

Andrea Migone, Faculty of Arts, Politics and Public Administration

Andrew Hunter, Faculty of Arts, Philosophy

Christopher Gibbs, The Creative School, Creative Industries

Abhay Sharma, The Creative School, Graphic Communications Management

Eric Liberda, Faculty of Community Services, Occupational & Public Health

Diane Pirner, Faculty of Community Services, Nursing

Jurij Leshchyshyn, Faculty of Engineering & Architectural Science, Architectural Science

Amirnaser Yazdani, Faculty of Engineering & Architectural Science, Electrical, Computer & Biomedical Engineering

Hilary Evans Cameron, Lincoln Alexander School of Law, Law

Vadim Bostan, Faculty of Science, Chemistry and Biology

Gagan Gupta, Faculty of Science, Chemistry and Biology

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

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

John Papadopoulos, Library

Linda Koechli, Chang School of Continuing Education

Dalia Hanna, Chang School of Continuing Education

Zaima Aurony, Student

Kavin Nguyen, Student



**Academic Governance and Policy Committee (AGPC)
Report #F2021-3 to Senate**

Academic Governance and Policy Committee Report – J. Simpson

1. Provost's Update
2. Revised Early Childhood Studies Council Bylaws
3. YSGS Report to AGPC - Cory Searcy

New Graduate Council Bylaws:

- 1) Data Science and Analytics MSc.
- 2) Child and Youth Care MA

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
- C. Searcy, Vice Provost & Dean, Yeates School of Graduate Studies
- 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. Brahmhatt, Yeates School of Graduate Studies Student Senator

Ryerson University
Faculty of Community Services
School of Early Childhood Studies
School Council Bylaws

Revision approved by ECS School Council, Sept. 27th, 2021
To be submitted to University Senate for approval November, 2021

1. Introduction

The School of Early Childhood Studies (ECS) has a School Council in accordance with Senate Policy #45 that is constituted with a structure and membership as determined by the bylaws articulated below and approved by the Dean of the Faculty of Community Services and the Senate of Ryerson University.

2. Mandate

The Council has the following mandate:

- a. School Council will approve policies with exclusive effect on the School of ECS.
- b. School Council is responsible for the collegial oversight of all academic matters of the school including changes to curriculum and courses.
- c. To foster understanding and co-operation among faculty, staff and students.

3. Composition

- a. The following shall be voting members of the School Council:
 - i. All RFA faculty members except those who have left to take on administrative positions in the University. Faculty on sabbatical can vote if they are present at the meeting.
 - ii. School Director
 - iii. Associate Directors
 - iv. One part- time/sessional instructor chosen by and from the sessional and part-time instructors of the school. Representatives shall be chosen by means of election at the beginning of Fall semester. All part-time and sessional instructors under contract to teach in the Fall or Winter semesters are entitled to be nominated and vote for the representative.
 - v. Students:
Students shall be elected at a ratio of not less than one fourth and not more than one third of the total voting faculty members.

Membership shall have representation from the following 6 categories:

- President of the ECS Course Union
- One representative from the MA-ECS graduate student body
- One representative from the part-time program
- One representative from the MA-ECS Graduate Course Union
- One representative from the 1st year students
- One representative from the Direct Entry students

Representatives shall be chosen by means of election at the end of Winter semester for the following academic year with the exception of the 1st year, Direct Entry and Graduate Course Union representatives who will be elected in the following fall term.

- b. The following shall be non-voting members of Council as available and/or required for specific business:

- Part-time Program Manager
- Manager, Children and Family Programs
- Graduate Program Administrator
- Professors Emeritus
- Student Affairs Coordinator
- Field Education Coordinator
- Field Education Assistants
- Departmental Assistant
- Visiting Professors
- Post-doctoral students

4. Voting

- a. A vote on any motion is won by 50% plus one of the total votes. It is tied when each position receives exactly the same affirmative support; it is lost when 50% plus one of the total vote is against the proposed motion. Email votes are allowed when Council is not able to meet as a group.
- b. The Chair of the School Council will not vote on matters except in the case of tied votes, in which case the Chair's vote will serve as the tie breaker.

5. Selection and Duties of Chair and Secretary

- a. Chair
- i. The Chair of School Council shall be a RFA faculty member and selected by means of election by Council members during a meeting in the winter semester to begin serving in the following fall semester.

- ii. The term of office shall be two years.
 - iii. The Chair is responsible for scheduling meetings, setting an agenda, distributing relevant documents and maintaining order and decorum at meetings.
 - iv. The Chair is responsible for overseeing the distribution of meeting minutes to Council members.
- b. Secretary
- i. The Secretary shall be selected by means of election by Council members during a meeting in the winter semester. The secretary shall be elected from members of the council.
 - ii. The term of office shall be one year.
 - iii. The Secretary is responsible for recording all proceedings of meetings including attendance. The proceedings shall be vetted by the Chair prior to distribution to Council members and the FCS Dean by the Secretary within 10 business days of the meeting.

6. Meetings

- a. All School Council meetings will follow Bourinot's Rules of Order.
- b. The School Council shall meet at least twice a year, once in each Fall and Winter semester.

7. Notice of Meetings

- a. The Chair shall forward to each Council member a notice of meeting at least 15 days in advance of each meeting.
- b. A Council member who wishes to propose an agenda item must submit it to the Chair at least ten days in advance of the meeting at which the member wishes it to be considered.
- c. An agenda, including all relevant documents and motions will be forwarded to each Council member at least five days in advance of each meeting.
- d. A special meeting may be called without 15 days notice at the discretion of the Chair and/or Director. Members of the Council can request the Chair or Director to call a special meeting to address an urgent matter.
- e. The first meeting of each academic year shall be the final Monday of September.

8. Quorum

- a. A quorum shall consist of no fewer than half the voting school council members
- b. The number of faculty in attendance must be greater than the number of

students.

- c. For the purpose of voting, a quorum shall exist when 50% plus one of non-student voting members are present and at least two student members are present. The majority of those present must be faculty members. 'Presence' can be either in person or by electronic means.
- d. Where the matter pertains to the Graduate program, one of the students present must be a graduate student, and the Graduate Program Director must be present.
- e. Faculty members on official leave (e.g., sabbatical or long-term sick leave, but not briefly ill) will not be counted for the purpose of establishing quorum unless they are present physically or through electronic means.

9. School Council Committees

a. General Regulations

- i. School Council shall establish the following committees to review the following School matters:
 - Curriculum and Course Development
 - Scholarly Research and Creative Activities
 - EDI
 - Communications
- ii. Faculty members who are selected for Committees each Fall, serve as the voting members of the committee. The Director and Associate Directors are counted as faculty.
- iii. Student membership on each committee shall reflect the membership proportions for the whole School Council in accordance with section 3a(v) save in cases where there may be a conflict of interest. In such cases, procedures shall be established to provide for input from the excluded member.
- iv. Meetings of the committees are open to all who are interested.

b. Committees

- i. Curriculum and Course Development Committee
- ii. Mandate.
 - a. Review the School's curriculum and recommend revisions, additions, deletions and bring to the School Council for approval
 - b. Review curriculum of other departments and services offered by other units when appropriate in order to determine impact on the School's curriculum
 - c. Report on any issues within its mandate
- iii. Members

The following shall be members of the Curriculum and Course Development Committee:

- a. School Director
- a. Faculty
- b. Students
- c. A Chair will be elected from among the members of the committee

ii. Scholarly Research and Creative Activities (SRC) Committee

1. Mandate: To promote and foster scholarly, research and creative (SRC) activities as essential components of academic life. To represent the School of ECS on the FCS SRC committee.
2. Members: The following shall be members of the SRC Committee:
 - a. Faculty
 - b. Students
 - c. A Chair will be elected from among the members of the committee. The Chair will serve for one year, and sit on the Faculty of Community Services SRC committee for that time period as well.

iii. Equity, Diversity and Inclusion (EDI)

- Mandate
The mandate of the EDI Committee is to promote and foster a culture in the School of Early Childhood Studies dedicated to the pursuit of equity, diversity, and inclusion by working to recognize and de-center the ways in which systems of oppression (including ableism, childism, classism, colonialism, gender-based discrimination and homophobia, anti-Black racism and other forms of racism) have shaped the historical legacy of early childhood studies and that continue today. Our mandate also includes implementing concrete actionable change to foster social justice.
- Membership
The following shall be members of the EDI Committee:
 - a. Faculty
 - b. Director
 - c. Students
 - d. Chair/Co-Chairs will be elected from among the members of the committee for a two year term

iv. Communications Committee

1. Mandate:
 - a. To foster a positive learning environment for ECS students, faculty

and administration.

- b. To provide a forum for addressing issues pertaining to school policies and practices.
- c. To facilitate communication among the different constituents within the school.

2. The following shall be members of the Communications Committee:

- a. Faculty
- b. Director
- c. Associate director
- d. Academic advisors for the full-time and part-time programs
- e. Students
- f. Student advocate from the Course Union (non- voting)
- g. Associate Director of Academic Leadership will chair the committee.
- h.

10. **Dispute Resolution:** See Senate Policy No. 45, Constitutional provisions for Department/School Councils

11. **General Information:** See Senate policy No. 45, Provisions for Department/ School Councils.

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YSGS Report to AGPC

For December 2021 Senate
Submitted November 8, 2021

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

New Graduate Council Bylaws

Data Science and Analytics MSc

The Data Science and Analytics MSc Graduate Program Council (GPC) has approved a set of bylaws that is in line with Policy 45: Governance Councils. These bylaws were approved by the GPC, followed by the approval of the YSGS Programs and Planning Committee on October 4, 2021 and YSGS Council on November 3, 2021.

Motion for Senate: That Senate approves the proposed Data Science and Analytics MSc Graduate Program Council Bylaws.

Child and Youth Care MA

The Child and Youth Care MA Graduate Program Council (GPC) has approved a set of bylaws that is in line with Policy 45: Governance Councils. These bylaws were approved by the GPC, followed by the approval of the YSGS Programs and Planning Committee on October 4, 2021 and YSGS Council on October 19, 2021.

Motion for Senate: That Senate approves the proposed Child and Youth Care MA Graduate Program Council Bylaws.

Data Science and Analytics MSc Program - New Bylaws

1. Definitions

Chair: Chair of Council, unless otherwise stated

Council: Graduate Program Council unless otherwise stated

Faculty: all full-time faculty members associated with the programs in Data Science and Analytics

GPD: the Graduate Program Director of the programs in Data Science and Analytics.

Graduate Student: a student who is registered in the Data Science and Analytics Program.

YSGS: Yeates School of Graduate Studies.

2. Mandate

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

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

3. Authority

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

- 3.1. The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to this graduate program/Department/School/Faculty. The GPC will collaborate in a transparent manner with related Department/School Council(s), Chair(s)/Director(s), affected Faculty Dean(s) or designate(s), the Vice Provost & Dean of YSGS, the YSGS Council and its standing committees.

- 3.2. The GPC may **approve** policy and procedures with significance and effect only in the program. The GPC must consult with the GPD, affected Faculty Dean(s) or designate(s), Faculty Council(s) where appropriate, the Dean of Record, and the Vice Provost & Dean of YSGS before implementing any policy or procedure. The Vice Provost & Dean of YSGS shall ensure that all consultations have occurred before endorsing the implementation of any policy or procedure.
- 3.3. The GPC may **recommend and communicate** policies and procedures with implications beyond the program. Affected Faculty Dean(s), and/or designate(s) and/or the Dean of Record must endorse recommended policies and procedures before they are submitted to the Vice Provost & Dean of YSGS and YSGS Council. The YSGS Council makes recommendations for approval to Senate.
- 3.4. The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest. Department/School based programs should copy their respective Department/School Councils on such reports.
- 3.5. Input to committees:
 - 3.5.1. GPC and committees will review all matters pertaining to their mandates on their own initiative.
 - 3.5.2. GPC may also request that committees review any particular matter.

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

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

4. Membership

In accordance with Policy 45, membership has been determined via a consultative process involving the GPD, affected Chair(s)/Director(s), affected faculty Deans, and the Vice-Provost & Dean, YSGS. GPC Membership includes the following:

- 4.1. The Graduate Program Director (GPD)
- 4.2. One faculty member drawn from each of the university faculties with involvement in the program, elected by the members of the faculty that are involved in the program.
- 4.3. One Graduate Student representative elected by and from graduate students in the program.
- 4.4. The Graduate Program Administrator who will be a non-voting member of Council.
- 4.5. The term of GPC membership will be 3 years for faculty and staff, and 1 year for students.

5. Chair

- 5.1. The Graduate Program Director will serve as Chair. The GPC Chair is responsible for (or ensuring that the following are conducted):
 - 5.1.1. Calling and conducting meetings, and confirming quorum.
 - 5.1.2. Setting agendas.
 - 5.1.3. Maintaining a written record of Council decisions, actions, and recommendations, and ensuring that a copy of these records is filed with the YSGS Graduate Studies Assistant.
 - 5.1.4. Monitoring follow up to Council actions.
 - 5.1.5. Submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council.
- 5.2. The GPC Chair is an ex-officio member of all GPC committees and sub-committees.
- 5.3. The GPC Chair may request another council member to act as Chair on an interim basis.

6. GPC Procedures

- 6.1. GPCs will normally meet at least twice per year, once in each of the Fall and Winter semesters. Meetings will be scheduled to permit sufficient time for submissions to be made, for information or approval where applicable, to other committees and councils. Additional meetings may be held at the call of the GPC Chair or at the request of Council members.
- 6.2. Notices of meetings will normally be distributed at least 5 days in advance.
- 6.3. Only faculty and student members of the GPC are voting members. The GPC Chair shall vote only in the event of a tie. Staff may serve on the GPC or its committees but are non-voting.

- 6.4. Quorum is 50% of the GPC's full membership, and the majority of the members present must be voting faculty members.
- 6.5. Voting matters are decided by a simple majority of voting members present at a meeting.
- 6.6. Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.
- 6.7. All members are expected to attend Council and, where relevant, committee and sub-committee meetings. If members are unable to attend they are to inform the Chair of the GPC, relevant committee or sub-committee in advance of the meeting, or as soon as possible thereafter
- 6.8. Any Council member may attend a meeting of any committee, of which he/she is not a formal member, as a non-voting participant.
- 6.9. A decision to amend GPC Bylaws requires a two-thirds majority of voting members present at the meeting, and can be taken only after written notice has been provided to all members at least 5 days in advance of the meeting. There is no proxy voting, and GPC members must be in attendance at a GPC meeting to vote (except where 6.6 applies).

7. Standing Committees

[GPC sub-committees (which may be Committees of the Whole) may be established, with mandate and authority specified at the time of the creation. Where decision-making power is delegated to such sub-committees, their responsibilities and composition must be specified in these bylaws. If sub-committees are deemed appropriate by the GPC, consideration should be given to those areas (e.g., curriculum, scholarship and awards, admissions) included in the YSGS governance structure. Other sub-committees may be established in accordance with GPC bylaws.]

- 7.1. Additional committees, coordinator and working groups can be established at any time with the approval of the GPC.
- 7.2. Membership of all committees and sub-committees is on a volunteer basis and should be approved by the GPC.
- 7.3. The term of office of members of any committee or sub-committee is 1 year from September 1 to August 31. There is no limit to the number of terms committee and sub-committee members may serve, provided that the member is re-elected every year.

The Standing Committees of the GPC are as follows:

7.4. Admissions and Studies

- 7.4.1. Mandate: to make recommendations to the YSGS Council, or relevant subcommittee, regarding the following:
 - 7.4.1.1. Recruitment mechanisms;
 - 7.4.1.2. Procedures, practices and standards for admissions into graduate programs, including academic and non-academic qualifications (ESL, standards, etc.);
 - 7.4.1.3. Registration practices (course selection and approval);
 - 7.4.1.4. Review and approve course changes and new course proposals
 - 7.4.1.5. Standards for maintaining good standing (grades, continuous registration, etc.);
 - 7.4.1.6. Residency/post residency requirements;
 - 7.4.1.7. Full-time and part-time status requirements and procedures;
 - 7.4.1.8. Procedures and practices for graduate examinations, in particular, comprehensive examinations, thesis requirements and thesis examination practices;
 - 7.4.1.9. Time limits for completion of graduate programs;
 - 7.4.1.10. Definition of instructional offence and offences of conduct;
 - 7.4.1.11. Student appeal and petition mechanisms; and
 - 7.4.1.12. Graduation requirements and practices and convocation practices.
 - 7.4.1.13. This committee does not review individual student files or protected information
- 7.4.2. Committee Composition: GPD, 3 faculty members, 1 student representative. The Committee may second additional non-voting members.

7.5. Scholarships and Awards

- 7.5.1. Mandate:
 - 7.5.1.1. To recommend policies and practices for graduate student funding, e.g. minimum levels, length of commitment, both full-time and part-time;
 - 7.5.1.2. To recommend sources of graduate student funding, e.g. internal scholarships, and R.A.'s; and
 - 7.5.1.3. Recommend selection procedures.
- 7.5.2. Committee Composition: GPD, 2 faculty members.

7.6. Program Membership Committee

- 7.6.1. Mandate:

- 7.6.1.1. To develop program-specific criteria and procedures for YSGS membership and supervisory responsibilities, which must be consistent with YSGS requirements and approved by Vice Provost & Dean of YSGS;
 - 7.6.1.2. To review membership applications at the program level in light of the rationale established for membership, and to submit its recommendations to the Dean of YSGS; and
 - 7.6.1.3. To review the YSGS membership list on an annual basis and submit it to the Vice Provost & Dean of YSGS.
- 7.6.2. Committee Composition: GPD, 3 faculty members, 1 student representative.
- 7.6.3. Procedures
- 7.6.3.1. On an annual basis the GPD shall send the names of the PMC members and an updated list of YSGS membership to the YSGS Dean;
 - 7.6.3.2. The PMC shall review YSGS membership applications and submit its recommendations to the YSGS Dean for approval.

7.7. Ad Hoc Committees

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

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

Child and Youth Care MA Program - New Bylaws

1. Definitions

Alumni: A graduate of the Child and Youth Care graduate program

Chair: Chair of Council, unless otherwise stated

Council: Graduate Program Council unless otherwise stated

Faculty: All full-time faculty members

Graduate Program: The Child and Youth Care graduate program

Graduate Student: A student who is enrolled in the Child and Youth Care graduate program

2. Mandate

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

- 2.1. To develop and recommend policies relevant to the Graduate Program within the context of general University policies, especially those of the Yeates School of Graduate Studies (YSGS).
- 2.2. To contribute actively to the operation and long-term planning of the Graduate Program and YSGS through the creation of committees, working groups, and other mechanisms as deemed appropriate.
- 2.3. To ensure the Graduate Program remains current and relevant by recommending changes to the current curriculum and methods of delivery.
- 2.4. To provide an arena for the debate, discussion, and dissemination of information on matters pertaining to the Graduate Program and YSGS.
- 2.5. To uphold the School of Child and Youth Care's commitment and mission to respond to anti-Black racism, anti-Indigenous racism and to furthering anti oppressive practices, decolonization, children's rights, and social justice.

3. Authority

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

- 3.1. The GPC is responsible for academic policy and procedure recommendations pertaining to graduate education and graduate offerings specific to this Graduate Program. The GPC will collaborate in a transparent manner with the School of Child and Youth Care School Council and /Director, the Dean of the Faculty of Community Services or designate, the Dean of YSGS, and the YSGS Council and its standing committees.

- 3.2. The GPC may **approve** policy and procedures with significance and effect only in the program. The GPC must consult with the GPD, the Dean of the Faculty of Community Services or designate, Faculty Council(s) where appropriate, and the Dean of YSGS before implementing any policy or procedure. The Dean of YSGS shall ensure that all consultations have occurred before endorsing the implementation of any policy or procedure.
- 3.3. The GPC may **recommend and communicate** policies and procedures with implications beyond the program. The Dean of the Faculty of Community Services and/or designate must endorse recommended policies and procedures before they are submitted to the Dean of YSGS and YSGS Council. The YSGS Council makes recommendations for approval to Senate.
- 3.4. The GPC may report directly to the YSGS Council on issues specific to the respective program, and/or matters of general interest. The GPC should copy the School of Child and Youth Care Council on such reports.
- 3.5. Input to committees:
 - 3.5.1. GPC and committees will review all matters pertaining to their mandates on their own initiative.
 - 3.5.2. GPC may also request that committees review any particular matter.

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

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

4. Membership

In accordance with Policy 45, membership has been determined via a consultative process involving the GPD, Director of the School of Child and Youth Care, Dean of the Faculty of Community Services, and the Dean, YSGS. GPC Membership includes the following:

- 4.1. The Graduate Program Director (GPD)
- 4.2. The School Director
- 4.3. All faculty members who are active YSGS members and are currently teaching in, currently supervising students of, **or** active in the administration of the Graduate Program.
- 4.4. Two (2) Graduate Student representatives from this Graduate Program, nominated and elected by and from graduate students in the program.
- 4.5. Two (2) Alumni representatives from this Graduate Program nominated and elected by GPC members. They will be non-voting members of Council.
- 4.6. The Graduate Program Administrator and Graduate Internship Coordinator, who will be non-voting members of Council.
- 4.7. The term of GPC membership for non-faculty members will be 2 years for alumni, and 1 year for students. All members may stand for re-election.

5. Chair

- 5.1. GPC Chair will be the GPD of the Graduate Program.
- 5.2. The GPC Chair is responsible for (or ensuring that the following are conducted):
 - 5.2.1. Calling and conducting meetings, and confirming quorum.
 - 5.2.2. Setting agendas.
 - 5.2.3. Maintaining a written record of Council decisions, actions, and recommendations, and ensuring that a copy of these records is filed with the YSGS Graduate Studies Assistant.
 - 5.2.4. Monitoring follow up to Council actions.
 - 5.2.5. Submitting relevant agenda items to applicable YSGS committees (e.g., Programs and Planning Committee) or to the YSGS Council.
- 5.3. The GPC Chair may request another council member to act as Chair on an interim basis.
- 5.4. The GPC Chair shall vote only in the case of a tie.

6. GPC Procedures

- 6.1. GPCs will meet at least twice per year, once in each of the Fall and Winter semesters. Meetings will be scheduled to permit sufficient time for submissions to be made, for information or approval where applicable, to other committees and councils. Additional meetings may be held at the call of the GPC Chair or at the request of Council members.
- 6.2. Notices of meetings will normally be distributed at least 5 days in advance.
- 6.3. Only faculty and student members of the GPC are voting members. The GPC Chair shall vote only in the event of a tie. Staff and alumni may serve on the GPC or its committees but are non-voting.
- 6.4. Quorum is 50% of the GPC's voting membership, and the majority of the members present must be voting faculty members (including the GPD and Director).
- 6.5. Voting matters are decided by a simple majority of voting members present at a meeting.
- 6.6. Decisions may be taken outside meetings through ballots distributed electronically or physically to all members.
- 6.7. All members are expected to attend Council and, where relevant, committee and sub-committee meetings. If members are unable to attend, they are to inform the Chair of the GPC, relevant committee or sub-committee in advance of the meeting, or as soon as possible thereafter.
- 6.8. Any Council member may attend a meeting of any committee, of which they are not formal members, as a non-voting participant.
- 6.9. A decision to amend GPC Bylaws requires a two-thirds majority of voting members present at the meeting and can be taken only after written notice has been provided to all members at least 5 days in advance of the meeting. There is no proxy voting, and GPC members must be in attendance at a GPC meeting to vote (except where 6.6 applies).

7. Standing Committees

GPC sub-committees (which may be Committees of the Whole) may be established, with mandate and authority specified at the time of the creation. Where decision-making power is delegated to such sub-committees, their responsibilities and composition must be specified in these bylaws. If sub-committees are deemed appropriate by the GPC, consideration should be given to those areas (e.g., curriculum, scholarship and awards, admissions) included in the YSGS governance structure. Other sub-committees may be established in accordance with GPC bylaws.

- 7.1. Additional committees, coordinators and working groups can be established at any time with the approval of the GPC.

- 7.2. Membership of all committees and sub-committees is on a volunteer basis and should be approved by the GPC.
- 7.3. The term of office of members of any committee or sub-committee is 1 year from September 1 to August 31. There is no limit to the number of terms committee and sub-committee members may serve.

The Standing Committees of the GPC are as follows:

7.4. Admissions, Studies, and Curriculum

- 7.4.1. Mandate: to make recommendations to the YSGS Council, or relevant subcommittee, regarding the following:
 - 7.4.1.1. Recruitment mechanisms;
 - 7.4.1.2. Procedures, practices and standards for admissions into the Graduate Program, including academic and non-academic qualifications (ESL, standards, etc.);
 - 7.4.1.3. Registration practices (course selection and approval);
 - 7.4.1.4. Standards for maintaining good standing (grades, continuous registration, etc.);
 - 7.4.1.5. Residency/post residency requirements;
 - 7.4.1.6. Full-time and part-time status requirements and procedures;
 - 7.4.1.7. Procedures and practices for graduate examinations, in particular, comprehensive examinations, thesis requirements and thesis examination practices;
 - 7.4.1.8. Time limits for completion of the Graduate Program;
 - 7.4.1.9. Definition of instructional offence and offences of conduct;
 - 7.4.1.10. Student appeal and petition mechanisms;
 - 7.4.1.11. Graduation requirements and practices and convocation practices; and
 - 7.4.1.12. Graduate Program curriculum review and reform as needed.
- 7.4.2. Committee Composition: GPC Chair (GPD), all faculty members who are members of the Graduate Program Council; and up to 2 non-voting Alumni GPC members.

7.5. Scholarships and Awards

- 7.5.1. Mandate:
 - 7.5.1.1. To recommend policies and practices for graduate student funding, e.g. minimum levels, length of commitment, both full-time and part-time;

- 7.5.1.2. To recommend sources of graduate student funding, e.g. internal scholarships, A.A.s and R.A.s; and
- 7.5.1.3. Recommend selection procedures.
- 7.5.2. Committee Composition: GPD, 2 faculty members, and 1 alumni representative & GPA as non-voting members

7.6. Program Membership Committee

- 7.6.1. Mandate:
 - 7.6.1.1. To develop program-specific criteria and procedures for YSGS membership and supervisory responsibilities, which must be consistent with YSGS requirements and approved by YSGS Dean;
 - 7.6.1.2. To review membership applications at the program level in light of the rationale established for membership, and to submit its recommendations to the Dean of YSGS; and
 - 7.6.1.3. To review the YSGS membership list on an annual basis and submit it to the Dean of YSGS.
- 7.6.2. Committee Composition: GPD, 3 faculty members; GPA as non-voting member
- 7.6.3. Procedures
 - 7.6.3.1. On an annual basis the GPD shall send the names of the PMC members and an updated list of YSGS membership to the YSGS Dean;
 - 7.6.3.2. The PMC shall review YSGS membership applications and submit its recommendations to the YSGS Dean for approval.

7.7. Ad Hoc Committees

- 7.7.1. The GPC may constitute ad-hoc committees to address specific topics.
- 7.7.2. Membership of ad-hoc committees will be determined at the time the committee is constituted.
- 7.7.3. Members will hold office until the report of the committee has been submitted to, and accepted by, the GPC, or until such time as the ad-hoc committee has been dissolved.



YSGS Report to Senate

For December 2021 Senate
Submitted November 10, 2021

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

Periodic Program Reviews

Social Work (MSW)

The MSW in Social Work self-study report was reviewed thoroughly by the Program and Planning Committee. Following this review, the Peer Review Team completed a site-visit and provided their report. On October 4, 2021, the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On October 19, 2021 the YSGS Council voted in favour of moving the FAR to Senate.

Motion: That Senate approves the periodic program review for the MSW in Social Work.

Psychology (PhD/MA)

The PhD/MA in Psychology self-study report was reviewed thoroughly by the Program and Planning Committee. Following this review, the Peer Review Team completed a site-visit and provided their report. On October 4, 2021, the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On October 19, 2021 the YSGS Council voted in favour of moving the FAR to Senate.

Motion: That Senate approves the periodic program review for the PhD/MA in Psychology.

Fashion (MA)

The MA in Fashion self-study report was reviewed thoroughly by the Program and Planning Committee. Following this review, the Peer Review Team completed a site-visit and provided their report. On October 25, 2021, the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On November 3, 2021, the YSGS Council voted in favour of moving the FAR to Senate.

Motion: That Senate approves the periodic program review for the MA in Fashion.

New Graduate Program Proposal

Project Management in the Built Environment (MPM/MASc)

The MPM/MASc in Project Management in the Built Environment self-study report was reviewed thoroughly by the Program and Planning Committee. Following this review, the Peer Review Team completed a site-visit and provided their report.

On October 4, 2021, the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On October 19, 2021, the YSGS Council voted in favour of moving the proposal to Senate.

Motion: That Senate approves the new program proposal for the MPM/MASc in Project Management in the Built Environment.



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

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Graduate Program in Social Work (MSW)

Last Updated: November 3, 2021

*Renaming in process

In August 2021, the university announced that it would begin a renaming process to address the legacy of Egerton Ryerson and build a more inclusive future. Let's write the next chapter together.

ryerson.ca/next-chapter

FINAL ASSESSMENT REPORT

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

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

EXECUTIVE SUMMARY

The Master of Social Work program is a one-year, three term program for students who have an undergraduate degree in social work. Students complete 18 credit hours of coursework; a major research paper focused on research as it applies to practice; and 450 hours of field work in a practicum setting.

Consistent with the vision and mission of the Ryerson School of Social Work, the approved Ontario Council for Graduate Studies field of study for the MSW program is “anti-oppression practice with marginalized communities.” Over the past fifteen to twenty years, anti-oppression approaches have become influential across Canada within academic social work, accreditation requirements, and social work practice. For many years, Ryerson School of Social Work has garnered an international reputation as a school focused on anti-oppression practice in terms of research, service and teaching. It is the lens through which we understand theory, research and practice. The MSW strives to keep abreast of recent developments in anti-oppressive practice and as a result, our dynamic and nuanced focus has shifted toward a deeper acknowledgement of anti-Black racism and anti-Indigenous racism as well as a focus on decolonizing approaches to practice.

The School began offering the MSW in 2007 following a successful candidacy report from the Canadian Association for Social Work Education (the profession’s academic accrediting body), and received full accreditation in 2013. In November 2020 the MSW program will submit a self-study in order to apply for re-accreditation in anticipation of a June 2021 deadline.

At the time of the last review, the program was very much in its infancy. Since that time the program has stabilized into a responsive, innovative and contemporary pathway to graduate social work education for students interested in anti-oppressive and decolonizing approaches to social work.

Periodic Program Review and Peer Review Team Social Work (MSW)

The graduate program in **Social Work**, Faculty of Community Services (FCS), submitted a Self-Study Report to the Yeates School of Graduate Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Social Work (MSW) consisted of Dr. Mirna E. Carranza, Associate Professor, McMaster University; Dr. Dexter Voisin, Dean and Professor, University of Toronto; and Dr. John Shields, Professor, Ryerson University.

The PRT site visit was conducted virtually on March 15th and 18th, 2021. The visit included interviews with the University and Faculty Administration including the Provost and Vice-President Academic, Faculty of Community Services, Associate Dean, Vice-Provost and Dean Yeates School of Graduate Studies (YSGS); Associate Dean YSGS, Graduate Program Director of the Graduate Program, and meetings with Faculty, a group of current students, and support staff.

The PRT report was communicated to the Associate Dean, YSGS on April 26, 2021, and the response to the report from graduate program was communicated on May 25, 2021.

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

Program Strengths, Weaknesses, and Opportunities

The program's strengths are many. As it stands now the MSW program possess — strong theoretical and practical components both—research (MRP) and clinical practice [Placement]. These are much needed for the formation of strong and critical social work professionals. The admission criteria read adequate for what is expected of the students.

Ryerson's School of Social Work is uniquely positioned, as it is located at the heart of the City. This is translated to having a diverse student body that brings about both—opportunities and challenges. Opportunities relate to bringing forth Indigenous and community knowledge or non-Western approaches to inquiry that have been historically marginalized. Thus, informing both, social work policy and practice – much needed in the social work profession. Challenges, as students coming from groups historically marginalized need much support in navigating academic spaces. Moreover, carrying their MRP usually involves much emotional invisible labour. As it stands now, the administrative personnel and faculty needed to provide academic and emotional support to bring students to a successful completion of their MRP is very slim.

Having said this, it is important to note students' reflections around the supervision of their MRP i.e., "students' cohorts got diverse experiences, given the time their supervisor had available for them". Faculty and alumni echoed this sentiment. Also, a significant tension emerged as faculty is both—very passionate and committed to the MRP, but also overextended given their multiple responsibilities i.e., teaching, pursuing their research program and citizenship. Furthermore, the time of completion of one year while also doing a placement appeared very demanding of their time. Thus, leading to exhaustion of everyone involved.

Moreover, students are required to complete course work, MRP and a social work placement over the span of 12 months. Noteworthy is the fact that students' position on the matter varied: (i) wanting to do placement only, as their main goal of pursuing graduate education was to enhance their clinical skills, (ii) wanting to do both, the MRP and placement, but over a more extended period of time, (iii) wanting to do the MRP only as their desire was to develop research skills.

Faculty members have a very active research agenda, nationally and internationally. For several, it involves community engagement and/or in their own communities. In these cases, there is an added invisible labour i.e., developing and maintaining community connections and emotionally change processes –as their research program may involve examining exclusionary processes and practices. There is a parallel between racialized faculty members and students coming from historically marginalized groups i.e., GLBTI2s, racialized and living with disabilities (visible and invisible). Thus, adding to the existing inequalities.

Summary of PRT Recommendations, Graduate Program and YSGS Responses, and Implementation Plan

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

PRT Recommendation	PRT Rationale	MSW Response	FCS Response	Action Plan	Timeframe/Responsibility	YSGS Response
<p>Recommendation 1: Create more flexibility and degree of choice options for the MRP.</p>	<p>The MRP is a major point contributing to heavy workloads for the students and faculty. Strategic modifications in the approach to addressing the MRP would go a considerable way to addressing this pressing issue.</p>	<p>The MRP needs to be reconsidered and recalibrated.</p>	<p>The Dean’s Office Supports the program’s response.</p>	<p>Discuss at MSW Committee (consisting of faculty members from the School).</p>	<p>MSW Committee to provide clear recommendations by the end of Winter 2023. All changes will be approved by Graduate Program Council.</p>	<p>YSGS looks forward to supporting the program through any curriculum modifications that may arise from this. YSGS recommends examining how the MRP helps meet the program’s learning outcomes and look into ways that this can be done more efficiently and effectively. It should be noted that significant changes the MRP requirement may be considered a major modification (see Senate Policy 127).</p>
<p>Recommendation 2: Consider part-time program options.</p>	<p>There is a clear societal demand for this mode of delivery.</p>	<p>If viable, we would like to offer a part-time program.</p>	<p>The Dean’s Office is in support of the program exploring the possibility of a part-time program with the understanding that there are no new spots available.</p>	<p>The MSW Committee will seek information from FCS/YSGS and consider implementation based on this feedback.</p>	<p>MSW Committee to gather information from FCS/YSGS by fall 2022, with possible implementation plan to follow.</p>	<p>YSGS is happy to discuss this further with the MSW Committee to determine the practicality of adding a part-time option.</p> <p>It is important to realize that the addition of a part-time option to a program is considered a major curriculum modification as described in Senate Policy</p>

PRT Recommendation	PRT Rationale	MSW Response	FCS Response	Action Plan	Timeframe/Responsibility	YSGS Response
						127. This requires a proposal that examines the implications of this option on, among other things, meeting the program’s learning outcomes, the resources used by the program, and the mode of delivery.
<p>Recommendation 3: Review curriculum content and address gaps while considering independent study options that might support custom curricula designs.</p>	<p>Addressing student needs and opening up wider choice is of primary importance to any program. Program revision with the goal of addressing flexibility and student centred options is highly desirable.</p>	<p>Remove redundancy, make Anti-Black racism/Anti-Indigenous Racism core content, include critical clinical content.</p>	<p>The Dean’s Office supports the program’s response.</p>	<p>Discuss at MSW Committee.</p>	<p>MSW Committee to provide clear recommendations by the end of Winter 2023.</p>	<p>YSGS is happy to support the program through any curriculum modifications that may arise from this. Keep in mind that curriculum modifications can be categorized as one of three types of minor modifications or a major modification. Minor modifications can be created and approved more rapidly than major modifications so consideration should be made to separating some minor modifications from any major modifications, if appropriate.</p>



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

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Graduate Program in Psychology (MA | PhD)

Last Updated: November 3, 2021

*Renaming in process

In August 2021, the university announced that it would begin a renaming process to address the legacy of Egerton Ryerson and build a more inclusive future. Let's write the next chapter together.

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[Return to Agenda](#)

FINAL ASSESSMENT REPORT

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

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

EXECUTIVE SUMMARY

Psychology is one the largest departments in the Faculty of Arts, and over the past 10-15 years the Department has undergone substantial growth. In 2007, graduate programs were launched including MA and PhD programs in 2 streams: Clinical Psychology and Psychological Science. The Department now has 30 full-time, core graduate faculty members and has among the highest incoming GPA for graduate students at Ryerson. Faculty members are highly productive scientists, having held approximately \$30 million (more than \$20 million as principal or co-principal investigator) in external grants from CIHR, NSERC, SSHRC, NIH, and other sources throughout their careers. In 2010, the Department partnered with St. Michael's Hospital to establish a Psychology Training Clinic, and in 2012, the Institute for Stress and Wellbeing Research was launched.

The graduate program has a number of important strengths. Since the inception of the program, our graduate students have been extremely successful at securing external graduate fellowships at the MA and PhD levels, including three recipients of the prestigious Vanier Tri-Council fellowship. Few students withdraw or leave the program, and most students are very productive researchers with hundreds of publications in scholarly journals and presentations at conferences. Courses typically have high enrolment, but course offerings are challenging to coordinate in order to meet the demands of students in both the Clinical and PS programs for courses in their areas of interest. Since 2009, 56 doctorates have been awarded, and graduates have gone on to work as full-time clinical psychologists, consultants, policy advisors, and tenure-track faculty. Our alumni also report feeling well-prepared for their careers

as a result of the graduate program, though current students report challenges with some program milestones (e.g., the comprehensive exam) and significant variability in the student-supervisor relationship.

Some important challenges and opportunities for the graduate program are identified in Section 8, such as reducing students' tuition costs, improving funding for graduate students due to the high cost of living in Toronto, improving recruitment and retention of PS students to the program and at the doctoral level, and improving access to professional development opportunities and nonacademic employment opportunities. Our development plan specifically addresses concerns related to funding and tuition. Further, recruiting new faculty as Canada Research Chairs and endowed chairs may also increase access to professional development opportunities and widen the Department's professional network for students to access.

Periodic Program Review and Peer Review Team Psychology (MA | PhD)

The graduate program in **Psychology**, Faculty of Arts, submitted a Self-Study Report to the Yeates School of Graduate Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Psychology consisted of Dr. Penny Pexman (University of Calgary), Dr. Jennifer Connolly (York University), and Dr. Paul Moore (Ryerson University).

The PRT site visit was conducted virtually on January 22, 28, and 29, 2021. The visit included interviews with the University and Faculty Administration including the Provost and Vice-President Academic, Faculty of Arts, Associate Dean, Vice-Provost and Dean Yeates School of Graduate Studies (YSGS); Associate Dean YSGS, Graduate Program Director of the Graduate Program, and meetings with Faculty, a group of current students, and support staff.

The PRT report was communicated to the Associate Dean, YSGS on February 25, 2021, and the response to the report from graduate program and Dean was communicated on Aug 17, 2021.

Program Strengths, Weaknesses, and Opportunities

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

Strengths

- Exceptional faculty complement and student body
- Rigorous training in clinical and Experimental Psychology
- Excellent student completion rates
- Experiential lab spaces, research support, and clinical training that compliments in-class learning
- Planned expansion of undergraduate program with important implications for further development of the graduate program
- Dedicated, engaged alumni and a high rate of employment in the field

Weaknesses

- Student tuition is high relative to GTA institutions creating potential inequities for Ryerson students
- Lacking diversity in student body and faculty complement
- Planning for the expanded psychology undergraduate program has yet to be articulated
- Electives availability, especially in Psychological Science
- Ad-hoc problem-solving, treating challenges case-by-case rather than strategizing for clarity and consistency

Opportunities

- World class psychology training that addresses the complex challenges of its high-density urban setting
- Greater diversity and inclusivity within the faculty complement and student recruitment, as well as the curriculum, towards addressing Indigenous initiatives, systemic discrimination and poverty, and other forms of social marginalization
- Significantly expanded undergrad program can support graduate training and funding, opening more opportunities for teaching and teaching support, but this must be carefully planned to avoid having undergraduate teaching overwhelm research capacity and quality
- Evaluate PhD Comps expectations and experiences for greater clarity and consistency, and to ensure greater benefits for all students

Summary of PRT Recommendations, Graduate Program and YSGS Responses, and Implementation Plan

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

PRT Recommendation	PRT Rationale	Psychology Response	Dean Arts Response	Action Plan	Timeframe/Responsibility	YSGS Response
<p>Recommendation 1 Prioritizing diversity and inclusion within the Department and across more of the graduate curriculum</p>	<p>The Psychology Department and its graduate programs should challenge the status quo to advance Indigenous initiatives and build community and urban partnerships with a view for prioritizing diversity and inclusion and awareness of the impacts of social marginalization, to complement its foundation of academic excellence.</p>	<p>Our program has already begun to implement this recommendation (even before receiving the PRT report), and will continue these efforts going forward. We have made a commitment to prioritizing equity, diversity, inclusion, and justice (EDIJ) across all of our activities. Some examples of recent initiatives include:</p> <ul style="list-style-type: none"> ▪ Formation of a new EDIJ Committee in 2020 to champion relevant initiatives across our department and programs ▪ A commitment to hiring more faculty members from diverse backgrounds as we move ahead with several new hires over the next few years, including a recently advertised CRC position ▪ A commitment to accepting more students from diverse racial and cultural backgrounds, with an emphasis on Black and Indigenous students (e.g., around 40% of our incoming MA class come from racial groups of colour, including students who are Black and Indigenous) 	<p>We commend and support the Department’s and Graduate program’s efforts. The Faculty of Arts has created new internal research grants and curriculum redevelopment grants to assist, prioritize and enhance EDI across the Faculty. We have also recently financially supported the Psychology Department’s initiative to bring in a speaker for EDI training.</p> <p>This has been a priority in the Faculty for many years and will continue to be. We encourage the Department and Program to reach out to sources of knowledge and expertise within the Faculty, including the Dean’s Advisors, Dr. Knight and Dr. King, the Yellowhead Institute.</p>	<p>The Program will continue the initiatives started (see Program Response), including the Diversifying Psychology event.</p> <p>The Program will develop and offer the noted new courses.</p> <p>The Program will consult with the Dean to explore possible relief time or course release for the Chair of the EDIJ committee.</p>	<p>The Psychology department and the Faculty of Arts will continue to work together towards these goals.</p> <ul style="list-style-type: none"> ▪ The Program will offer the new courses on Prejudice and Discrimination (PS8523) in W2022 and on Culturally-Informed Clinical Practice (PS8308) in 2022-2023. ▪ The Department will recruit faculty from diverse backgrounds over the coming years. ▪ The Program will hold the Diversifying Psychology event annually. ▪ The Program will reach out to the expertise and sources of knowledge within the Faculty. 	<p>YSGS commends the Program and Faculty on the many initiatives already underway and is happy to help in any way it can to continue and enhance such initiatives.</p>

		<ul style="list-style-type: none">▪ Encouraging all faculty members to review and revise their courses from an EDIJ lens. We also hired an external consultant to provide 6 hours of training to faculty members (in May 2021) on how to practice anti-racism and anti-oppression approaches in the classroom.▪ The addition of a required course on Culturally-Informed Clinical Practice (PS8308) in our clinical MA program▪ Adding electives focusing on EDIJ-related topics, including a new course on Prejudice and Discrimination (PS8523) that will be offered in the coming year.▪ Introduction of an annual “diversifying psychology” event in 2020 to attract potential graduate applicants from diverse backgrounds to the field of psychology (and to Ryerson University, in particular). On the morning of our 2021 diversifying psychology event, we will be holding another event to share EDI-related research by students/faculty in our department, training for grad students and faculty on EDI in research, and student-led sessions targeting students from underrepresented groups.				
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		<p><i>Resource Implications:</i> At this time, there is much that we can do to continue our efforts to diversify our program, students, and faculty members. At the same time, some initiatives will cost money, including bringing in outside speakers to speak about EDI-related topics (both within and outside of our curriculum), supporting research on EDI-related topics, support for students from underrepresented groups, and possible relief time or course release for the Chair of the EDIJ committee.</p>				
<p>Recommendation 2 Undertake a review of the parameters of the Comprehensive paper to ensure it continues to meet its objectives in the program</p>	<p>Within an unusually strong program, PhD Comprehensive papers had historically been a singular stumbling block for some student progress, and had gained an outsized reputation as a relatively stressful, inconsistent and undefined process. This is not unusual for any PhD program, and informal measures have begun to alleviate the</p>	<p>This issue has been on our radar for a long time, and we plan to implement this recommendation. We will initiate a discussion during the 2021-2022 academic year with our graduate executive committee on how we can improve our comprehensive requirement. The process will include consultations and discussions with our graduate students and faculty members. Any changes will be approved by the graduate program council. <i>Resource Implications:</i> No additional resources are needed to implement this recommendation.</p>	<p>The Faculty of Arts looks forward to reviewing the proposed changes when they are ready.</p>	<p>The Program will initiate and hold discussions with and survey students, faculty, and graduate executive committees. Depending on the scope of approved recommendations, modifications will be implemented accordingly (e.g., clarifications to process can be provided sooner than substantial modifications to the</p>	<p>The graduate Executive Committee will initiate discussions with the Department Program Committees, faculty, and graduate students during the 2021-2022 academic year. Depending on the scope of proposed modifications, revisions will be implemented according to relevant policies. Substantial modifications will be discussed with the Dean’s offices.</p>	<p>YSGS is pleased to see that this recommendation is already being worked on and is happy to provide guidance and support as needed. The Program needs to be aware of the classification of curriculum modifications defined in Senate Policy 127 and the corresponding consultations and approvals needed for each type of curriculum modification.</p>

	problem, but it still merits a careful, open evaluation and ongoing advising for greater clarity and consistency.			format of the milestone).		
Recommendation 3 Plan for a wider range of elective courses, in particular for Psychological Science	Program administrators explore with Senior Administration how they might offer a wider range of elective courses to their students, including the possibility of facilitating enrollment in courses at GTA universities when the topics are contemporary and cutting edge.	<p>Our program has already begun to implement this recommendation through several initiatives:</p> <ul style="list-style-type: none"> First, we have introduced a number of new elective courses into our curriculum (effective Fall 2021), including Prejudice and Discrimination (PS8523), Psychology of Addictive Behaviours (PS8713), Multilevel Modelling (PS8714), Structural Equation Modelling (PS8715), and Supervision, Consultation, and Evaluation (PS9307). PS9307 is a required course for clinical psychology students and an elective for psychological science students. In addition, we will have further discussions with faculty members and students to ensure that our available electives cover the most relevant, contemporary, and cutting-edge topics. New faculty hires with diverse expertise will provide opportunities for new courses that we cannot currently 	<p>While the Dean’s office appreciates the desire for diversity of electives, any changes are dependent upon budgetary limits and considerations.</p> <p>Following consultation and discussion within the program, we expect that electives which are less popular or no longer necessary will be retired/not offered.</p> <p>Regarding the collaboration with York University, please be sure to include the Faculty of Arts’ Dean and Associate Dean in discussions.</p>	<p>The Program will explore how we might offer a wider range of electives.</p> <ul style="list-style-type: none"> The Program will discuss elective options with students. The Department will consider diverse expertise that may support relevant new courses when hiring. The Program will continue forming a course-sharing arrangement with York University. The Program will explore funding options to increase our graduate course offerings. 	<p>The Program has begun to implement this recommendation.</p> <p>Program administrators will explore with the Dean of Arts how to offer a wider range of elective courses.</p> <p>The Program will continue forming a course arrangement with York University (2021-2022), with support from YSGS and the Dean of Arts.</p>	<p>YSGS supports all the actions proposed. It further recommends reviewing the current elective list to determine whether some should be retired and new ones added to make the interest in the elective list more uniform.</p> <p>Student exchange/course sharing with York University is an interesting idea that should be fully investigated. This would also require support from the Registrar’s Office, who should be consulted before arrangements are finalized.</p>

		<p>offer with our existing faculty complement.</p> <ul style="list-style-type: none"> ▪ We are also in the process of negotiating an arrangement with York University (pending approval from our respective schools of graduate studies) that will allow 3 students from our program to take courses at York University at no charge (up to 3 students from York will be able to take courses in our program as well). ▪ Finally, we currently offer 19 classroom courses per year, of which around 6 or 7 are electives. We will request funding to increase our number of graduate courses by 2 per year. <p><i>Resource Implications:</i> Additional funding will be required to support 2 additional graduate courses per year.</p>				
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<p>Recommendation 4 Expand staffing for research support at least proportionate with planned expansion of faculty and programs</p>	<p>While the current staff support of psych research and labs is impressive, this must be expanded as the number of faculty members and psych labs expands, especially in light of new, probationary faculty having likely greater need.</p>	<p>We agree that this recommendation is important for the sustainability of our program. Our research activity has increased substantially since we first hired our full time Research Operations Administrator in 2010 (Carson Pun has held this position since 2012). We now have many more graduate students, faculty members, and research grants. In addition, the anticipated growth in our undergraduate program over the next few years will lead to a doubling of undergraduate theses conducted annually, and significant increases in our faculty complement, research funding, and research staff. These changes have direct benefits for our graduate students, including increases in funding from their graduate supervisors and anticipated increases in GA funding to support our undergraduate growth.</p> <p>At the same time, these changes mean that Psychology will require additional research infrastructure support for our growing department; we also need to catch up as a result of our growth over the past decade (e.g., several current faculty members have outgrown their space).</p>	<p>As you noted, the Faculty has hired a second Research Accounts Support Officer to support research and research growth in the Faculty of Arts.</p> <p>We are working with the Chair of Psychology and the Facilities Management Department at Ryerson to locate, lease, and renovate additional research space.</p> <p>The Dean of Arts and Chair of Psychology are in discussion about Departmental/Program staffing needs.</p>	<p>The Program will request one additional FTE to support our Research Operations Administrator.</p>	<p>The Dean of Arts and Chair of Psychology are in discussion about Departmental/Program staffing needs.</p>	<p>Research support staffing is outside the purview of YSGS, but we are supportive of finding ways to ensure adequate support of research activities that stays proportionate with growth in research.</p> <p>Keeping in mind that postdoctoral fellows often play a large role in supporting research activities and that YSGS now also supports postdoctoral activities, it is happy help the program find ways to increase and enhance the role of postdoctoral fellows in research programs.</p>
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		<p>The addition of a second Research Accounts Support Officer in the Faculty of Arts will provide important financial support for Psychology researchers. However, there is also a need to expand the research infrastructure within the Department.</p> <p><i>Resource Implications:</i> Given the continued expansion of our research infrastructure, we request one additional FTE to support our Research Operations Administrator. Details of these requests will be discussed between the Chair of Psychology and Dean of Arts.</p>				
<p>Recommendation 5 Establishing an office or other support of statistical consulting for grad students and faculty alike, prioritizing quantitative modeling in Psychology where the need is clear</p>	<p>Ryerson-wide or the Faculty of Arts should support the Psychology Department (and potentially other grad students and faculty) by establishing an office of statistical consulting beyond the duties of faculty teaching and supervision, with special attention to the needs of advanced currency in</p>	<p>The lack of adequate statistical support for our students and faculty members has been a limitation since the launch of our program in 2007, and unfortunately one that sets us apart from similar programs at other universities. Implementing this recommendation is important for the sustainability of our program. There are many different ways that this recommendation could be implemented. Some ideas include:</p> <ul style="list-style-type: none"> ▪ Providing course release to a faculty member with the required expertise to free up 	<p>The Dean of Arts will consider the various options presented and discuss this with the Department Chair.</p>	<p>The Program will explore and discuss funding options to attain adequate statistical consultation support.</p>	<p>The Psychology department will initiate discussions with the Dean of Arts office this year (2021-2022). .</p>	<p>Statistical consulting services is something that many graduate programs could benefit from. Such services could provide senior graduate students and postdoctoral fellows some valuable mentoring experience and additional funding. YSGS is therefore motivated to collaborate with the Program and Faculty in finding ways that provide such services</p>

	<p>Psychological quantitative modeling.</p>	<p>time to provide consultation across the department.</p> <ul style="list-style-type: none"> ▪ Provide funding to one or more senior graduate students (in lieu of TA funding) to provide support across the program. ▪ Develop a statistical consultation service to provide support across the Faculty of Arts or across the University. <p><i>Resource Implications:</i> We request funding for adequate statistical consultation support for our graduate students and faculty members.</p>				<p>for the benefit of all graduate programs that may need it.</p>
<p>Recommendation 6 Lower tuition and increase funding to align with other nearby PhD programs</p>	<p>While it may seem a minor, marginal difference from an administrative perspective, every student and alumni was astutely aware they paid more tuition, and often received less funding, than PhD students at other universities nearby.</p>	<p>Over the years, our program has scanned the graduate training landscape across the province on a number of occasions. Although our levels of funding (e.g., scholarships, stipends, etc.) for graduate students are close to average (compared to other psychology MA/PhD programs), our students are among the most financially strained in the province because (1) Toronto has the highest cost of living in the province, and (2) Ryerson has among the highest levels of tuition (for Psychology MA and PhD programs) across the province. The contrast is particularly noticeable between Ryerson and our GTA neighbours. York and U of</p>	<p>The Faculty of Arts provides funding support to graduate programs through scholarship/RA funding and TAGA, as well as travel grants and special events grants. We are committed to supporting graduate students but do not have the capacity to do more at this point. We support Psychology’s effort to lower tuition for graduate students but making changes to tuition lies outside of the Faculty.</p>	<p>The Program will request that program students’ tuition be reduced and explore alternative options to bring training costs in line with local competing universities.</p>	<p>The Department will work with the Faculty of Arts and YSGS to identify funding opportunities and options over the next few years.</p>	<p>The University has provided substantial additional funding for graduate education in the last few years. These include the RGS, 4th-year PhD funding, distribution of the YSGS BIP to programs, and the COVID tuition voucher. YSGS will continue to advocate for lower tuition fees for graduate students, understanding that graduate students typically have larger personal expenses than undergraduate students and have more</p>

		<p>T have among the lowest tuition rates in the province, and they are our greatest competitors when it comes to attracting top applicants. Strong applicants routinely turn down our offers because of anticipated financial challenges.</p> <p>The university has done a number of things to lessen the financial burden on graduate students, including (1) introducing additional scholarship funding (e.g., RGS), (2) providing one-time funding to students whose progress was delayed due to COVID-19, and (3) providing RGF funding for fourth year students. In addition, our faculty members have increased their annual support for graduate students by 45% compared to 2 years ago.</p> <p>These initiatives have allowed our program to increase the minimum levels of funding that we provide, for which our program is grateful. At the same time, our students continue to pay a significant proportion of their funding toward tuition, leaving little to cover the costs of living in the GTA. Many of our students struggle to cover their expenses. Our survey of student mental health and wellbeing found that funding was one of the top two sources of</p>				<p>employment options to choose from over graduate studies.</p> <p>It is important to be aware of the current constraints on revenue from graduate programs while still raising awareness of this concern so that it can be addressed when additional revenue is made available.</p>
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		<p>stress for our students (the other was workload). Difficulty making ends meet is especially challenging for Psychology graduate students (compared to those in most other graduate programs at Ryerson) because our program is a combined MA/PhD program and most of our students are with us for at least 7 years. Furthermore, financial constraints disproportionately affect marginalized and historically excluded communities, which has obvious implications for access to education and our diversity goals.</p> <p><i>Resource Implications:</i> Therefore, in order to implement this recommendation, we request that our students’ tuition be reduced to bring training costs in line with those at York University and the University of Toronto.</p>				
<p>Recommendation 7 The School of Grad Studies and Faculty of Arts should create a grad student “research costs fund”</p>	<p>Existing conference travel funding for grad students was appreciated and considered sufficient, but other research costs for grad students had no similar means of support (beyond the inequitable means of</p>	<p>Graduate student research often has a number of associated costs including participant recruitment (e.g., paying participants; paying for advertising), publication costs, and equipment costs (e.g., purchasing “consumables” for EEG research). Some faculty members are able to cover these costs, but others are not. The program has been able to support a small number of research projects</p>	<p>As you note, we support graduate student travel and events through internal Arts grants. Due to budget restrictions (and cutbacks), creating a pool of funding to support graduate student research would take away from existing graduate students funding opportunities.</p>	<p>The Program will explore potential sources of funding to develop a resource to support graduate student research costs.</p>	<p>The Department will work with the Faculty of Arts, and YSGS, to identify additional sources to support student research over the coming years.</p>	<p>As noted in the YSGS reponse to recommendation 6 above, the University has provided substantial additional funding for graduate education in the last few years. YSGS remains supportive of all means to improve the student’s experience in the</p>

	<p>relying informally on supervisors' grants).</p> <p>At very least, current grad student travel funding streams should clarify that conference travel is just one type of eligible research cost among others.</p>	<p>through donor-funded grants (from Harry Rosen; Jackman Foundation). However, these funds support only a small number of students, and we only have commitments for a limited time.</p> <p><i>Resource Implications:</i> In order to support this recommendation, we request that a pool of funding be created to support graduate student research (analogous to funding from Arts and YSGS to support graduate student travel to present at conferences).</p>				<p>program and support their career development.</p>
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**Graduate
Studies**

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

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Graduate Program in Fashion (MA)

Last Updated: November 3, 2021

*Renaming in process

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FINAL ASSESSMENT REPORT

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

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

EXECUTIVE SUMMARY

Ryerson's MA Fashion program is relatively new (2010), and the only one of its kind in Canada. Welcoming students from a broad array of undergraduate programs, the interdisciplinary and student-focused curriculum draws on the strengths of faculty working from a variety of perspectives, from creative practice to humanities and social science methodologies. The pedagogical framework of the graduate curriculum reflects this diversity of approach. Students emerge with an MA in Fashion which is both broad and expansive, with advanced skills in research methods and critical thinking, as well as an in-depth understanding of fashion as an interdisciplinary and evolving field. Students complete a Major Research Project which allows them to focus their academic development in an area of their choosing—with the option to include a creative and/or practice based component.

Canada has some catch up work to do in terms of post-graduate education in Fashion. Well-established in a U.S. and U.K. context, with a variety of specialist degrees being offered in creative design (MFAs/MDes) and historical/curatorial approaches (typically MAs), Ryerson's competitors have advantages in several areas—most notably in terms of reputation, financial resources and administrative support. In Canada, the graduate-level study of dress history, body politics, textiles and creative practice, apparel design, ethics/sustainability, and fashion business/entrepreneurship is possible, but often accommodated in more traditional academic departments/units, which tend to isolate and divide historical, creative and social science approaches (ie: art history, fine arts, economics, business, psychology/sociology and literary or material culture studies). Ryerson is one of the few universities

that emphasizes (and supports) the integration of theory and practice in the areas of fashion, communication and design. This fact alone underscores the importance and potential growth of Ryerson's Fashion MA (and proposed MDes) in the context of Canadian culture.

Periodic Program Review and Peer Review Team Fashion (MA)

The graduate program in **Fashion**, The Creative School, submitted a Self-Study Report to the Yeates School of Graduate Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Fashion consisted of Hélène Day Fraser (Associate Professor, Emily Carr), Dr. Marlis Schweitzer (Associate Professor, York University), and Dr. Izabella Pruska-Oldenhof (Ryerson University).

The PRT site visit was conducted virtually on October 21 to 23, 2020. The visit included interviews with the University and Faculty Administration including the Provost and Vice-President Academic, The Creative School Associate Dean, Vice-Provost and Dean Yeates School of Graduate Studies (YSGS); Associate Dean YSGS, Graduate Program Director of the Graduate Program, and meetings with Faculty, a group of current students, and support staff.

The PRT report was communicated to the Associate Dean, YSGS on January 25, 2021, and the response to the report from graduate program and Dean was communicated on October 15, 2021.

Program Strengths, Weaknesses, and Opportunities

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

Strengths

The MA Fashion program seeks to offer “cutting-edge graduate level education and training”. Its most impressive strengths (referenced in the self-study) include:

- Its emphasis on interdisciplinary perspectives and emerging research methods drawn from across the social sciences, humanities, and creative arts, with a growing interest in practice-based research
- Its enthusiastic support of students’ diverse research interests; its willingness to invite new approaches to research, including practice-based methods; and its emphasis on student choice and self-expression
- Its efforts to center diversity, inclusion, and sustainability in curricular choices, faculty hires, and student research projects
- The excellence and quality/diversity of faculty research

Weaknesses

The MA Fashion program has thoughtfully identified several weaknesses that require swift attention in order for the program to realize its full potential. These weaknesses include:

- Insufficient funding is the most significant barrier to the program’s future success “both in terms of the operation/running of the program, as well as for student recruitment/admission”. Without improvements to funding, the program will continue to face serious challenges in recruiting and retaining its top applicants. Simply put, the current funding situation threatens the program’s future.
- Unwieldy workloads for full-time faculty, especially tenured faculty who teach in the undergraduate and graduate programs and also carry heavy service loads in addition to their supervisory responsibilities.
- The need to combat negative perceptions (both internally and externally) of fashion studies as an academic discipline and address concerns about fashion’s apparent “unruliness” as a discipline.
- Concerns about the consistency of administrative support and the physical distance between staff offices and teaching/program spaces.
- Limitations about the availability and suitability of teaching and studio space; desire for greater access to equipment and technical support

Opportunities

The MA Fashion program has identified a number of important opportunities to address the weaknesses and related challenges referenced above.

- First and foremost, its status as Canada’s only Masters degree program in Fashion “presents a unique moment for unlocking the potential of post-graduate fashion education in a Canadian context”. The program is ideally placed to lead important conversations in areas such as Critical Fashion Studies, Sustainability, and Social Justice. Recent hires will play a critical role in helping the program realize these opportunities.
- The program recognizes the importance of supporting international students and scholars who will, in turn, enhance the program’s international presence and impact”.
- The program has also identified exciting opportunities to develop new partnerships, support research intensification, and attract external funding through its existing ties to the Centre for Fashion Diversity and Social Change, the open-access Fashion Studies journal and the Fashion Research Collection (FRC)

Summary of PRT Recommendations, Graduate Program and YSGS Responses, and Implementation Plan

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

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
Curriculum					
<p>1. Reassess the relationship of the current core courses to guiding principles</p>	<p>This process got underway during Fall/Winter 2020-21 with deliberate incorporation of the guiding principles in all syllabi but broader discussion will occur in the coming years.</p>	<p>Discuss with the Fashion Graduate Curriculum Committee and instructors teaching in 2021/22. Prioritize this discussion for curriculum meetings in 2021/22.</p>	<p>GPD</p>	<p>Agree with plan.</p>	<p>YSGS encourages continuous curriculum improvement and is eager to support the program in doing this. A recommended approach is to do a careful review of the program’s intended learning outcomes to ensure they align with the guiding principles of the program followed by a review of the mapping of the core courses to these learning outcomes. The curriculum consultants from the Vice-Provost, Academic, office can assist in this exercise as well.</p>
<p>2. Review learning outcomes and required/ elective course matrix, and, where appropriate, adjust to better bolster this goal.</p>	<p>Agreed and will work towards this recommendation in coming years.</p>	<p>Discuss with the Fashion Graduate Curriculum Committee and instructors teaching in 2021/22. Prioritize this discussion for curriculum meetings in 2021/22.</p>	<p>Chair of Fashion, GPD & Fashion Graduate Curriculum Committee</p>	<p>All course outlines should have learning outcomes per policy.</p>	<p>This recommendation is closely tied to recommendation #1. YSGS is supportive of any action taken to address this recommendation. The program is advised to review the categories of curriculum changes defined in Policy 127 and their approval steps early in this process and consult with YSGS as needed.</p>

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
<p>3. Create a clear matrix for tenured and pre-tenure faculty, and sessional instructors to work and build from will help clarify: student trajectories through the program; student/faculty expectations of deliverables; identify any faculty workload distribution issues and assure that program’s guiding principles are met and built on effectively.</p>	<p>Agreed and will work towards this recommendation in coming years.</p>	<p>Discuss during the Fashion Graduate Curriculum Committee meetings in 2021/22.</p>	<p>Chair of Fashion, GPD & Graduate Program Council</p>	<p>Agree with plan. Implementation of “First Day to First Sabbatical” – a new Creative School guide and support initiative for pre-tenure faculty, in place as of Sept 2021.</p>	<p>The workload of instructors and supervisors in the program and their roles and responsibilities are outside the purview of YSGS, but YSGS commends the program for making efforts to address this.</p>
<p>4. Continue developing courses in sustainability; the introduction of such courses should not hinge on the success of an MDes proposal.</p>	<p>Agreed and will work towards this recommendation in coming years.</p>	<p>Discuss during the Fashion Graduate Curriculum Committee meetings in 2021/22.</p>	<p>Chair of Fashion, GPD & Fashion Graduate Curriculum Committee</p>	<p>Curriculum is the purview of the program.</p>	<p>The development and addition of courses is governed by Policy 127. YSGS recommends that this be tied to the work for recommendations #1 and #2 above and that the program is aware of the types of curriculum modifications defined in policy and the procedures for review and approval of any proposed modifications.</p>
<p>5. Engage with areas of graduate studies at Ryerson to assess means of potentially ensuring the MA Fashion program’s guiding principles are embedded within overall</p>	<p>Agreed and will work towards this recommendation in coming years.</p>	<p>Discuss with the Fashion Graduate Curriculum Committee and instructors teaching in 2021/22. Prioritize this discussion for curriculum meetings in 2021/22.</p>	<p>Chair of Fashion, GPD & Fashion Graduate Curriculum Committee</p>	<p>Agree that this aligns with sub-Rec 2.</p>	<p>This recommendation overlaps with recommendation #1 above. Refer to the YSGS response to that recommendation, above.</p>

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
GDLES – Master’s Degree-Level Expectations.					
6. Consider the relationship of specific local needs to broader global trends in future planning conversations. Key questions include: What are the needs in Ontario? What are the value sets and concerns pertaining to the local Fashion Industry context? Who are the stakeholders in this region? How does this link to the broader global context of the industry? Of research? How does/ might insight from graduate studies in Fashion respond to needs in other sectors?	Agreed and will plan to discuss with relevant stakeholders	Develop plan for outreach by the end of 2021/22.	Chair of Fashion, GPD, GPA, and Fashion Graduate Admissions Committee	Agree with plan.	YSGS is supportive of the proposed action plan for outreach to stakeholders. This exercise will help tailor the intended program learning outcomes that will be reviewed when addressing recommendation #1.
7. Consult employment data and other information gathered from alumni when making decisions around programming, messaging, and post-graduation support.	Agreed and plan to develop a systematic gathering of employment data needed	Develop plan with GPA to acquire such information by the end of 2021/22.	GPD & GPA	This has already begun. Programs Manager in consultation with GPAs and GPDs in all graduate programs.	YSGS is happy to provide any support it can in reaching out to alumni and gathering any other relevant information.
Workload					

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
<p>8. Revisit expectations for faculty and discuss strategies to move towards greater equity with respect to the following: roles and contribution across undergraduate and graduate curriculum in Fashion; supervisory responsibilities; and expectations of peer mentorship of pre-tenure faculty.</p>	<p>The program agrees that this is a worthwhile goal but is hindered by the ratio of tenured vs. probationary faculty in our program. We hope to work with the Faculty Dean’s office to find ways to improve this by hiring 2 senior faculty to achieve this recommendation.</p>	<p>By the end of the 2021/22 school year.</p>	<p>Chair of Fashion, GDP & DHC</p>	<p>We plan to do this at a faculty wide level so look forward to working closely with the school to develop more guidance for the discipline.</p>	<p>YSGS provides guidelines on graduate supervisory roles and responsibilities, but other matters of this recommendation are outside the purview of YSGS.</p>
<p>9. Conduct a workload audit for all staff (administrative and technical) in light of COVID-19 challenges as well as new demands associated with recent curricular changes to the undergraduate Fashion program and proposed plans for the MDes.</p>	<p>The program agrees that this is a worthwhile goal and will explore how to conduct this audit with support from our GPA.</p>	<p>By the end of the 2021/22 school year.</p>	<p>Chair of Fashion, GPD & GPA</p>	<p>We will look into this more closely with the school.</p>	<p>This is outside the purview of YSGS but YSGS is supportive of any ways to improve the workload associated with delivering the program.</p>
<p>10. Consider whether adjusting the duration of the degree might alleviate the heavy supervisory burden and appeal to students looking for a shorter period of study (3 semesters vs. 5 semesters).</p>	<p>The Fashion MA GPPR team disagrees with this recommendation. As discussed above, the supervisory burden in our RFA faculty will not be alleviated, but exasperated by a shortened period of study.</p>	<p>N/A</p>	<p>N/A</p>	<p>Agree with program’s assessment of structure.</p>	<p>YSGS agrees with the program’s response.</p>

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
Partnerships and Professional Opportunities					
11. Seek out longer-term partnerships with community organizations and other groups that align with the program’s guiding principles, specifically its emphasis on inclusion, decolonization, and sustainability, in order to enhance opportunities for networking, professional skills development, and research exchange.	Agreed and will explore further.	Ongoing	Chair of Fashion, GPD, & larger School of Fashion and Fashion MA community.	The Faculty will support this initiative where feasible.	YSGS will support any efforts made by the program in addressing this recommendation.
12. Pursue opportunities for paid research internship programs such as MITACs to offer the meaningful experience and financial support students are seeking.	Agreed and will explore further.	Ongoing	Chair of Fashion, GPD, Associate Dean SRC and Internship instructor, along with larger School of Fashion and Fashion MA community.	Agree to support where feasible.	YSGS will support the program in their efforts to pursue paid internships through MITAC.
13. Consider expectations for internships required of students without prior training and experience in the fashion industry.	The Fashion MA GPPR team disagrees with this recommendation. Internships are optional and if students decide to pursue an internship, they can select internships appropriate to their background and interests. We do not want to limit or	N/A	N/A	Agree with program’s perspective and knowledge of their own field/context.	YSGS is in agreement with the program’s response.

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
	impose any control over these opportunities.				
14. Augment internship and RA offerings to address student desires to network and build toward meaningful post-graduation career opportunities.	Agreed and will explore further.	By the end of the 2021/22 school year.	Chair of Fashion, GPD, & larger School of Fashion and Fashion MA community.	Associate Dean plan to provide laddered research and practice training for RAs is in progress.	YSGS is willing to support this in any way it can.
15. Track information about student involvement as RAs or GAs on faculty research projects for future planning purposes.	Agreed.	By the end of the 2021/22 school year.	GPA and UG Program Administrator for GAs and GPD/Faculty for RAs	As above #14. These data are part of the assessment plan of this strategy.	YSGS is willing to support this in any way it can.
16. Consider one of more of the following to address desires for enhanced networking and professional skills development opportunities:	See rows below.	See rows below.	See rows below.	See rows below.	
<ul style="list-style-type: none"> Hosting an annual or biannual fashion studies symposium for graduate students and faculty from across Canada; this could be aligned with the launch of new Fashion Studies issues; 	Agreed but would require further financial and institutional support.	By the end of the 2021/22 school year.	GPD to discuss with Chair, Dean, Associate Dean of Graduate Studies and Fashion Studies co-editors.	Faculty (AD GRAD, AD SRC) will support where feasible.	YSGS is willing to provide guidance and support where it can.

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
<ul style="list-style-type: none"> Collaborating with graduate students to host a fashion studies speaker series, with talks and workshops scheduled throughout the year; 	<p>Agreed but would require further financial and institutional support.</p>	<p>Ongoing</p>	<p>GPD to discuss with Chair, Dean, Associate Dean of Graduate Studies.</p>	<p>Programs can and do set aside funds for this purpose. Associate Dean also runs faculty-wide speaker series.</p>	<p>YSGS agrees with this recommendation and notes that several other programs have an invited speaker series.</p>
<ul style="list-style-type: none"> Developing “artist-in-residence” opportunities to recognize the value of creative arts methodologies and align with the program’s emphasis on decolonization, inclusion and sustainability. 	<p>The Fashion MA GPPR team disagrees with this recommendation. The cost of implementing this recommendation does not justify the impact for a relatively small number of students pursuing creative practices. In addition, we have many faculty able to provide support in this area.</p>	<p>N/A</p>	<p>N/A</p>	<p>Agree with program.</p>	<p>This recommendation is outside the purview of YSGS but it respects the program’s view on this.</p>
<p>MDes Proposal</p>					
<p>17. Reevaluate the feasibility of building towards an MDes at this historical moment; consider waiting until faculty complement can alleviate intense pressure that current faculty are under.</p>	<p>Agreement</p>	<p>To be re-evaluated only if a Senior Tenured Hire, who could lead M.Des initiative, is provided.</p>	<p>GPD to discuss with Chair, Dean, Associate Dean of Graduate Studies, Vice Provost of Academics and School of Fashion and Fashion MA communities.</p>	<p>To be determined if/when such a position materializes.</p>	<p>YSGS is happy to support the development of this and notes that the policies and procedures for the development of new programs can be found in Policy 112.</p>
<p>18. Undertake an audit of all available spaces in the early</p>	<p>Agreement</p>	<p>See above.</p>	<p>As above.</p>	<p>As above.</p>	<p>YSGS agrees that this is need before developing a new program.</p>

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
stages of developing an MDes proposal.					
19. Maximize the potential for curricular and supervisory sharing across the MA and MDes while also ensuring that the program identities are distinct.	Agreement	See above.	As above.	As above.	While the sharing of curricular and supervisory resources across two programs is a worthy arrangement, care should be taken to ensure that each program’s intended learning outcomes are adequately met by the respective curricula.
MDes Proposal					
20. Prioritize hiring 1-2 new faculty members at the senior level (Associate or higher) to address significant workload challenges.	Agreement	GPD to discuss with Chair and Dean	GPD, Chair School of Fashion and Departmental Hiring Committee	Note that decision on the rank of a hire is a provostial decision.	This is outside the purview of YSGS.
21. Revisit the workload of the graduate program administrator and consider reducing the number of programs they serve.	Agreed.	To discuss with Associate Dean.	GPD, Chair School of Fashion	The university provides for .5 GPA only.	It is standard across the University for each program to receive 0.5-FTE GPA support, but when there are two closely aligned programs (such as a master’s and doctoral program in the same discipline) then a full-time GPA position is allocated to support both programs.
22. Hire a dedicated support person with fashion studies knowledge to assist with	Agreement especially in light of above limitations in 21	GPD to discuss with Chair, Dean, Associate Dean	GPD, Chair School of Fashion	The Faculty team can assist with this plan,	This is outside the purview of YSGS.

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
recruitment and professional skills development.				however, it is not a dedicated position.	
23. Hire a dedicated Research Officer to support faculty grant writing and alleviate expectation that much of this work will be assumed by already overworked senior faculty.	Agreed but this is unrealistic considering our current and foreseeable financial resources.	N/A	N/A	This is not under the purview of this review. AD SRC and many other Faculty resources support grant writing.	This is outside the purview of YSGS.
24. Hire a full-time technician to monitor the MA studio/lab and support student projects.	Disagree. There is not enough creative activity to warrant a full-time technician.	N/A	N/A	Agree with program.	This is outside the purview of YSGS.
Graduate student funding					
25. Critically reexamine graduate student funding in order to improve program abilities to attract and retain top applicants and thereby manifest a shift in Ryerson’s research culture more broadly.	Agreement but progress has been made in guaranteed GAships with revised UG curriculum and it ties in with fluctuating Ont. Government funding. We would like to further implement scholarships for BIPOC students, for which institutional support will be needed.	GPD to discuss with Chair, Dean, Associate Dean	GPD, Chair School of Fashion	Additional research assistantships are in the works. Other resources depend on Govt funding.	YSGS has been advocating for increased institutional funding of graduate students and has made progress in obtained additional Ryerson Graduate Scholarships and established scholarships for black and indigenous students. It has also transferred all of its carry-forward funding to graduate programs across the university. YSGS will continue to advocate for increased graduate student funding.

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
26. Provide greater support in marketing and recruitment for individual programs.	Agreement	GPD to discuss with Chair, Dean, Associate Dean	GPD, GPA, Chair School of Fashion	This support is ongoing. Faculty MARCOMM team can assist. GPA/Programs Manager can help coordinate.	YSGS encourages the program to work with the Faculty communications team in addressing this recommendation, while coordinating with the university-wide initiatives at YSGS in outreach and marketing.
Space					
27. Allocate a dedicated exhibition space to the MA Fashion Program.	Ongoing	GPD to discuss with Chair, Dean, Associate Dean	GPD, Chair School of Fashion, Dean's Office	Dedicated program space is currently not available but will explore pop-up and shared spaces for student work.	This is outside the purview of YSGS.
28. Provide greater opportunities for MA students to exhibit research projects (dedicated exhibition space).	Ongoing	GPD to discuss with Chair, Dean, Associate Dean	GPD, Chair School of Fashion, Dean's Office	The Catalyst and the Innovation Studio spaces are part of the revolving exhibition spaces available to graduate students.	This is outside the purview of YSGS.
Future program reviews					
29. Schedule time for PRTs to observe classes for both in-person and remote visits.	According to the Associate Dean this is not part of the PRT process	N/A	N/A	Agreed.	There is a structured agenda template for PRT site visits that falls under the University's Institutional Quality Assurance Process (IQAP). The IQAP program undergoes regular review and updates. Any changes are reviewed

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
					and approved by Quality Council. YSGS will take this into consideration in future reviews of its IQAP related processes.
30. Consider the simultaneous review of undergraduate and graduate programs so PRTs can offer a more holistic view of programs.	Disagree. The undergraduate and graduate program are each in flux and do not correlate.	N/A	N/A	Agreed.	Policy 126 allows for simultaneous review of undergraduate and graduate programs that are in the same School/Department, but YSGS notes that there is no obligation to conduct the reviews simultaneously.
31. Ask graduate programs to include supplementary material on internships, MRP titles, course outlines for elective courses, and data on courses taken, as part of future self-study packages.	Agreed. This information would be beneficial.	GPD to discuss process with GPA.	GPD and GPA.	Agreed.	YSGS notes that some of these items are included in self-studies by programs but will ensure that programs include any such elements where it is appropriate for the program’s review.



New Graduate Program Proposal

Master of Project Management (MPM)

and

Master of Applied Science (MASc)

in

Project Management in the Built Environment

EXECUTIVE SUMMARY

Toronto's next twenty-five years will be shaped by explosive population growth and over one trillion dollars of investment in building construction and renovation. This will be driven by a low carbon and healthy building agenda. To realize this growth, it is necessary to develop significant new technical and research capacity in project management within the building sector to more efficiently leverage the potential of emerging technologies and approaches and apply them to sustainable project delivery.

A graduate program in Project Management in the Built Environment based in the Department of Architectural Science at Ryerson in conjunction with the Department of Civil Engineering will be uniquely positioned to develop this expertise, building on both departments' well-established connections in the Architecture, Engineering and Construction industry. The new program will build upon the long established fourth year Project Management option within the Bachelor of Architectural Science. It will provide a strong research capacity related to innovative construction, fabrication and virtual construction technologies and sustainable building practices, as well as synergistic ties with existing graduate programs in Building Science, Architecture, Civil Engineering, Master of Science in Management, and Real Estate. The program will further reinforce Ryerson's position as a sustainable city-builder.

A graduate program in Project Management in the Built Environment (PMBE) will address the need for innovative project management techniques based on digital technologies and tools to facilitate effective management of the many diverse built environment projects across the GTA, Ontario, and Canada. It will provide a forum for research and experimentation of new digital methods and tools to facilitate efficient delivery of complex low carbon, resilient and healthy projects, which will assist the industry as it struggles to address issues of a shortage of construction professionals and skilled labor, an ageing workforce, improved building performance, low carbon, health & wellness, and a growing concern about the future availability of resources.

The program will provide a venue for graduate studies and research in advanced topics related

to alternative project delivery, automation and digital fabrication in construction, the use of virtual design and construction management using digital technologies such as building information modeling (BIM) and geospatial information systems (GIS), and the application of data analytics and predictive models to improve project delivery. This program will leverage the existing expertise in the Departments of Civil Engineering (GIS, P3 delivery) and Architectural Science (BIM, digital fabrication, design management, construction management, sustainable design) along with broader Ryerson expertise in building science, architecture, real estate management, econometrics, and data science. Four new core courses are proposed. Many existing graduate-level courses appropriate for electives in this program are already offered, and several existing fourth-year courses have the potential to be expanded to be offered at a graduate level. Four new elective courses have also been proposed.

A three-term Master of Project Management (MPM) in the Built Environment with a full-time and part-time option (14 to 15 FTE) and five-term full-time research based Master of Applied Science (MASc) (4 FTE) are proposed to form the basis for this program, with a goal to expand this to include a PhD program as soon as appropriate.

This proposal aims to fill a current void within the graduate program offerings at Ryerson University and respond to the well-articulated industry need for highly skilled personnel in advanced construction and project management techniques. The proposal can be implemented in a two-year timeframe and will require one new faculty position in addition to making up the current shortfall of one faculty member in this subject area. The Dean of FEAS has committed to reallocate resources and seats within the faculty. The program also addresses several of the objectives of Ryerson's new five-year academic plan (2020 – 2025), particularly related to innovation, community and urban partnerships, and a continued focus on communities and cities, as well as the FEAS Strategic Plan, particularly related to enhancing and development of new graduate programs, increasing SRC impact, and the development of societally relevant programs. The program also addresses a longstanding objective in the Department of Architectural Science to build on its undergraduate strengths to create a graduate level program in project management alongside its existing graduate programs in architecture and building

science.

Ryerson's Department of Architectural Science is unique in Canada with a distinctive interdisciplinary model that integrates teaching and SRC in the areas of architectural design, building technology and delivery processes (sometimes called design, detail, deliver). This connects across three disciplines: Architecture, Building Science and Project Management. This model recognises that creating, maintaining, and managing a successful and high-performance built environment requires close collaboration between different types of expertise, and success relies on effective and appropriate management techniques, based on a strong understanding of the AECO industry. It also allows our students, researchers and partners to generate new perspectives about the future of the built environment. Cross-disciplinary conversations at DAS inspire the creation of innovative, sustainable and healthy designs of the future. At graduate level there is a significant gap in the department and at Ryerson due to the lack of graduate studies of the project management aspect of this interdisciplinary approach.

Link to full brief:

[MPMBE full brief](#)

**Response from YSGS on the PRT Report for the
Proposed Project Management in the Built Environment
Master of Project Management (MPM) &
Master of Applied Science (MASc)**

Dr. Carl Kumaradas, Associate Dean, Programs

October 8, 2021

The Peer Review Team (PRT) for the proposed MPM and MASc in Project Management in the Built Environment consisted of Dr. Thomas Froese, Professor and Chair, Dept. of Civil Engineering, University of Victoria; Dr. Carrie Sturts Dossick, Professor and Associate Dean for Research, College of Built Environments, University of Washington; and Dr. Donatus Ogumanam, Associate Professor and Chair, Dept. of Mechanical and Industrial Engineering, Ryerson University.

The PRT site visit was conducted virtually on March 15-19, 2021. The PRT report was communicated to the Dean and Vice Provost, Yeates School of Graduate Studies (YSGS) on April 27, 2021, and the response to the report from the proposed graduate program and Faculty was communicated on June 8, 2021.

During the site visit the Peer Review Team (PRT) met with the Vice Provost and Dean and Associate Dean, Yeates School of Graduate Studies (YSGS); representatives from the library, members of the senior University administration (Interim Provost; Dean of Faculty of Engineering and Architectural Science, interim Associate Dean FEAS), industry representatives, faculty and staff.

The PRT cited several strengths of the proposed program in their report including that the program benefits greatly from being housed in the Department of Architectural Science with its strong, very complementary undergraduate programs, an emphasis on design project management that is fairly unique, highly capable faculty with enthusiasm and passion for the program, and an ambitious case-based, project-based curriculum that builds off well-understood curriculum models in business, engineering, and architecture. The PRT report includes several recommendations, which are discussed below.

As mandated by Ryerson Senate Policy 112, what follows is the YSGS-level response to both the PRT report, and the Faculty responses to the report. We summarize the recommendations and responses below. The role of YSGS is to provide direct commentary on academic matters, while making suggestions for administrative or financial matters. For simplicity, we supply our

responses (as well as a recap of the PRT recommendations and program responses) in the form of a table.

PRT Recommendation	PRT Rationale	Program Response	FEAS Response	Implementation Plan	YSGS Response
<p>Recommendation 1: Integrate Collaborative Delivery into the core curriculum of the program</p>	<p>This program emphasizes project management in the context of emerging issues in design, construction, and operations of the built environment. Collaborative delivery, such as Integrated Project Delivery (IPD), is changing the management tools and techniques project managers need and the team building and management skills they should have to be successful in these new project delivery types. The collaborative delivery skills should be core to the program as these can be applied in typical delivery methods as well as emerging integrated projects.</p>	<p>A core learning objective of this program is for students to be able to determine which project delivery techniques and supporting technologies are appropriate for the project, and when and how they should be integrated. The PMBE proponent team agrees that IPD is a significant project delivery method and will be included, along with other emerging collaborative delivery approaches in the program.</p>	<p>The Faculty of Engineering and Architectural Science (FEAS) supports the program level response.</p>	<p>Include IPD in the development of PM8001 & PM8002 (Winter 2022; summer 2022 - J. McArthur & E. Rezazadeh)</p>	<p>YSGS supports the implementation of this recommendation.</p>

PRT Recommendation	PRT Rationale	Program Response	FEAS Response	Implementation Plan	YSGS Response
<p>Recommendation 2: Clarity in the learning outcomes in the courses that focus on Project Management</p>	<p>The program is very ambitious around the scope of the core in terms of integrating themes of innovation and sustainable design. While the review team feels that this is admirable, and worthwhile, the program needs to be clear about what the core project management skills are that graduates will have when they finish. The coverage of topics may need to be adjusted (particularly within the PM8001 and 8002 courses) to ensure that they are not overloaded for the proposed learning formats. This will support all aspects of the program in terms of attracting prospective students, clarity for those students in terms of learning objectives while in the program, and clarity for those who are looking to hire graduates from the program.</p>	<p>As noted in our responses to Recommendations 4 & 5 (and to a lesser extent, 6), we are planning significant course development workshops over the Winter and Spring 2022 terms in order to finalize the topical distribution, pedagogical approaches and associated assessments, and bridging strategies within and across the four core M.PM. courses in order to avoid overloading any of these courses while achieving the program objectives and specifically the proposed learning outcomes.</p>	<p>FEAS supports the program level response. The planned course development workshops will help refine course learning outcomes to achieve the desired program objectives and learning outcomes.</p>	<p>Develop the comprehensive PM8001 & PM 8002 curriculum, course outlines, and assessment strategy (Winter 2022; led by J. McArthur (PM 8001) & E. Rezazadeh (PM 8002)) and review and refine with input from other PMBE faculty (Summer 2022).</p>	<p>YSGS encourages and supports the development of workshops to refine the design and outlines of the courses in the program.</p>

PRT Recommendation	PRT Rationale	Program Response	FEAS Response	Implementation Plan	YSGS Response
<p><u>Recommendation 3:</u> Review the balance between core and elective topics over time</p>	<p>Some very important topics are covered in elective courses that could easily be considered core. This balance will always be difficult and should be revisited from time to time as experience with the program is gained.</p>	<p>The PMBE proponent team has noted this as a question to be revisited in the second year as part of the second-year monitoring report to YSGS per Policy 112 and as a topic for specific review by the Curriculum Committee in the third year of the program and at the time of future PPRs.</p>	<p>FEAS agrees with the response from the program. The balance between core and elective course topics will be revisited as experience is gained with delivering the program.</p>	<p>No immediate action at present; include as question on first and subsequent PPRs (McArthur).</p>	<p>YSGS encourages continuous curriculum improvement and therefore recommends revisiting this question after the program has been running for a few years.</p>
<p><u>Recommendation 4:</u> Continue to refine delivery format for PM8001, PM8002, and PM 8004</p>	<p>These courses propose high levels of student-centred, active learning, which is an excellent fit for this program. To be successful, these formats require fairly advanced levels of pedagogical design. The further development of these courses should select specific delivery formats and place considerable curriculum design emphasis on designing these learning activities.</p>	<p>The detailed development of these three courses will be the subject of a series of workshops with the teaching faculty of the PMBE program in order to refine the delivery format of each.</p>	<p>FEAS supports the program level response. The planned course development workshops will help refine course delivery formats to achieve the desired program objectives and learning outcomes.</p>	<p>Coordinate PM8001 & PM8002 courses with PM8004 in workshop in Summer 2022 (McArthur/Rezazadeh/Hui).</p>	<p>YSGS encourages and supports the development of workshops to refine course delivery formats.</p>
<p><u>Recommendation 5:</u> Review the overlap between PM8001, PM8002, and PM 8004</p>	<p>There is a degree of overlapping learning objectives and delivery formats between the PM8001/PM8002 courses and the PM8004 course. This may provide ideal scaffolding, but there may</p>	<p>Some reinforcement and therefore overlap is intentional as these are the core series of courses and need to build core knowledge. Nevertheless, the workshops noted in response to Recommendation 4 will</p>	<p>FEAS supports the program level response. The planned course development workshops will address potential course overlap to achieve the desired</p>	<p>Coordinate PM8001 & PM8002 courses with PM8004 in workshop in Summer 2022 (McArthur/Rezazadeh/Hui).</p>	<p>YSGS encourages and supports the development of workshops to resolve any unnecessary overlap of topics in the core courses. We also encourage the use of the curriculum consulting services from the Curriculum Quality Assurance Office to assist in expanding the curriculum</p>

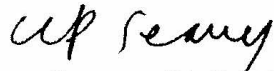
PRT Recommendation	PRT Rationale	Program Response	FEAS Response	Implementation Plan	YSGS Response
	<p>be an opportunity to further refine the distribution of learning objectives between these courses as the curriculum is more fully developed.</p>	<p>integrate a detailed analysis of topic in order to refine their distribution and associated pedagogical assessment method.</p>	<p>program objectives and learning outcomes.</p>		<p>map from Appendix IV to include assessments in the map. This will help determine the level of scaffolding that exists between the core courses.</p>
<p>Recommendation 6: Develop assessment methods</p>	<p>Meaningful assessment of individual student performance can be challenging in courses with high levels of group-based learning activities such as the proposed PM8001/8002/8004. Some careful curriculum design should be done that considers what types and levels of individual student assessment are appropriate in these courses.</p>	<p>The workshops noted in response to Recommendation 4 will also develop a consistent assessment approach and define the assessments for each course. Note that exams covering all course contents and consisting of both problem-based questions and a case study - are planned for each of PM 8001 and PM 8002 in their first iteration in order to provide the necessary individual assessment.</p>	<p>FEAS supports the program level response. The planned course development workshops will help refine course assessment methods to achieve the desired program objectives and learning outcomes.</p>	<p>Develop the comprehensive PM8001 & PM 8002 curriculum, course outlines, and assessment strategy (Winter 2022; led by J. McArthur (PM 8001) & E. Rezazadeh (PM 8002)); Discuss PM8004 assessment methods with a view to PM8001 & PM8002 at workshop in Summer 2022 (McArthur/Rezazadeh/Hui).</p>	<p>YSGS encourages and supports the development of workshops to develop the relevant course outlines and assessments. We also encourage the use of the curriculum consulting services from the Curriculum Quality Assurance Office to assist in expanding the curriculum map from Appendix IV to include assessments in the map.</p>
<p>Recommendation 7: Formalize relationship with Ted Rogers School of Management</p>	<p>Relationships between colleges of business and engineering are often fraught with some tension as there are cultural differences and institutional barriers to collaboration and integration. We recommend that the university in general and the program specifically explore formalizing a relationship with the School of Management to ensure</p>	<p>A series of meetings were conducted during the LOI and proposal development and a letter of support was obtained from TRSM, which indicates a recognition of the benefits of collaboration between TRSM and FEAS. The PMBE proponent team is confident of a productive collaboration that will support both students in FEAS and TRSM. We further note that Ryerson's University-</p>	<p>FEAS supports the program level response. TRSM is strongly supportive of the proposed program as outlined in their letter of support. Not only have they allowed their courses to listed as electives within the program but they also expressed interest in proposed program</p>	<p>No action at present; include analysis of cross-faculty cooperation at first and subsequent PPRs (McArthur).</p>	<p>While this recommendation is outside the purview of YSGS, we recommend that these relationships be regularly monitored from the start of the program in order to resolve any concerns that may come up before the first PPR.</p>

PRT Recommendation	PRT Rationale	Program Response	FEAS Response	Implementation Plan	YSGS Response
	<p>longitudinal success in this endeavor. There seemed to be some opportunities for reciprocity with students from both schools benefiting from taking classes together. The team discussed a number of ways these types of partnerships can be formalized with departments or schools paying other departments or schools to classes for their students, creating agreements that hold a certain number of slots in classes for students from specific programs, and cross listing classes taught for the joint benefit of two or more programs.</p>	<p>wide efforts to increase cross-listing of courses and availability of courses across departments will complement this activity.</p>	<p>courses for their own students – thereby establishing the basis for a formal relationship between the program and TRSM.</p>		
<p>Recommendation 8: Importance of staff admin support (professional program)</p>	<p>Recognize that a professional program of this type may need particular expertise and skills in terms of working with students in a professional program context. This may be another way to create connections to the Ted Rogers School of management, by creating formal mentorship between this program’s admin staff and other programs for</p>	<p>We are in agreement with this recommendation to help admin staff in dealing with students in a professional program. We will reach out to departments with professional programs across Ryerson, including the MBA but also including those in other faculties, in order to ensure that the program staff understand the unique needs of professional program students.</p>	<p>FEAS agrees with the program level response. Both the Faculty (FEAS) and the department and its members have the necessary expertise and experience in offering professional graduate programs to ensure that our students are well supported. Moreover, as of 21-Sep-2021 there is a search for a graduate</p>	<p>Identify relevant professional programs across the university (Jan/Feb 2022) and invite staff to a discussion about unique student and program needs to help inform our program administrator (March/April 2022). Develop appropriate policies to guide administrative staff based on the insights received</p>	<p>YSGS commends the proactive steps already taken by FEAS to address this concern and is happy to provide further guidance and advice on this as needed.</p>

PRT Recommendation	PRT Rationale	Program Response	FEAS Response	Implementation Plan	YSGS Response
	<p>professionals (such as the MBA programs). Spend time to think through the student advising needs for this type of professional program with these other programs to build a robust advising process to ensure student engagement and success.</p>	<p>Nevertheless, the department has considerable experience in offering two professional programs: Master of Architecture and the Graduate Program in Building Science, and current staff are familiar with issues related to such programs.</p>	<p>program administrator who will be shared between this (MPMBE) and another graduate program with the strong focus on business and entrepreneurship (MEIE), and whose skills align with those presented in PRT recommendations.</p>	<p>(May/June 2022). Led by McArthur, with participation and support of the program administrator (to be assigned upon program approval).</p>	

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

In conclusion, we thank the external reviewers and colleagues in FEAS for a very thorough assessment of the strengths and challenges of the proposed MPM and MASc in Project Management in the Built Environment. The PRT recommendations and Faculty responses raise important points regarding the program, and the discussion of these will only have a positive development in the evolution of the program.



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



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

REPORT OF THE SCHOLARLY, RESEARCH AND CREATIVE ACTIVITY COMMITTEE

Report #F2021–1; October 18, 2021

In this report the Scholarly, Research and Creative Activity Committee brings to Senate its recommendations to approve the revisions to Policy 51 Ethical Conduct for Research Involving Human Participants; to approve Policy 171 SRC Intellectual Property Policy; and to retire Policy 63 Policy on Ownership of Student Work in Research.

Recommendation:

- The SRCAC unanimously recommends:
 - that Senate approve the revisions to Policy 51 Ethical Conduct for Research Involving Human Participants;
 - that Senate approve Policy 171 SRC Intellectual Property Policy; and
 - that Senate retire Policy 63 Policy on Ownership of Student Work in Research.

Respectfully Submitted,

Steven N. Liss, Chair for the Committee

SRCAC Members:

- Naomi Adelson, Associate Vice-President, Research and Innovation
- Andrew McWilliams, Faculty, Faculty of Science
- Julia Spaniol, Faculty, Faculty of Arts
- Yuanshun Li, Faculty, Ted Rogers School of Management
- Mandana Vahabi, Faculty, Faculty of Community Services
- Ravi Ravindran, Faculty, Faculty of Engineering & Architectural Science
- Nancy Walton, Associate Dean, Student Affairs, Yeates School of Graduate Studies
- Liping Fang, Associate Dean, Undergraduate Programs and Student Affairs, Faculty of Engineering and Architectural Science
- Asher Alkoby, Chair, Ryerson University Research Ethics Board
- Michael Kolios, Associate Dean, Research, Innovation and External Partnerships, Faculty of Science
- Patrizia Albanese, Associate Dean, Research and Graduate Studies, Faculty of Arts
- Ozgur Turetken, Associate Dean, Research, Ted Rogers School of Management
- Jennifer Martin, Associate Dean, Graduate Studies & Scholarly, Research and Creative (SRC) Activity, Faculty of Community Services
- Stephen Waldman, Associate Dean, Research and External Partnerships, Faculty of Engineering & Architectural Science
- Natalie Alvarez, Associate Dean, Scholarly Research and Creative Activities, The Creative School
- Sari Graben, Associate Dean Research and Graduate Studies, Lincoln Alexander School of Law
- Dana Thomas, Associate Chief Librarian, Library and Archives
- Brian Cameron, Librarian, Library and Archives
- Claudia Idzik, Graduate Student
- Naomi Chen, Undergraduate Senate Representative
- Donna Bell, Secretary of Senate, Senate Office

REPORT OF THE SCHOLARLY, RESEARCH AND CREATIVE ACTIVITY COMMITTEE

Report #F2021–1; October 18, 2021

At its meeting on October 18, 2021, the Scholarly, Research and Creative Activity Committee (SRCAC) undertook reviews of Policy 51 Ethical Conduct for Research Involving Human Participants, Policy 171 SRC Intellectual Property Policy, and Policy 63 Policy on Ownership of Student Work in Research.

This report provides a rationale for the policy revisions as well as an explanatory note for the changes made. Enclosed are the updated Policy 51 Ethical Conduct for Research Involving Human Participants (Appendix A) and Policy 171 SRC Intellectual Property Policy (Appendix B). Policy 171 Procedures (Appendix C) and FAQs (Appendix D) are included for information.

Policy 51 Ethical Conduct for Research Involving Human Participants

The University undertook a cyclical review of Policy 51, the Policy on Ethical Conduct for Research Involving Human Participants. Policy 51 was last reviewed on December 6, 2016.

The revisions to Policy 51 reflect and align with the requirements of the Tri-Council Policy Statement (TCPS2), released in August 2019. TCPS2 (2018) addresses the feedback, questions and requests for guidance expressed by the national research community, and the responses generated by the federal Panel on Research Ethics and the Secretariat on Responsible Conduct of Research.

At its April 5, 2021 meeting, the SRCAC approved the formation of a Review Committee, chaired by the Associate Vice-President, Research and Innovation, and consisting of the Research Ethics Board Chair, Research Ethics Board Vice-Chair, Research Ethics Manager, Executive Director, and Research Services. The committee also consulted the SRC Leaders Group, which includes Associate Dean representatives from each of the faculties as well as the Library and Yeates School of Graduate Studies.

The consultation process included a jurisdictional scan of other post-secondary institution's policies and regulatory landscape, monthly Committee meetings from May 2021 to October 2021, stakeholder meetings, community consultations, a dedicated review website and an online feedback form.

At its October 18, 2021 meeting, the SRCAC reviewed the recommended revisions and unanimously approved them.

Summary of changes

Ethics Review of Course-Based Activities:

- The recent revision of the Tri-Council Policy Statement (2018) clarified the requirements for ethics review of student research, accordingly:
 - Section 1.6 now clarifies that the ethics review requirement extends to students conducting research with human participants and biological materials as part of class assignments, even when done for pedagogical purposes

- The Process of establishing Faculty-based committees and an REB sub-committee to review course-based research is underway

Board Composition and Quorum:

- TCPS2 (2018) supports the application of existing guidance for research involving Indigenous peoples in Ch. 9 to other distinct communities, where appropriate. There is growing emphasis on the role of the ethics review process in ensuring respectful relationships, collaboration and engagement between researchers and communities (Article 2.11)
- The University's OECl recommended that the "diversity in gender" requirement in Policy 51 with respect to the composition of the REB be broadened to be inclusive of other equity-deserving groups
 - The REB's terms of reference were modified to require "diversity in gender with appropriate representation from racialized and other distinct communities." This applies to the REB's composition (s. 2.2), quorum (2.7), and ad-hoc appeal committee (s.5.3.5)

Reconsideration and Appeal of REB Decisions

- Feedback received from the most recent REB appeal committee process indicated that Policy 51 did not provide sufficient guidance on the process and was somewhat misaligned with the TCPS2 with respect to the specified grounds for appeal
- Sections 4 and 5 now clarify that as per TCPS2, grounds for reconsideration requests and appeals include (i) any alleged breaches to the established research ethics review process, or (ii) any elements of the REB decision that are not supported by the TCPS2
 - Timelines were added to each step of the process

Minor Edits and Clarifications

- Updated references to the TCPS2 and more directly citing all quoted paragraphs (throughout)
- Clarified the scope of review with respect to external professional activities by students and faculty (s. 1.7)
- Added a definition of "anonymous data" as per TCPS2 (s. 1.9.4.)
- Clarified the exemption relating to creative practice (s. 1.9.6)
- Clarified that the requirement for member with legal expertise applies to biomedical research only (ss. 2.7.3., 5.3.3), as per TCPS2
- Revised to gender-neutral pronouns

Recommendation

The Senate SRC Activity Committee recommends that Senate approve the revisions to Policy 51 Ethical Conduct for Research Involving Human Participants.

Policy 63 Policy on Ownership of Student Work in Research Review

Policy 63, (originally titled Policy on Ownership of Student Work in Research) was introduced and last reviewed in 1989. Since that time, there have been numerous changes in the regulatory environment and in best practices related to intellectual property, copyright and commercialization processes. Through the review of Policy 63, the University has the opportunity to establish a SRC Intellectual Property Policy.

At its October 19, 2020 meeting, SRCAC approved the formation of a Steering Committee to guide the policy development process, as well as an Advisory Group, given the complex subject matter.

The Advisory Group was chaired by the Associate Vice-President, Research and Innovation and consisted of the: Associate General Counsel, Assistant Vice-President, Business Development and Strategic Initiatives (BD&SI), and representatives from the Vice-Provost Faculty Affairs (VPFA), Ryerson Faculty Association (RFA) and CUPE, Unit 1. These advisors were engaged throughout the process to provide guidance and expertise in relation to drafting the policy and providing analysis and support, as required, to the Steering Committee.

The Steering Committee provided advice and input in establishing the framework for the policy as well as its key provisions. The committee was chaired by the Associate Vice-President, Research and Innovation and included 14 members:

- Naomi Adelson, Chair, Associate Vice-President, Research and Innovation
- Cheo Bannis, Undergraduate Student Senator
- Alexandre Douplik, Faculty of Science
- Tom Duever, Faculty of Engineering and Architectural Science
- Johannes Dyring, Office of the Vice-President, Research and Innovation
- Anatoliy Gruzd, Ted Rogers School of Management
- Farokh Kakar, Graduate Student Senator
- Eric Kam, Faculty of Arts
- Jennifer MacInnis, Office of the General Counsel and Board Secretariat
- Henry Parada, Faculty of Community Services
- Carol Shepstone, Library
- Jeremy Shtern, The Creative School
- Ali Tavallaei, Faculty of Engineering and Architectural Science
- Nancy Walton, Yeates School of Graduate Studies
- Celina Yang, Faculty of Science

The Steering Committee and Advisory Group reviewed the institutional framework at the University and policies at other Canadian universities. The environmental scan included 10 universities: 5 within Ontario (McMaster University, Queen's University, University of Guelph, University of Toronto and University of Waterloo), and 5 in other provinces (McGill University (QB), Simon Fraser University (BC), University of British Columbia (BC), University of Manitoba (MB) and University of Saskatchewan (SK)).

In June 2021, the AVPRI and General Counsel representative met with relevant stakeholder groups from across the University including: Centre for Engineering Innovation and Entrepreneurship, Office of Zone Learning, CUPE 3904, the Library, Academic Integrity Office, Ryerson Student Union and Ryerson Graduate Student Union. Three town halls were held from August 31, 2021 to September 2, 2021 for members of the Ryerson community to provide feedback on the draft revisions to the policy. If community members were unable to attend a town hall session, they could submit comments via an online feedback form available on the designated review website or by emailing a designated policy review email account (policy63@ryerson.ca).

Due to the significant changes from the original policy, the Steering Committee and Advisory Group approved via email on October 14, 2021 to recommend to SRCAC to approve Policy 171: SRC Intellectual Property Policy and retire Policy 63: Ownership of Student Work in Research.

At its October 18, 2021 meeting, the SRCAC reviewed the recommendations and unanimously approved the establishment of Policy 171: SRC Intellectual Property Policy and retirement of Policy 63: Ownership of Student Work in Research.

Policy 171 SRC Intellectual Property Policy Highlights

Application of the policy

- Applies to all IP created in the course of SRC activity by any member of the university's community, including visiting researchers, unless such activity was demonstrably separate from and unrelated to the individual's role at the university and did not involve the use of facilities, resources or funds administered by the university
- In the event of a conflict between the policy and a collective agreement (i.e., Article 25 of the RFA Agreement), the collective agreement prevails

Approach to ownership and commercialization

- Inventor owns IP (consistent with historic approach to ownership at Ryerson) unless Ryerson has agreement that states otherwise (i.e., a research agreement), or if created in the course of an individual's employment (i.e., SRC support staff)
- Ryerson has a non-exclusive right to use all IP internally
- Inventors can choose to commercially exploit IP themselves or ask Ryerson for assistance
- University receives 10% share of revenue arising from commercialization of inventions unless we have agreed otherwise (i.e., if we provide assistance)

Other Policy Highlights

- The Vice-President, Research and Innovation is responsible for administration of policy and resolving disputes
- The Office of the Vice-President, Research and Innovation (OVPRI) is responsible for informing and educating members of the Ryerson community as to the policy and regarding IP best practices

Recommendation

The Senate SRC Activity Committee recommends that Senate approve Policy 171 SRC Intellectual Property Policy and retire Policy 63 Policy on Ownership of Student Work in Research.

APPENDIX A
Policy 51: Ethical Conduct for Research Involving
Human Participants

RYERSON UNIVERSITY POLICY OF SENATE

ETHICAL CONDUCT FOR RESEARCH INVOLVING HUMAN PARTICIPANTS

(formerly called: Ethical Conduct in Research Involving Human Subjects)

Policy Number:	51
Approval Date:	TBC
Previous Approval Dates:	December 6, 2016 October 4, 1999 (reformatted May 7, 2002)
Presented by:	Research Ethics Board (REB)
Responsible Office:	Vice-President, Research and Innovation
Implementation Date:	TBC
Procedural Review:	Upon revision of the Tri-Council Policy Statement (TCPS)

The REB, established by the Senate and operating independently of any administrative offices at the institution, is charged with the oversight of this policy within the institution. As per Article 6.2 of the Tri-Council Policy Statement: Ethical Conduct for Research Involving Human Participants (TCPS2, 2018; hereafter TCPS), the institution shall ensure the REB has the necessary and sufficient ongoing financial and administrative resources to fulfill its duties.

1. MANDATE AND SCOPE

- 1.1 The University has both a legal and moral responsibility to take steps to ensure that any research¹ carried out by faculty, research staff, postdoctoral fellows and/or students meets appropriate standards of ethical acceptability as outlined by the TCPS. The Research Ethics Board (REB) will develop and implement procedures and guidelines to fulfill the objectives of this policy.
- 1.2 It is the responsibility of researchers (faculty, research staff, postdoctoral fellows and/or students) and the REB to ensure that the research is conducted in an ethical manner. As outlined in the latest version of the TCPS, research involving human participants must be guided by the following overriding core ethical principles:

¹The TCPS defines research as “an undertaking intended to extend knowledge through a disciplined inquiry and/or systematic investigation. The term ‘disciplined inquiry’ refers to an inquiry that is conducted with the expectation that the method, results, and conclusions will be able to withstand the scrutiny of the relevant research community” (Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, & Social Sciences and Humanities Research Council of Canada, *Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans*, December 2018, pp 13-14).

- 1.2.1 **Respect for Persons** – Respect for persons recognizes the intrinsic value of human beings (including their data and biological materials) and incorporates the dual moral obligation to respect autonomy while protecting those with developing, impaired, or diminished autonomy. Respecting autonomy requires participants' free, informed, and ongoing consent and choice. Informed choice is based on as complete an understanding of the purpose of the research as is reasonably possible, including what it entails and its foreseeable risks and benefits. Respect for persons includes a commitment to accountability and transparency in the ethical conduct of research and ensuring privacy and confidentiality of the participant.
- 1.2.2 **Concern for Welfare** – Welfare of a person is the quality of that person's experience in life and is inclusive of physical, mental, and spiritual health, as well as their physical, economic, and social circumstances. Researchers should not only aim to protect the welfare of participants but promote that welfare in view of any foreseeable risks associated with the research. Such being the case, researchers and the REB must ensure that participants are not exposed to unnecessary risk. In addition, researchers and the REB must attempt to minimize risk and to achieve a balance of risks and potential benefits. Concern for welfare also includes welfare of groups. Groups may benefit from the knowledge gained from the research but might also suffer from stigmatization, discrimination, or damaged reputation. In such a perceived risk, engagement of such groups in the process of the design of the research is warranted so that group benefits and risks can be appropriately determined.
- 1.2.3 **Justice** – Justice refers to the obligation to treat people fairly and equitably. Treating people fairly and equitably does not always mean treating people in the same way. Differences in treatment or distribution are justified when failures to take differences into account may result in the creation or reinforcement of inequities. Historically some groups of people have been either excluded or inappropriately targeted in research. As such, the recruitment process should be based on inclusion and/or exclusion criteria that are justified by the research question. Inequity is created when particular groups fail to receive fair benefits of research or when excluded from research arbitrarily or for reasons unrelated to the research question.²

² Tri-Council Policy Statement 2, pp 5–9 (2018).

- 1.3 The REB mandate is to approve, reject, propose modification to, or terminate any proposed or ongoing research involving human participants that is conducted within the University or by its faculty, staff, and/or students so as to protect research participants and ensure that research is conducted in an ethical manner. In addition, all research involving human biological materials, including human embryos, fetuses, fetal tissue, reproductive materials, and stem cells derived from both living and deceased individuals is subject to review by the REB before the research may be undertaken.
- 1.4 Review and approval are required for all research involving human participants and biological materials regardless of funding or where the research is conducted.³
- 1.5 This policy applies to all faculty, research staff, postdoctoral fellows, graduate and undergraduate students conducting research with human participants regardless of where the research is being conducted.
- 1.6 All course-based research activities involving human participants or biological materials are also subject to REB review. While the primary purpose is pedagogical, they may pose possible risks to those recruited to participate in such activities, and from their perspective, such activities may appear indistinguishable from those that meet the TCPS's definition of research.⁴
- 1.7 In cases where faculty, research staff, postdoctoral fellows and/or students are engaging in research outside of their roles at Ryerson (e.g., faculty engaging in consulting or professional activities; students involved in professional activities at placements), such projects would not require REB review. However, if members of Ryerson make reference to their affiliation with Ryerson University and/or use any of Ryerson's resources then REB review and approval may be required if it meets the definition of research in the TCPS.
- 1.8 The ethics review process itself must be fair both in standards and procedures, as well as impartial towards particular proposals and independent of institutional agendas or pressures. As per Article 2.7 of the TCPS, research ethics review includes scholarly review of the ethical implications of the methods and design of the research.
- 1.9 The REB **only** reviews research that falls within the scope of research as defined by the Tri-Council Policy Statement; however, the REB is responsible for reviewing research involving human participants to

³ *Tri-Council Policy Statement 2*, pp 13–20 (2018).

⁴ *Tri-Council Policy Statement 2*, pp 13–20 (2018).

determine if it is exempt from ethical review. Researchers are responsible for obtaining confirmation from the REB on whether or not their project is exempt from ethics review. In accordance with the TCPS, research not requiring REB review and approval include:

- 1.9.1 interaction with individuals who are not themselves the focus of the research (e.g., collecting information from authorized personnel about the ordinary course of their employment, organization, policies, procedures, professional practices, or statistical reports);
 - 1.9.2 legally and publicly accessible information or data where there is no reasonable expectation of privacy;
 - 1.9.3 observation of people in public spaces where there is no reasonable expectation of privacy, is not epidemiological in nature, involves no direct interaction or intervention by the researcher, and dissemination does not identify specific individuals;
 - 1.9.4 research that relies exclusively on secondary use of anonymous⁵ information, or anonymous human biological materials, so long as the process of data linkage or recording or dissemination of results does not generate identifiable information. However, when there is a reasonable prospect that this data could generate information identifiable as originating from a specific Indigenous community or a segment of the Indigenous community at large, REB review is required;
 - 1.9.5 quality assurance and improvement studies, program evaluation and performance reviews, testing within normal educational requirements when used exclusively for assessment, management, or improvement purposes;
 - 1.9.6 creative practice whereby an artist makes or interprets a work or works of art or studies the process of how a work of art is generated. However, research that employs creative practice to obtain responses from participants that will be analyzed to answer a research question is subject to REB review.
- 1.10 All research involving human participants must be submitted to the REB for review and approval before the research may proceed. Specifically,

⁵ The Tri-Council Policy Statement defines anonymous information as information that never had identifiers associated with it (e.g., anonymous surveys) and the risk of identification of individuals is low or very low (Article. 2.4).

REB approval must be obtained prior to recruitment and data collection.

2. COMPOSITION AND TERMS OF REFERENCE OF THE REB

- 2.1 The Senate shall approve appointments to the REB.
- 2.2 The REB is constituted by the Vice-President, Research and Innovation and approved by Senate. The REB membership shall have representation across Faculties at the University and be diverse in gender with appropriate representation from racialized and other distinct communities. The REB shall consist of:
 - 2.2.1 a Chair (1) with experience in research ethics;
 - 2.2.2 a Vice Chair (1) with experience in research ethics;
 - 2.2.3 at least twelve (12) faculty members, including representation from across Faculties as appropriate to ensure adequate expertise in relevant research disciplines, fields, and methodologies covered by the REB;
 - 2.2.4 at least three (3) members representing the School of Graduate Studies;
 - 2.2.5 at least one (1) member knowledgeable in ethics theory, knowledge, and practice;
 - 2.2.6 at least one (1) member knowledgeable in relevant law (cannot be legal counsel or risk management representative for the university);
 - 2.2.7 at least four (4) community members who have no current affiliation with the institution;
 - 2.2.8 at least two (2) undergraduate students;
 - 2.2.9 at least two (2) graduate students; and
 - 2.2.10 at least one (1) member who self identifies as First Nations, Inuit, or Métis and/or who is informed in the traditional knowledge and culture of First Nations, Inuit or Métis peoples.
- 2.3 The above noted composition is the minimum requirement. The REB shall establish the necessary composition above and beyond these minimal requirements to ensure adequate and appropriate review of ethics

protocols and to ensure protocols are reviewed in a timely manner. Given the demands on the REB, representation shall surpass the minimum requirement to ensure efficient and timely review of ethics protocols.

- 2.4 The REB shall make use of ad hoc advisors in the event that it lacks specific expertise and/or to assist with excessive workload. Ad hoc reviewers shall not be counted in quorum for the REB, nor be allowed to vote.
- 2.5 The REB Chair, appointed by the Vice-President, Research and Innovation and approved by Senate, is responsible for ensuring that the REB review process conforms to the requirements of the TCPS and University policies and procedures. The REB Chair provides overall leadership for the REB, oversees decisions of the REB for consistency, and ensures that REB decisions are recorded accurately and communicated clearly to researchers in writing as soon as possible by the Chair or their designate.
- 2.6 The REB shall have regular meetings to discharge its duties and meet face-to-face to review proposed research that is more than minimal risk (i.e., not assigned to delegated review).
- 2.7 Quorum for decisions of the REB must satisfy the minimum requirements:
 - 2.7.1 at least two members with expertise in relevant research disciplines, fields, and methodologies covered by the REB;
 - 2.7.2 at least one member knowledgeable in ethics theory, knowledge, and practice;
 - 2.7.3 for biomedical research, at least one member knowledgeable in the relevant law (cannot be legal counsel or risk management representative for the university);
 - 2.7.4 at least one community member who has no current affiliation with the institution; and
 - 2.7.5 diversity in gender and appropriate representation from racialized and other distinct communities.
- 2.8 The REB shall present an annual report to Senate that includes general statistics related to REB review and any challenges experienced by the REB in executing their mandate.

3. AUTHORITY OF THE RESEARCH ETHICS BOARD

The REB is accountable to the Senate for its research ethics review processes. However, in conducting research ethics reviews, the REB must operate in an impartial manner, without interference, and the decisions of the REB with respect to any given research project are not subject to review by the Vice-President, Research and Innovation or any other person except to the extent that such decisions may be appealed pursuant to the procedures to this policy.

4. RECONSIDERATION OF REB DECISION

A researcher may request reconsideration of a decision made by the REB within 30 days of receiving notice of the REB's decision. The onus is on researchers to justify the grounds on which they request reconsideration and to indicate any alleged breaches to the established research ethics review process, or any elements of the REB decision that are not supported by the TCPS. The REB shall review the reconsideration request and respond to the researcher within 30 days of receiving the request. Final decision rests with the REB.⁶

5. APPEAL OF REB DECISION

- 5.1 If, after the completion of the REB's reconsideration, a researcher believes that the REB's decision is in breach of the established review process or that it is inconsistent with the TCPS, the researcher may make a written request to the Vice-President, Research and Innovation to appeal such decision within 30 days of receiving the REB's final decision.
- 5.2 The Vice-President, Research and Innovation shall appoint individuals to an Ad Hoc Research Ethics Appeal Committee, which shall hear such appeal.
- 5.3 The composition of the Ad Hoc Research Ethics Appeal Committee, as well as its terms of membership and quorum requirements, must satisfy the minimum REB requirements of the TCPS including:
 - 5.3.1 at least two members with expertise in relevant research disciplines, fields, and methodologies covered by the REB;
 - 5.3.2 at least one member knowledgeable in ethics theory, knowledge, and practice;
 - 5.3.3 for biomedical research, at least one member knowledgeable in the relevant law (cannot be legal counsel or risk management representative for the university);

⁶ *Tri-Council Policy Statement 2*, p 84 (2018).

- 5.3.4 at least one community member who has no current affiliation with the institution; and
- 5.3.5 diversity in gender and appropriate representation from racialized and other distinct communities.
- 5.4 No person can serve as a member of the Ad Hoc Research Ethics Appeal Committee with respect to a review of a decision made by the REB if such person was a participant in the original review, decision, or reconsideration of the original decision.
- 5.5 The Research Ethics Appeal Committee shall function impartially, provide a fair hearing to those involved, and provide reasoned and appropriately documented decisions and reasons for such decisions.
- 5.6 Both the appealing researcher and a representative of the REB whose decision is being appealed shall be granted the opportunity to address the Ad Hoc Research Ethics Appeal Committee, but neither shall be present when the Ad Hoc Research Ethics Appeal Committee deliberates and makes a decision.
- 5.7 When reviewing decisions made by the REB with respect to a research project, the Ad Hoc Research Ethics Appeal Committee may approve, reject, or request modifications to such research project.
- 5.8 The decision made by the Ad Hoc Research Ethics Appeal Committee on behalf of the University shall be final and shall be communicated in writing to the relevant researcher and to the REB whose decision was appealed.

6. RELATED DOCUMENTS

[Tri-Council Policy Statement \(2018\)](#)

Senate Policy 118: Scholarly, Research and Creative Activity (SRC) Integrity Policy

APPENDIX B
Policy 171: SRC Intellectual Property Policy

RYERSON UNIVERSITY POLICY OF SENATE

SCHOLARLY, RESEARCH AND CREATIVE (SRC) INTELLECTUAL PROPERTY POLICY

Policy Number:	171
Policy Approval Date:	TBC
Implementation Date:	TBC
Next Policy Review Date:	TBC
Responsible Office:	Vice-President, Research and Innovation

1. PREAMBLE

The advancement of knowledge and the creation of new and original intellectual property is fundamental to the University's scholarly, research and creative (SRC) endeavours.

Core to the University's mission is the creation, promotion, and dissemination of intellectual property so that the public benefits from the inventive and creative advancements in artistic, creative, technical and scientific knowledge which has been created at the University.

While that mission can be achieved through supporting the creation and promotion of SRC and any other intellectual activity and the training of highly qualified personnel, it can also be achieved through the Commercialization or other sharing of University-created Intellectual Property through the development of commercial products, processes and services for the benefit of the broader public.

A fundamental premise of this Policy is that members of the Ryerson community who create or invent any Intellectual Property by conceptualizing the intellectual activity in the course of SRC Activity are free to make decisions with respect to the dissemination, disposition, or use of the results of those SRC Activities. Nevertheless, the University may have obligations to disclose Intellectual Property created in the course of SRC Activity by any member of the community to fulfil its obligations under various funding agreements with sponsors and government agencies that support research. As such, it is important to clearly delineate in whom at the University intellectual property rights vest, and who has the authority to make decisions regarding the disposition of Intellectual Property arising from SRC Activity. It is also important to provide for the equitable sharing of any material benefits that result from the Commercialization or sharing of Intellectual Property arising from SRC Activity.

2. PURPOSE

The purpose of this Policy is to:

- 2.1 support the mission of the University to further the advancement of knowledge and research for societal benefit, including through the dissemination and sharing of Intellectual Property;
- 2.2 clarify ownership of Intellectual Property created in the course of SRC Activity;
- 2.3 ensure that revenue generated from Intellectual Property that is created in the course of SRC Activity is shared in an appropriate manner; and
- 2.4 to ensure that all creators of Intellectual Property are provided with appropriate guidance around their rights.

3. APPLICATION, SCOPE AND RELATIONSHIP TO OTHER POLICIES

- 3.1 This Policy applies to all Intellectual Property created in the course of SRC Activity by any member of the University's community, including visiting researchers. This Policy does not replace any Intellectual Property language in any applicable collective or employment agreement and in the event of a conflict such collective or employment agreement shall prevail.
- 3.2 This Policy does not apply to Intellectual Property developed by an individual as part of SRC Activities that are demonstrably separate from and unrelated to the individual's role at the University and which do not make use of facilities, resources, or funds administered by the University, or any Intellectual Property created in the course of teaching activities.
- 3.3 This Policy is to be read in conjunction with applicable University policies and statements, including Senate Policy 118: Scholarly, Research and Creative Activity (SRC) Integrity Policy. In particular, the determination of Intellectual Property ownership under this Policy does not relieve a researcher of the obligation to properly acknowledge and cite contributors in publications arising from SRC Activity.
- 3.4 Notwithstanding any provision of this Policy, all agreements between the University and third parties that relate to Intellectual Property, including any SRC funding and Zone member agreements, remain in full force and effect. In the event of any conflict between the terms of this Policy and the existing agreement, the agreement shall prevail.

4. DEFINITIONS

Within this Policy the following words have the following meanings:

- 4.1 **“Creative or Inventive Contribution”** means conceptualizing or contributing to the creation of the Intellectual Property in a sufficient manner that would confer ownership under Canadian law, such as inventorship in the case of an invention, or authorship in the case of a copyrightable work. For clarity, the act of merely executing the intellectual activity conceptualized or directed by another may not constitute a Creative or Inventive Contribution.
- 4.2 **“Commercialization”** means the creation of commercial or marketable products, processes, and/or services derived in whole or in part from Intellectual Property with the goal of financial return including through the assignment or licensing of the Intellectual Property.
- 4.3 **“Dispute Resolution Committee”** means a committee appointed by the Vice-President, Research and Innovation under section 7 which shall consist of at least three impartial individuals, the majority of which are drawn from the University community, including faculty, staff and/or students, and which may also include an external expert. The committee members shall have the necessary expertise, including at least one individual working in the relevant discipline/field of study.
- 4.4 **“Extraordinary Support”** means financial or other support of the University including the use of personnel, equipment, supplies and facilities which is specific to the individual and is more than the individual would normally receive or be able to access in the standard course through their role at the University.
- 4.5 **“Intellectual Property”** means all Intellectual Property, including without limitation technical information, know-how, copyrights, patents and trade secrets, ideas, concepts, processes, techniques, data, development tools, models, drawings, specifications, works, prototypes, inventions and software.
- 4.6 **“Invention”** means any invention, prototype, method, product, composition of matter, machine, process, or any improvement to such, whether or not patentable that has been reduced to practice, computer software, research tool, including, without limitation, biological material and other tangible research material, integrated circuits, plant cultivars, trade-marks, and industrial designs.

- 4.7 **“Net Revenue”** means any revenue, income or equivalent financial return including any proceeds resulting from equity or other financial instruments, that result from the Commercialization or other dissemination of Intellectual Property, less any legal or other fees directly incurred in the course of the protection of the underlying Intellectual Property. For clarity, Net Revenue does not include any contributions to SRC Activities made to the University by third parties to fund the continued development or improvement of Intellectual Property.
- 4.8 **“RFA Member”** means a member of the Ryerson Faculty Association as determined by the terms of the then current collective agreement entered into between the Ryerson Faculty Association and the Board of Governors of Ryerson University. For clarity, the term RFA Member does not include individuals who are Associate Members of the Ryerson Faculty Association as that term is defined in the collective agreement.
- 4.9 **“SRC Activity”** means funded and non-funded creative, scholarly, and/or knowledge-generating activities, whether fundamental or applied, whose primary objective is discovery, problem-solving, or to achieve some desired result that can be specified to a significant extent but that cannot be produced with existing knowledge. SRC Activity is undertaken in the course of an individual’s role at the University, and is made, discovered or developed using the University facilities, support personnel, support services, equipment, materials or funds, or otherwise under the auspices of the University.
- 4.10 **“Zone”** means programming, services, spaces and equipment overseen by the Office of Zone Learning intended to support the entrepreneurial and innovation activities of participants.

5. CREATION AND OWNERSHIP OF SRC INTELLECTUAL PROPERTY

- 5.1 Ownership of Intellectual Property that is created in the course of SRC Activity by an RFA Member is determined in accordance with the terms of the Ryerson Faculty Collective Agreement.
- 5.2 Unless otherwise set out herein, individuals who are not RFA members will own Intellectual Property to which they make a Creative or Inventive Contribution.
- 5.3 Notwithstanding section 5.2, the Intellectual Property created in the course of SRC Activity by an individual who is not an RFA member shall be owned by the University where:

- 5.3.1 the rights to such Intellectual Property have been granted by the University, in whole or in part, to a third party under a written agreement;
 - 5.3.2 the Intellectual Property was created by an employee in the scope of their employment with the University as SRC administrative or support staff; or
 - 5.3.3 the Intellectual Property was created pursuant to a formal agreement with the University and the individual who created the Intellectual Property, where ownership of Intellectual Property is determined by specific terms of the agreement.
- 5.4 For clarity and unless otherwise set out herein, Intellectual Property that is created in the course of SRC Activity jointly by two or more individuals (regardless of whether they are RFA Members) is jointly owned by those individuals.
- 5.5 The University shall be deemed to have a non-exclusive, royalty-free, irrevocable and non-transferable licence to use solely for the University's internal use any Intellectual Property created in the course of SRC Activity. Such right shall not include the right to commercially exploit the Intellectual Property, or to licence anyone to do so.

Disclosure of Invention

- 5.6 An individual who creates an Invention in the course of SRC Activity, regardless of ownership, shall normally make full and complete disclosure of the Invention to the University in accordance with the University's procedures, without unreasonable delay.

6. COMMERCIALIZATION

- 6.1 Owners of Intellectual Property created in the course of SRC Activity may choose to engage in Commercialization of such Intellectual Property, and may request the University's assistance in Commercializing the Intellectual Property. The University is under no obligation to provide any Commercialization assistance.
- 6.2 The University has the right to share in any Net Revenue resulting from the Commercialization or dissemination of Inventions created in the course of SRC Activities as follows:
- 6.2.1 The University shall receive 10% of any Net Revenue received by the owner(s);

- 6.2.2 In the event that the University has provided Extraordinary Support towards the creation, development or protection of the Invention, the owners shall remit 50% of any Net Revenue until the University has recovered its Extraordinary Support, and then a minimum of 10% thereafter.
- 6.3 All agreements with respect to the Commercialization of Intellectual Property created in the course of SRC Activity shall include indemnification of the University. The owner(s) shall provide to the University in confidence, on an annual basis, a copy of any Commercialization agreements entered into by the owner(s), together with a report of all protection activity and business transactions undertaken and revenues received expenses incurred with regard to the protection of the Intellectual Property.
- 6.4 The University's share of Net Revenue shall be administered under the authority of the Vice-President, Research and Innovation and shall be used to support further SRC activity, including protection, and Commercialization of Intellectual Property.

7. DISPUTE RESOLUTION

- 7.1 In the absence of and/or subject to any process set out in an applicable policy or collective agreement grievance procedure of the University, any disputes arising under this Policy will be considered by a Dispute Resolution Committee appointed by the Vice-President, Research and Innovation. Such committee will investigate the matter under dispute, prepare a written report of their review, and provide it to the Vice-President, Research and Innovation who shall render a decision.
- 7.2 Complainants will be notified of the proposed names of the committee members and will be given 10 business days to protest their inclusion on the grounds of bias or any other reasonable grounds to the Vice-President, Research and Innovation.

8. RESPONSIBILITY, ACCOUNTABILITY, AND EDUCATION

- 8.1 The Vice-President, Research and Innovation is responsible for the administration of this Policy and is authorized to approve guidelines, regulations and procedures pursuant to this Policy. The Vice-President, Research and Innovation (or designate) is also authorized to execute such assignments, agreements, consents, and other documents as may be necessary or desirable to implement this Policy, and the disposition of rights in Intellectual Property thereunder, on behalf of the University.

- 8.2 To promote an understanding of Intellectual Property issues across the University, the Office of the Vice-President, Research and Innovation shall use appropriate vehicles to ensure that the University community members are informed and educated as to this Policy, and shall work with other units of the University including the Library as appropriate to educate and promote awareness across the University community on Intellectual Property.

9. RESCINDED POLICIES AND RELATED DOCUMENTS

This Policy supersedes Policy 63: Policy on Ownership of Student Work in Research.

APPENDIX C
Policy 171: Procedures

RYERSON UNIVERSITY POLICY OF SENATE

PROCEDURES: SRC INTELLECTUAL PROPERTY (POLICY 171)

Related Documents:	Policy 171: Scholarly, Research and Creative (SRC) Intellectual Property Policy
Implementation Date:	TBC
Responsible Office:	Vice-President, Research and Innovation

The University encourages all University community members to clarify, plan, and formalize provisions related to ownership, protection, disclosure, utilization, and disposition of Intellectual Property at the very outset of any SRC Activity undertaking that may result in Intellectual Property. Having clarity at the outset will help identify the most effective strategy to achieve desired outcomes for any member of the University's community involved.

All capitalized terms not otherwise defined in these Procedures have the meanings set out in Policy 171.

1. DISCLOSURE OF INVENTION

- 1.1 To initiate the process of Invention disclosure in accordance with Section 5.6 of the Policy, the individual(s) who made a Creative or Inventive Contribution to the Invention must complete and sign a Confidential Invention Disclosure Form (the "Disclosure Form") available at <https://www.ryerson.ca/content/dam/ceie/inventiondisclosure.pdf>.
- 1.2 Completed and signed Disclosure Forms should be filed with the Office of the Vice President, Research and Innovation (OVPRI) via email to the Applied Research and Innovation Advisor, Business Development and Strategic Initiatives.
- 1.3 Disclosure Forms should be filed as soon as the Invention can be clearly described in writing, or has been reduced to practice.
- 1.4 The OVPRI will undertake a preliminary review of the Disclosure Form to ensure that the Disclosure Form is complete, and will return the Disclosure Form to the submitters in the event that the Disclosure Form is incomplete or requires clarification.

- 1.5 The OVPRI will accept and record completed Disclosure Forms and will communicate the acceptance of the Disclosure Form, including the registration number, to the disclosing individual(s).
- 1.6 After the acceptance and recording of the Disclosure Form, the OVPRI will determine ownership of the disclosed Invention in accordance with the Policy, and will communicate such determination to the disclosing individual(s).
- 1.7 In the event that the OVPRI confirms that, as between the University and the disclosing individual(s) the ownership of the disclosed Invention rests with the disclosing individual(s), upon the request of the disclosing individual(s) the OVPRI shall provide written confirmation of ownership to the disclosing individual(s).

2. PROCESS TO REQUEST COMMERCIALIZATION ASSISTANCE

- 2.1 Owner(s) of Inventions created in the course of SRC Activity may request the University's assistance to Commercialize the Invention by submitting a written request to the OVPRI via email to the Applied Research and Innovation Advisor, Business Development and Strategic Initiatives.
- 2.2 All such requests must reference the specific Invention that has been disclosed to the University in accordance with Section 5.6 of the Policy.
- 2.3 Upon receipt of a request for assistance the OVPRI will initiate a due diligence process to determine whether an investment of University resources in the particular Invention is warranted by the probabilities for successful Commercialization. In undertaking the due diligence, the OVPRI may reach out to the Inventors seeking further information or details.
- 2.4 The decision to provide Commercialization support is at the OVPRI's sole discretion.
- 2.5 If support for Commercialization cannot be extended by the University, the OVPRI will inform the requester via email and will record the decision as a matter of record.
- 2.6 If support for Commercialization is extended, the OVPRI will provide confirmation to the requesters and will enter into a written agreement with the owner(s) of the Invention which sets out the obligations of the parties including the support provided, and arrangements regarding revenue sharing (the "Support Agreement"). The University is not obligated to provide any Commercialization support until the parties have executed the Support Agreement.

- 2.7 All support provided by the University to Invention owners under a Support Agreement is considered Extraordinary Support.
- 2.8 The OVPRI may negotiate a revenue share in excess of the amounts set out in the Policy as part of a Support Agreement.
- 2.9 Except as set out in a Support Agreement, the University is under no obligation to continue to provide Commercialization support to owner(s) notwithstanding the OVPRI initially extended support for an Invention.

3. SCOPE OF EMPLOYMENT

In making the determination whether an employee of the University is SRC administration or support staff contemplated under Section 5.3.2 of the Policy, the OVPRI will first look to the specific employment conditions applicable to the employee. If there are no explicit provisions in the applicable job description or employment agreement, the OVPRI will consult with the employee's manager and Human Resources to determine the employee's scope of employment.

4. DISPUTE RESOLUTION

- 4.1 The University recognizes that conflicts may arise due to an inability to reach an agreement with respect to the determination of Intellectual Property ownership. Such conflicts may or may not involve allegations of wrong-doing; members of the University community may simply have incompatible perceptions of the meaning or application of the Policy and the relevant Creative or Inventive Contributions made by individuals to the Intellectual Property in question.
- 4.2 In general, conflicts are best dealt with at an informal level. It is advisable for persons in conflict to seek mediation or other forms of informal dispute resolution. If a conflict cannot be resolved informally, the matter may be submitted to the Vice-President, Research and Innovation for a decision.
- 4.3 All individuals raising a dispute under the Policy must submit a written request for dispute resolution to the Vice-President, Research and Innovation via email to ovpri@ryerson.ca.
- 4.4 In the absence of and/or subject to any process set out in an applicable policy or collective agreement grievance procedure of the University, any disputes arising under Policy 171 will be considered by a Dispute Resolution Committee appointed by the Vice-President, Research and Innovation.

- 4.4.1 Within ten (10) business days of the receipt of the written request, the Vice-President, Research and Innovation will appoint the Dispute Resolution Committee.
- 4.1.2 The Dispute Resolution Committee shall consist of at least three impartial individuals, the majority of which are drawn from the University community, including faculty, staff and/or students, and which may also include an external expert. The committee members shall have the necessary expertise, including at least one individual working in the relevant discipline/field of study.
- 4.5 The Dispute Resolution Committee will be tasked with undertaking an investigation. The committee will determine its own investigative process, so long as the complainant(s) and the respondent(s) are provided with an opportunity to be heard.
- 4.6 The Dispute Resolution Committee shall prepare a written report of its investigation to the Vice-President, Research and Innovation, and such other parties as it deems appropriate. The report shall include a summary of the issues, the factual findings, and the conclusions.
- 4.7. The Vice-President, Research and Innovation will provide the complainant(s) and the respondent(s) with a copy of the final report within ten (10) business days of their receipt of the final report.

5. RELATED PROCESSES AND FORMS

[Process: Invention Disclosure Reporting](#)

[Process: Invention Disclosure Assessment for Commercialization](#)

[Process: Initiation of Commercialization Project](#)

[Process: Establishing a Commercialization Plan](#)

[Invention Disclosure Form](#)

[Software Disclosure Form](#)

[Data Management Planning](#)

APPENDIX D
Policy 171: FAQs

SRC INTELLECTUAL PROPERTY (POLICY 171) FREQUENTLY ASKED QUESTIONS

A. POLICY

Definitions:

1. What does “Extraordinary Support” cover (or does not cover)?

Extraordinary Support is financial or other SRC support provided by the University to an individual(s) which is specific to the individual(s) and is more than the individual(s) would normally receive or be able to access through their role at the University (i.e. the library resources, internal SRC grants, faculty accessible equipment). Extraordinary Support can include departmental, faculty or university supplied funding, use of personnel, software, facilities or equipment an individual would not otherwise normally have access to, or Commercialization support including financial support to patent or to otherwise protect specific Intellectual Property.

All support provided by the University to owners under a Support Agreement is considered Extraordinary Support.

2. What kind of activities are included in SRC Activity?

Any and all activities that would be entailed in the execution of SRC Activities as defined in the Policy.

3. What kind of activities are excluded from SRC Activity?

All activities relating to pedagogy are excluded from SRC Activities.

Work done by individuals operating as a member company of a University Zone is excluded from SRC Activities.

4. Does SRC include teaching materials?

SRC Activity relating to pedagogy is excluded from SRC Activities, including the development of materials primarily for the purposes of instruction.

Applicability:**1. Who does this Policy apply to?**

This Policy applies to all members of the University community including faculty, staff, students, and visitors to the University that are undertaking SRC Activities under the auspices of the University or otherwise using facilities, equipment, or resources of the University.

2. Who is excluded? When is the Policy not applicable?

The Policy does not apply to individuals outside of the University community, including co-investigators and contractors, or members of the University community that are undertaking SRC Activities not in affiliation with the University. This may include individuals engaging in outside professional activity or acting in a consulting or advisory capacity to public or private clients, where they do not identify themselves as a member of the University or as an agent of the University, provided no University resources are used in the course of such outside activity.

Operability With Other Policies/Agreements:**1. How would the Policy work for CUPE 3904 units 1 and 2?**

The Policy would apply to members of CUPE 3904 Units 1 and 2 in so far as they are undertaking SRC Activity under the auspices of the University.

2. How would the Policy interact with Policy 60: Academic Integrity?

Policy 60 applies to actions or behaviours that could lead to unearned academic advantage or benefit. Policy 60 applies to students only. There is no direct interaction between this Policy and Policy 60.

3. How would the Policy interact with Policy 118: Scholarly, Research and Creative Activity (SRC) Integrity?

Any question of breach of SRC Integrity as a result of actions undertaken in relation to this Policy may be actionable under Policy 118. For example, this could include misappropriation of another's Intellectual Property or failure to acknowledge the creative and inventive contributions of an individual to the creation of Intellectual Property.

B. OWNERSHIP OF INTELLECTUAL PROPERTY

1. Who owns the IP created at the University?

Generally, Intellectual Property created in the course of SRC Activity at the University will be owned by the individual who creates it unless there is (i) an agreement with a third party, including a third party funder of research, (ii) an agreement between the University and the person who creates it that states otherwise, or (iii) the individual creating the Intellectual Property is a staff member that has been specifically engaged by the University to create Intellectual Property in the course of their employment at the University.

2. Who owns the IP created outside of an individual's employment role and/or without using any University resources?

The University will make no claim to Intellectual Property that is created outside of an individual's role at the University without the use of the University resources. The creation of the Intellectual Property in such a context should be demonstrably distinct from any role the individual(s) has at the University.

3. How do we approach jointly owned IP?

Intellectual Property that is created by more than one individual, who would normally own the Intellectual Property under the Policy, will be co-owned by the individuals that create it.

4. Is there a difference between whether a student is creating IP within the academic term versus creating IP within the summer months?

The determination of ownership of Intellectual Property at the University is dependent on an individual's role at the University and the nature of the project that they are working on (including any agreements that affect that project) regardless of the term they are working in.

5. What are my rights as an inventor?

An inventor of Intellectual Property has the right to be identified as an inventor on any patents filed in respect of the invention. Inventorship of an invention does not automatically confer ownership of an invention.

6. What are my rights as a licensor?

Any rights granted to a licensor of any Intellectual Property created in the course of SRC Activity would be determined by the license agreement.

7. How does this Policy work when applied to collaborations, e.g. a non-RFA member collaborating with an RFA member?

Individual collaborators from within the University are subject to this Policy regardless of their role at the University. If you are collaborating with individuals from outside of the University they would not be subject to the Policy as they may however be subject to other agreements that the University has entered into with them or their employers with respect to the collaboration. It is good research practice to have a discussion with collaborators with regard to the expectations as to the operation of the collaboration and use of the results prior to commencing the collaboration.

8. When an individual is employed specifically to create Intellectual Property, who owns the material created by that individual in that role?

The University will own the Intellectual Property created by an individual specifically engaged by the University to create Intellectual Property in the course of their employment at the University.

9. Who owns the IP created by a student while working for the University?

If the student is appointed by the University to create Intellectual Property within their role, the Intellectual Property will be owned by the University.

10. How will the ownership of IP be determined if a student performs multiple roles (student, TA, volunteer, part-time employee)?

The ownership of Intellectual Property will be determined by the nature of the specific role that led to the creation of IP and any applicable agreements.

11. If a CUPE 3904 Unit 3 member creates IP as a student, who owns the IP?

The ownership of Intellectual Property will be determined by the nature of the specific role that the person was undertaking that led to the creation of IP and any applicable agreements.

12. If a CUPE 3904 Unit 3 member creates IP as an employee, who owns the IP?

The ownership of Intellectual Property will be determined by the nature of the specific role that the person was undertaking that led to the creation of IP and any applicable agreement.

13. Who owns the academic work of a graduate student?

In the first instance, Intellectual Property that was created or conceived of by a graduate student in the course of their academic work will be owned by the student. In the case that the University has entered into an agreement with a research sponsor or other third party, ownership would be determined through the agreement. Other individuals at the University, including a student's supervisor, may make creative or inventive contributions to the Intellectual Property to such a degree that they would also be considered an owner.

14. Who owns the academic work of an undergraduate student?

Generally, Intellectual Property created by an undergraduate student in the course of their academic work at the University will be owned by the student who creates it. In the case of a group project, Intellectual Property may be jointly created and jointly owned.

15. If two or more students collaborate on a project, who owns the IP in the project?

Intellectual Property that is created by more than one student, who would normally own the Intellectual Property under the Policy, will be co-owned by the students that create it.

C. DISCLOSURE**1. Why should I disclose my Intellectual Property? What will be the benefit of disclosing?**

The Policy obligates inventors of any Intellectual Property created in the course of SRC Activity to disclose the invention to the University. A failure to do so would be a violation of the Policy.

Disclosure to the University provides an independent record of invention and is therefore able to provide confirmation of ownership to individuals. Also, filing invention disclosures to the University provides surety to individuals seeking to commercialize Intellectual Property that they are free to do so. Finally, the number of invention disclosures filed at the University is a performance metric by which the University is judged, and which can drive funding to the University.

2. Am I obligated to disclose?

Yes, the Policy requires disclosure of inventions created in the course of SRC Activity.

3. When should I disclose my Intellectual Property?

The invention should be disclosed as soon as it is reduced to practice or can otherwise be clearly described in writing.

4. What is the disclosure process?

The invention disclosure form can be accessed [here](#). The details of the disclosure process are provided in the Procedures.

The disclosure process begins by submitting a disclosure form to the Office of the Vice-President, Research and Innovation (OVPRI). If the form is complete, OVPRI will record the acceptance and issue a registration number to the disclosing party.

D. COMMERCIALIZATION

1. What rights do faculty/students/staff have in terms of Commercialization if they have not used University resources to create the IP?

Individuals who create Intellectual Property without any support from the University and wholly separate from their role at the University are at liberty to commercialize their Intellectual Property without involving the University. An individual can choose to disclose such Intellectual Property to the University with details regarding its creation and get confirmation from the University that it has no interest in the Intellectual Property.

2. How much revenue will I share with the University?

The University is entitled to 10% Net Revenue received by the owner(s) of Intellectual Property resulting from its Commercialization.

However, if the University has provided Extraordinary Support in the creation, development, or protection of the Invention, the owners shall share 50% of any Net Revenue with the University until the University has recovered its Extraordinary Support, and 10% thereafter.

3. For how long will I have to share the Net Sales with the University?

The University has the right to a share in the Net Revenue for as long as the owners are receiving Net Revenue.

4. Can faculty members commercialize on their own?

Provided an individual has disclosed the Intellectual Property to the University, the owner(s) is at liberty to commercialize on their own without involving the

University in the Commercialization process. The owner is obligated to remit to the University the appropriate share of Net Revenue.

5. Is the University obligated to assist in Commercialization?

No, the University is under no obligation to assist owners in the Commercialization of Intellectual Property.

6. Who would bear the filing costs?

The owner(s) of Intellectual Property are responsible for the filing costs of a patent application or other Intellectual Property protection, unless the owner(s) have entered into an agreement with the University that states otherwise.

7. How do I know if I have entered into an agreement with the University (re Commercialization/Extraordinary Support)?

The University and the owner(s) will enter into an express Support Agreement providing for the rights and responsibilities of each party.

8. How is the decision to support Commercialization undertaken by the University?

The University will undertake a due diligence process to determine whether an investment of University resources in the Commercialization of the Intellectual Property is financially reasonable. The decision will be based on factors such as patentability of the invention, marketability, and other developmental or financial risks.

E. DISPUTE RESOLUTION

1. When should I consider initiating a dispute resolution process?

Consider initiating the formal dispute resolution process if the dispute concerning creative contribution towards the creation of Intellectual Property cannot be settled through informal discussions.

2. What is the University's role in resolving disputes between inventors?

In situations covered under the Policy, upon receipt of a written request for dispute resolution the Vice-President, Research and Innovation ("VPRI") will appoint a Dispute Resolution Committee to investigate and report back. VPRI will review the report of the committee to render a decision.

3. Are students allowed to bring advocates?

Students involved in a dispute under the Policy referred to the Dispute Resolution Committee may consult with an advocate as a resource for the student at meetings or formal discussions.

4. Who is an advocate?

An advocate is an individual sanctioned by one of the recognized University student bodies (e.g. the Students' Union [RSU], Continuing Education Students' Association [CESAR]), or any other arm's length student group sanctioned by the University. An advocate is available at the request of a student to advise and assist with submissions, appeals, and to act as a resource for the student at meetings/formal discussions.