

SENATE MEETING AGENDA

TUESDAY, MARCH 1, 2022

SENATE MEETING AGENDA

Tuesday, March 1, 2022

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 March 1, 2022 meeting.*
4. Announcements
5. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the January 25, 2022 meeting.*
6. Matters Arising from the Minutes
7. Correspondence
8. Reports
 - 8.1 Report of the President
 - 8.1.1 President's Update

Pages 1-21

Pages 22-26

Pages 27-36

8.2 Communications Report

8.3 Report of the Secretary

8.3.1 Update on Senate Elections 2022-2023

Pages 37-101

8.4 Committee Reports

8.4.1 Report #W2022-2 of the Academic Standards Committee (ASC):

K. MacKay

Pages 37-41

8.4.1.1. Exception to Senate Policy #2 – Program Balance for the Faculty of Arts Double Major Programs – Faculty of Arts

Motion: *That Senate approve the exception to Senate Policy #2 – Program Balance for the Faculty of Arts Double Major Programs – Faculty of Arts.*

Pages 41-54

8.4.1.2. Periodic Program Review for Creative Industries – The Creative School

Motion: *That Senate approve the Periodic Program Review for Creative Industries – The Creative School.*

Pages 54-79

8.4.1.3. Periodic Program Review for Professional Communications – The Creative School

Motion: *That Senate approve the Periodic Program Review for Professional Communications – The Creative School.*

Pages 79-89

8.4.1.4. Periodic Program Review for History – Faculty of Arts

Motion: *That Senate approve the Periodic Program Review for History – Faculty of Arts.*

Pages 89-91

8.4.1.5. Discontinuing the certificate in Advanced Applied Digital Geography and GIS - Chang School

Motion: *That Senate approve discontinuing the certificate in Advanced Applied Digital Geography and GIS – Chang School.*

Pages 91-93

8.4.1.6. Discontinuing the certificate in Advanced Architecture - Chang School

Motion: *That Senate approve discontinuing the certificate in Advanced Architecture – Chang School.*

Pages 93-95

8.4.1.7. Discontinuing the certificate in Design Management - Chang School

Motion: *That Senate approve discontinuing the certificate in Design Management – Chang School.*

Pages 95-101

8.4.1.8. Modifications to the Real Estate Management Minor – Ted Rogers School of Management

Motion: *That Senate approve the modifications to the Real Estate Management Minor – Ted Rogers School of Management.*

8.4.2 Report #W2022-2 of the Academic Governance and Policy Committee (AGPC): J. Simpson

8.4.2.1. Provost's Update

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

SENATE MINUTES OF MEETING
Tuesday, January 25, 2022
Via Zoom Video Conference

MEMBERS PRESENT:			
EX-OFFICIO:	FACULTY:		STUDENTS:
A. M. Brinsmead	S. Benvie	H. Ramzan	S. Alvi
D. Cramb	T. Burke	R. Ravindran	Z. Aurony
G. Craney	D. Checkland	S. Sabatinos	H. Brahmbhatt
T. Duever	A. Clements-Cortes	I. Sakinofsky	N. Chen
C. Falzon	M. Doxtator	J. Schmidt	O. Gubych
K. Gharabaghi	L. Escandon	T. Schneider	C. Idzik
G. Hepburn	N. George	D. Scofield	B. Jalayer
R. Iannacito-Provenzano	E. Ignagni	L. Shuman	J. Rodriguez
M. Lachemi	L. Jacklin	J. Spaniol	H. Salih Makawi
S. Liss	A. Jamal	C. Thompson	P. Sivasundaram
K. MacKay	L. Kolasa	K. Umapathy	A. Smith
J. McMillen	A. Lee	M. Vahabi	A. Surty
R. Parr	A. M. Lee-Loy	I. Young	
C. Searcy	S. McCartney		
C. Shepstone	A. McWilliams		STUDENTS' UNION
J. Simpson	P. Moore		REPRESENTATIVES:
P. Sugiman	D. Oguamanam		M. Fast
D. Taras	R. Ott		T. Kuar
D. Young	L. Patterson		C. Ferworn (non-voting)
S. Zolfaghari	S. Rakhmayil		
SENATE ASSOCIATES:			ALUMNI:
J. Caribou			S. J. Ali
J. Dallaire			M. Clarke Rodrigues
S. McFadden			
L. Patterson			
K. Train			
REGRETS:		ABSENT:	
I. Mishkel		A. S. Ali	
H. Zarrin		S. Farshadfar	
D. O'Neil Green		Z. Khansari	

Committee-of-the-Whole Discussion

International Strategy: Global Partnerships, International Students & Rankings.

In October 2019, Ryerson launched its first International Strategy. Through the pandemic, Ryerson has managed operational pivots within the pandemic and moved ahead on many elements of the strategy including increases in International student enrolment, launching partnerships Ryerson University International College and Universities of Canada Egypt and entered World Wide Rankings with some recognition for subject areas and specific programs in the top 200. This is a good time to review our International Strategy and discuss new opportunities.

This discussion was chaired by A. McWilliams, Vice Chair of Senate.

J. Simpson: I have had some initial conversations around international priorities and strategies and activities. It has been good to be involved and hear particularly from deans and vice provosts around what are some of the priorities and possibilities. I'll also say that in my understanding so far, the international focus at Ryerson is very multi-faceted. Ryerson focuses on students, research, public engagement and other areas. The core of my comments today is to reiterate the importance of international priorities and initiatives having a very clear and strong connection to academic priorities. For example, thinking about international students, the ways in which their perspectives and backgrounds enliven the intellectual environment at Ryerson; the ways in which Ryerson and education here can support their outcomes; the ways in which we consider how does Ryerson support those students' success as part of the community at Ryerson. I think an emphasis when working on international strategies, we always have to think about the academic connections. At the same time, international initiatives will have operational realities and demands and we will have to think about realities, challenges and possibilities going forward.

That is really where I wanted to start and lead to indicate my way of working with international initiatives and to prioritize the academic realities and always tie the conversations between academic realities and operational realities. Those two things have to be in relationship.

G. Craney: I will be giving a general overview of the international strategy as a whole and spend a little time focusing on other priorities around international students and then talk a little about rent fees, which isn't a priority but it is something that is an enabler in the international space.

In October 2019, we launched our very first strategy; this was led by Anver Saloojee in his role as the inaugural Assistant Vice President at Ryerson International. Part of this was key in our strategic planning framework overall. What that strategy looked to see was that we had an ambition to becoming a leading city-facing innovation university with global reach and that building upon our existing strengths and everything that we did, there is an aspirational goal to be within the top 200 internationally-ranked universities by 2030 and gaining 50 top rankings for at least our 15 academic positions as a whole. The international strategy that launched in October 2019 was based on a group of consultations broadly with the sector. What I will note before I talk about what was in the strategy, is the timing of this. In March 2020, COVID-19 made world-wide changes to the international landscape as a whole. In talking with the President, this is a time for a refresh of the international strategy overall and I think the conversation that we are having today will be basically a kick-off for that refresh as things continue to move through that process.

There are five over-arching goals of the International Strategy:

- 1. Global Learning** – As students come to Ryerson, we want to make sure that they have a global experience. That is done by having more international students in the classroom but also facilitating the ability for students to have experiences elsewhere around the world as they get through their post-secondary experience.
- 2. Research Collaborations** – As we look at all of the successes we've had as an institution in advancing SRC priorities, International Research collaboration is key to unlocking those global partnerships that facilitate everything for moving forward. Looking at supporting and facilitating research collaboration is another goal.
- 3. Capacity Building** – This was important and ranked #3. It is being able to support all of these activities, both having the proper infrastructure within Ryerson as a whole but also being able to provide supports for individuals and groups to reach those overall international goals.
- 4. International Students** – How we increase the proportion and total number of international students who come to Ryerson but also fostering global partnerships that give students in other countries an opportunity to have the Ryerson experience.
- 5. Global Innovation, Incubation and Entrepreneurship** – Building on our successes from the zones. We are looking for a worldwide footprint around that regarding what we began with in the DMZ.

International Students and Transnational Education:

I would like to focus on Internationalization as a whole. There are two different aspects that I would like to focus on. The first one is broadly what is being deemed as international education. It refers to global engagement where we go out into the world and we find students who will move here. Despite COVID's delayed start, we are on track to increase our overall proportion of international students. The goal that was stated as part of the international strategy really was to hit that 16% number by 2025-2026. That number is not particularly magic. When we accepted the strategy, it was the Ontario average. I'll just note that the Ontario average has increased since then.

The other part that I would like to talk about as we started on this process is Transnational Education. This refers to global engagements where the programming lives. This is where students in a local jurisdiction outside of Canada can have access to Ryerson programs with partners that are moving forward. There is huge international literature around all of these things and there are many different models. What I want to focus on are a particular class of models that looks like what we are currently doing with Universities Canada Egypt as a specific type of transnational education.

International Education and the increase in the proportion of international students overall:

Anyone who reads anything about post-secondary and international growth, it is happening in large scale, not only in Ontario and Canada but also around the world. The chart shows the percentage increase in international students for a number of jurisdictions, with Canada ranking 3rd in the world in terms of percentage growth. I also want to note where we came from on this. We still have one of the lowest proportions of international students of any university in Ontario. This was not an accident; this was a strategy. I'll just remind senators that between 2000 and 2017 or so, we had a funding formula from the province that allowed us to basically grow our domestic student pool at our discretion. If we grew the students, the province funded it. We had a strategy at that time to grow that pool which we did very successfully and hold our proportion of

international students constant overall within strict guidelines. The strategy was then to pivot as what happened in 2017 where the government walked us into the strategic mandate agreement, froze the number of domestic students and this now allows us to have additional growth of students from the international pool. This chart shows 2019-2020 data. It's the last year that we have a full set of data from all institutions. This, of course, continues to grow. We are currently sitting at about 8% of our total population being international students.

International Enrolment Growth:

This is the overall in growth enrolment plan for the university as a whole. This clearly shows what we are looking to do. At the far left of the chart, you see that very large ramp up in the domestic pool, a fairly fixed total number of international students (this is primarily undergraduate students), starting in 2017 an essential flatlining of international students there is a little bit of a wave as students work their way through the system. Then you start to see the growth to 16% happening in the years up to 2025. That's the plan we've been working on since the launch of the international strategy and we are making strides in all of that.

I would like to talk a little bit about the investments we will be making in advancing international student enrolment. In 2020, we established within the Vice Provost Students' area, the international student enrolment education and inclusion area that was intended to focus on basically a 360 environment for all of our international students. We are taking a strategic enrolment approach on how we go out and recruit worldwide and deepening our knowledge of international markets and then working with students as they become prospects through the recruitment process to admissions and looking forward to support them as they move through their entire journey at Ryerson overall. There is a number of different pieces that Isaac Garcia-Sitton's group has been working on since we established the office in 2020.

Progress made to date:

A focus through the International Enrolment office is looking at increasing international applications from outside of Ontario. We have a very large portion of our students who are in applications as the 101 Apps. They are the students who come in directly from secondary school who happen to be international students. This is a dedicated focus to looking around the world and bringing students from outside Ontario here. As part of that, the International Enrolment office look to establish in-country representation from any number of key markets such as China, Nigeria, Vietnam, that allow presence for recruitments in those countries. There have also been discussions with many of you about a designated January intake. This is really part of the model here that states that students in the Southern hemisphere globally are on a different calendar year than us and are looking to start their post-secondary education in January and we will find additional opportunities for them. All of this is intended to broaden the markets and help us reach that overall goal with high quality students.

A huge kudos to Jen McMillen, Isaac Garcia-Sitton and the entire Enrolment team: we did see a fairly significant decrease in the total number of applicants into Fall 2021 as a direct result of COVID, but at the same time, we actually held the total number of international relatively constant; which means that we found high quality applicants who wanted to come here at a greater conversion rate. That shows that the investment that we made in developing this office is working and provides a good platform for continuing growth as we move forward.

Supporting International Student Engagement:

One thing that has been very important as we're looking forward to increasing the international student is recognizing that the global student experience is different than students who come in domestically, so what we really want to do is to invest in their experience before they come. There is either a virtuous cycle or vicious cycle for students if the investments that provide

international student experience are here before the students arrive, then there are quick feedback loops to their peers to say that Ryerson is a good place to be, but if that's not the case, then the opposite is true. We are looking at a three-partite strategy to support the international engagement both through the Vice Provost Students office and that's through all the student experience that that group does. Through really focusing on that global learning which is priority #1, focusing on how we might increase exchanges abroad and actually use virtual experience through COVID to help support our students here and the facilities to move forward with all of those things as well.

Navitas – one additional feature to our pathway: As we've been investing in increasing the total number of students who come in through direct admissions, we have partnered with another organization called Navitas. For those who attended Senate in 2020, we had a number of conversations about the Navitas agreement. Navitas is an organization that specializes in global student recruitment and student support through the first year. This really is a partnership with an outside organization that has deep roots in how to support international students and how to find high quality students to come forward, and the governance structure was approved by Senate in April 2020. Essentially, this led to the creation of Ryerson University International College (RUIC). RUIC is not part of Ryerson, but we've formally licensed our name to this organization, but it is really an additional pathway for students to come to Ryerson. It's important to note here that not everyone who has been admitted to RUIC is admissible to Ryerson. We are not competing for students with them. What they do is they look at students who are not admissible to us and then they work with those students to move them through the first-year programs and to bring them to a place where they are admissible in year two. What's important to know here is that we have full transparency over those programs – the courses are essentially ours. As we move through that overall process, we get to set the admission and progression requirements, including the final GPA that moves forward. Our course coordinators that exist in the departments that are partnering with Navitas have full oversight over their courses as they are taught in real time. The academic courses are taught by Ryerson instructors overall. Currently, there are programs in the Faculty of Arts and the Ted Rogers School of Business Management. Current enrolments are about 275 and we have an interim target of about 500 students overall.

Navitas, through RUIC, works on a three-semester basis with recruitment coming in every semester. The very first RUIC students started to move out in January 2022 into Ryerson formerly. One thing that I would like to note is that the governance structure was what was approved by Senate and there are several different governance committees including a Joint Strategic Management Committee which is co-chaired by our President and the President of Navitas North America. There is an Academic Advisory Committee which is chaired by the Vice Provost Academic (Kelly MacKay); a Student Affairs Committee, which is chaired by Isaac Garcia-Sitton, Executive Director, International Student Enrolment, Education & Inclusion; and an Operations Committee which is responsible for making everything function. From this perspective, Senate does have oversight over all of these programs and, in fact, the Provost provided an update at the November Senate meeting into all of these activities.

I would also like to note that there were some recent correspondence during the last couple of days from a number of Senators regarding recommendations and some thoughtful analysis around Navitas. I'm happy to take some questions on that later on in the process. I think I've answered some of them with my remarks today, but a formal response will be coming to you shortly and I will be going through all points that were laid out in the correspondence.

Transnational Education (TNE) Model:

This is a different type of global engagement that's about taking Ryerson programming out to other places around the world. There are benefits for everyone involved, primarily for students.

This provides students in other parts of the world access to high quality academic programs without the disruption of having to relocate. It's not an economic reality for a large number of students to be able to come to Toronto. So being able to actually take our programs at a lower price point allows us to engage with those students overall. It does provide students a unique opportunity in that country to have a network of learners and instructors because it does facilitate students moving back and forth across campuses should we ever choose. The other part of this is that the academic content can be tailored to have greater application in the local context. For Ryerson, of course, this does provide the opportunity to expand their outreach among international students who cannot get here, there is a risk mitigation structure against future travel restrictions, so it becomes a port of entry into Ryerson's programs overall. It also allows us to strengthen our profile with partner countries in the region – so just operating in the other country allows us to create other partnerships there. Last, but not least, it creates a base of operations where Ryerson faculty and staff can go to campuses elsewhere and partner with academics from those countries and actually engage in new industry stakeholders.

The type of TNE that we will be looking at is through a global partnership where basically the operations of the campus is done by a partner, which means that all business operations, eg. staff functions of the campus, will be done by a partner, that's everything from the actual marketing and recruitment to the day-to-day management of the campus and provision of space, plus the capital required to build that space and supports for people who are there. This is also done with Ryerson Senate oversight. This will be for-credit course curriculum as that moves forward. Again, as is the case with Universities of Canada in Egypt (UCE), the students are Ryerson students for the time they're in Egypt and so we do have full academic coordination oversight through course coordinators and we have our academic support services that are operating within that site as well. We use our global brand. The value proposition is partnering with someone where we actually look at each other's strengths.

Ryerson has been bringing its global reputation and our academic programs to the table. This helps us build upon our strong brand and increase global brand. It will have positive impacts on global rankings and it brings high quality programming to other partners. The partners bring financial asset so they will be able to finance and operate all of this and gain access to that ability as well. It also mitigates fiscal risks associated for us. There is a reputation risk on the Ryerson side – it's important to select the right programs; it's important to have good operations and it's important to have good oversight from Senate on those overall programs. We also want to make sure that we mitigate financial risk from a partner that is able to do that. We are doing that and we are starting that with the UCE. Again, this was approved in April 2020, with a formal approval from the Egyptian government in 2021. UCE is an organization that currently exists in Egypt and has a proven history of providing post-secondary education and partnering with others. In fact, UCE is a global campus; they have another Canadian partner which is UPEI. Currently, we have programs in the Faculty of Engineering and Architectural Science and The Creative School is getting set to launch for Fall 2022, and there is the ability to add additional programs at the discretion of program and Faculties over time. Currently, we are targeting 300 students for this Fall, but possibly growing to as many as 2,000 students by Fall 2027. We are working with this partnership in the model that we described.

Evaluating New Global Opportunities:

Is it possible to think through how we might replicate this overall? We look at our journey for international students who are coming here. We've made investments and we are willing to expand it to all our international students and we have a global partnership with an additional pathway. We've learned a lot from our partnership with UCE but is this something that can be replicated? We've been thinking a little about this overall; we've done a global search, thinking through if we are going to do this again, what our next location would actually look like. From that

we came up with an evaluation criterion around countries or opportunities, looking at market size, student flow, looking at the ability to support additional post-secondary in other countries including GDP per capita. Is it an opportunity that we can actually launch with a partner in another country and can we find a place where Ryerson programs really shine overall? The evaluation shows that there is an available market or a regulatory framework that makes sense for us to find another location. You can actually put countries on a map and the results that come out of this says that highest probability countries that make sense are Japan, South Korea, Taiwan, Malaysia, Indonesia, Mexico, Thailand and Vietnam – so large clustering in Asia with a Central American country that's included. There are other countries that are starting to open up for longer term consideration, including Singapore, Brazil, China and others. Out of this, there are some countries that provide more difficult challenges and might not be considered. What this is attempting to show is that there are opportunities out there that could make sense to move forward.

Global Rankings:

This is an enabler for all of this. How the world sees us. I don't take global rankings lightly, but there is "live by the rankings, die by the rankings mentality". I don't think we should do rankings for rankings sake, but I will note that international partners do take these things seriously and organizations such as the Times Higher Education World University Rankings; QS World Rankings and the Academic Rankings World Organization, better known as the Shanghai Survey, do provide global rankings of institutions that people pay attention to. It's really important to understand how they see us and how the evaluation criteria they have of us makes sense or doesn't make sense with our overall global plans. I think we are positioned relatively well overall. At a high level, if you read all the ranking results which come out every year, we are basically globally ranked between 750 and 850 worldwide. Putting it in perspective, there are about 36,000 institutions worldwide that call themselves universities. Times Higher Ed and QS say there are about 3,000 of those that are at a calibre that are worthwhile ranking, and we are somewhere between 750 and 850 stage as we continue to move through our development. We are a relatively new university in the global space and this is important to note as we move forward. Despite what happens on those global rankings, we have 12 departments that rank better than 500 worldwide and four of them are ranked in the top 200.

Drivers of Global Reputation:

What it is that they do to rank? This diagram was chosen from Times Higher Ed and QS and Shanghai is similar as well. What this really shows is where they collect their data. How do they know? These are generally third-party sources although we provide some data directly to them. What are the metrics that they actually measure and what are the pillars that move forward? Essentially, what they are looking at is that it's heavily research-based. There is this category that in teaching that's primarily looking at teaching reputation; there is a global survey that is currently underway and a number of Ryerson researchers are currently being surveyed. They ask where are the best places for teaching and learning worldwide. It is primarily focused on Graduate not necessarily undergraduate teaching in terms of how that works. There are some other components there around the proportion of internationalized teaching that exists in terms of the proportion of international faculty proportional to international students. There is a heavy issue around research and there is a research survey that goes out to worldwide researchers; both Times Education and QS do this where they survey about 10,000 researchers globally and ask them who the best research partners are. Research indicators look at research income both from industry and from government partners.

Citations is a high measure of overall research reputation. This is heavily research focused and heavily international research focused as well. Infosource came out just recently and showed the continued increase of Ryerson in the research pool and this shows that we will continue to move up in the rankings as we continue to move up through our SRC profile. Also, there are other

things that are part of our strategy including the proportion of international students – which will move us up in this way. We are not positioned exactly as we would want for our part of the international strategy. This will continue to increase over time.

Questions/Comments:

- Q/C:** Thank you for this presentation. I was excited to see this topic on the Senate agenda. It definitely provides a context for the university's path forward. I will say, way back, you discussed how the university navigated the pandemic with regard to international students and then went on to mention enrolment in Fall 2021. This semester, however, I know that many international students feel very unsupported when it comes to campus plans. They are bearing the brunt of return-to-campus confusion. Some of them are wondering if their visa will be ready, if they will be able to afford housing and moving costs. They have also expressed feelings of being disrespected. With regard to a lack of clarity and return-to-campus trends, I can't imagine that these feelings and experiences will help the university to recruit international students. I'm wondering what the plans are to encourage international students in navigating their return to campus and whether additional supports will be provided to these students?
- A:** G. Craney – I'll start with the overall comment that the pandemic has created challenges for all of us and it has been exacerbated for international students when you add in the issues around student visas and be able to enter the country. There have been many challenges overall through all levels, including the federal government. We are working in real time around how we would support the students who are moving forward. It's important to understand the experiences of international students and we're asking that students continue to let us know what those issues are. There are multiple conversations happening even today around how we are identifying challenges that international students are facing and we are looking forward to support them as they are moving their way through the overall structure.
- A:** J. Simpson – It is very important that we stay attuned to what international students are grappling with. There is, of course, many realities beyond international students' control. What I've seen over the last several months is the commitment of deans, associate deans and other senior leaders to really first continue to listen to those students' challenges, be aware of them and think very hard and carefully about how to be responsive and supportive. Our approach to Winter 2022 in terms of having a centralized approach for the university as a whole and also speaking with the deans about what's going to work best in their Faculties and supporting those students, is a very useful approach and will make it most possible for the university as a whole and the Faculties, specifically, to discern and implement ways to support international students.
- A:** J. McMillen – I'll add that part of the role that we are playing is to provide as much information and data, so we've reached out to all students to gather the information as to whether they are able to get back into the country or not. Through both the Enrolment as well as the International support offices, we are then using that information to provide to the Faculties who then can make the best decision individually as to what options are available for those students. We have been in regular and ongoing contact with them; when they think they will be able to be in the country, if they are not already. We think the vast majority are. They have been able to stay in Canada and they will be able to proceed with regards to the university's return-to-campus plan and those who are not, we're gathering that information in order to determine what's next for them.
- C:** We have received the numbers of international students from our Faculty from the Vice Provost Students offices. We've been working very hard all Fall semester to actually triage

a lot of our international students into our courses or Chang courses so we're on it. But we do not know what to do with those students right now who are trapped in other places.

With regard to the ranking systems, business schools have been using the ranking systems for decades and I had reason to re-examine the gaps of various ranking systems. Some ranking systems don't define international students the way we do, as students who are paying international tuition, but if you go very deeply into ranking systems, they define international students as students who started life in a passport other than the one they are currently holding. So if we can identify which of the ranking systems work in different ways and use that very fine-print information, we can pop up in the ranking systems incredibly quickly using our Toronto advantage. I do believe that Ryerson has possibly been providing incorrect information, or failing to correct some of the ranking systems based on what we define international students as and so we can make some easy fixes. I really urge us not to just accept the ranking systems as something that we have to live with but we have to get into the guts, the sausage factory of the ranking systems and see how we can use this to our advantage as every other school that is in the top 100 of the ranking system does.

In the Business School we came in first in Corporate Knights, which is a sustainability survey. That was not by coincidence; that was because we selected the sustainability area. We made sure all our data was exactly what they needed and we submitted it in a way that we knew fulfilled the ranking. We didn't manipulate; we didn't lie, we didn't do any bad stuff, but we understood exactly what would get us up in the ranking systems. So if we are saying that for international students we need to rise in the ranking systems, it is incredibly important to understand the differences among them and which ones we can use to our advantage.

- C:** G. Craney – We have a group that are going into the guts of this so I'll take your comments into consideration.
- Q:** I think it's a fantastic idea for Ryerson to go ahead and look into this international strategy. In terms of support for international students, they go through numerous challenges, comparatively more than domestic students, for multiple reasons. For example, financial support, and their credentials are not being recognized within Canada and other parts of the world. In terms of this, is there a specific strategy the university is planning to take where they build more support than what is being provided or if they can make an informed decision if something can be done about it or not.
- C:** G. Craney – I'm conscious of time and so thank you for all of those comments and all of those issues have come up and we are developing strategies through the VPS and International Enrolment areas to support them. Let's continue the conversation. For those who do not get to speak, they can write to me and we can respond to them either through Senate or directly. As we move through the refresh of the international strategy, I think it's important to hear from all of the voices. I think you're spot on in all of those comments and we are developing strategies.
- C/Q:** Regarding the university's international students' strategy, our students union and campus labour partners have raised the problematic elements of the partnership with the Navitas corporation. Our students' union just released a document actually outlining our position. It's called "Xuniversity and Navitas Erosion of Public Post-secondary Education and Exploitation of International Students". You can read it at mycesax.ca/ruic. We have serious concerns about this agreement. International students should not be exploited or used as cash cows, charging exponentially higher tuition fees for the bridging program even compared to other international students who are already paying significantly higher fees is not a workable or fair long-term solution to cuts for post-secondary education. It doesn't

have to be this way and further concerns to share with our campus labour organizations around privatization of public education and the creation of a two-tiered system for students still needs to be addressed. Students deserve student union representation and the same access to services such as Consent Comes First and accessibility support regardless of if they are domestic or international students or a student enrolled in the RUIC. My question today is what is the overlap between the REAL Institute and the RUIC?

- A:** G. Craney – Thank you for submitting that report. We will provide written feedback on all the key elements of that. I just want to note that one thing that's important is that the tuition fees for RUIC are equilibrated at Ryerson tuition fees so that the majority of students that are coming to RUIC should pay the same amount of money as if they came directly to Ryerson if they complete in the same amount of time.

For the REAL Institute, they report through the International Enrolment area. It's really about how they apply to Ryerson. If they apply and they have the grades to come in through our normal process and they have met the English language requirement then they are admitted directly to one of our programs here. If they apply to Ryerson and have the grades but do not have the English language qualifications to be admitted then they are offered a position at REAL to upgrade their English language skills to then enter year one at Ryerson. If the student does not have the grades for regular admission and/or does not have the English language proficiency then they would go to RUIC. So there is a world where depending on how they apply and their academic profile that they fall into one of the categories. These are mutually exclusive categories and we have regular admission meetings through the Student Affairs Committee, chaired by Isaac that talks about how we actually would put students into each of those programs. In fact, the agreement says that if a student comes up with regards to being recruited that ends up in a different category then they get moved to the category that makes sense for them. So REAL is continuing on driving English language supports for students who are qualified.

- Q:** I would like to know how much the Egyptian students going to the UCE pay in tuition and where is that money being allocated to?.

- A:** The way that model works is that our partner in Egypt provides the business operations. Part of that will be the overall collection of tuition fees. I can't remember the exact tuition. Essentially, what our partner does is that they collect the tuition fees, they use that revenue for business operations and then there's a royalty paid to Ryerson that is in lieu of the academic oversight that happens. Our two global agreements that we mentioned before, we are actually not paying our partners, we are partnering with them and it's a revenue-sharing agreement as the revenue comes in. The revenue goes to cover the expenses of running the program.

- Q:** Just listening to the presentation and the discussion that is taking place, one can be given the perception that this strategy is all about the movement of money and people. The idea is to attract as many foreign bodies that we can here and get money from them and it's about valuing these people for their money rather than who they are. Just an observation – I think we should recognize when we make these presentations, that this is how it comes across. As the president of the Faculty Association, I think people should know that we have grieved that the way Navitas is offering its courses is in violation of our collective agreement. They are compromising units and also compromising university standards and values and it is morally reprehensible. We've grieved the point to arbitration and we are waiting an arbitration date. Laurie Jacklin, president of CUPE, has a similar grievance leading to arbitration and it's their instructors who are being exploited as well as students.

- A:** G. Craney – I think I took care through my presentation to say that it is critically important that as we are looking to expand the total number of international students to interact with us

whether they be in Canada or at a partner campus, that this isn't just about money. Our Ryerson values need to be protected through all of this; that we've made investments for all of the students that are moving forward to enhance the international student experience, understanding that that's different than the domestic student experience and we will continue to move forward with that. As we go through the international student refresh, I'm looking forward to connecting with everyone at Senate and everyone in the university community around ways we can actually make that better.

- C:** I was so glad to hear the discussion about Ryerson's ranking in the global ranking system. This is a long time coming. I was one of a few people who started the discussion. There is a difference between rank and reputation. Rank is what we try to make us look and reputation is what others think of us as a university. From my perspective too much effort was spent on rank and not enough effort spent on reputation. This is where we should focus – what do international students think of us? What do Canadian students think of us? This should be the purpose, not branding and not spending a lot on advertising. Students will decide to come or not because of what we say to them, not what pictures they have in their heads of us.
- C:** G. Craney – Thank you for the discussion today. There has been a lot of interest here, which is fantastic. This won't be the last time that you get a chance to have a say where all of this is going, so we'll send the annual report back to Senate and other places. In the meantime, feel free to contact me or Jennifer if you have any questions.
- C:** J. Simpson – I echo the comments made by Glenn. It's great to open up the conversation. It will continue. We already have many international initiatives going on; there are many students here. There are questions about where we will go in the future, the directions, so just keeping the questions and concern for international students and for international priorities and how, as a university across academic units, student support units, we can continue to do well both for the university and for students and partners that we work with. We look forward to continuing the conversation.

6:00 p.m. Senate Meeting starts

1. Call to Order/Establishment of Quorum
2. Land Acknowledgement
"Toronto is in the 'Dish With One Spoon Territory'. The Dish With One Spoon is a treaty between the Anishinaabe, Mississaugas and Haudenosaunee that bound them to share the territory and protect the land. Subsequent Indigenous Nations and peoples, Europeans and all newcomers have been invited into this treaty in the spirit of peace, friendship and respect."
3. Approval of the Agenda
Motion: *That Senate approve the agenda for the January 25, 2022 meeting.*

R. Ravindran moved; A. McWilliams seconded
Motion Approved.
4. Announcements – None.
5. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the December 7, 2021 meeting.*

G. Hepburn moved; T. Duever 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:

Welcome to the first Senate meeting of 2022. I hope you all had a healthy and restful mid-year break.

1. Winter 2022

As you know, we announced our plans for the Winter term last week. You will recall that we were planning from June of last year to have Fall term as a transition and for the return to campus in January. Unfortunately, because of the new variant, we had to modify that plan in December and announced that we will maintain virtual learning until the end of January. Last week, we announced the plan for the Winter term. We have been closely monitoring public health assessments of the spread of the new variant (Omicron) in our province. At this time, based on continued assurance from public health authorities that the spread of Omicron will begin to abate in the coming weeks, we will begin a gradual return to campus on January 31, with a full return expected by February 28. The return to in-person learning will be program - and faculty-specific. We want to offer maximum flexibility to academic leaders who decide their needs based on the needs of their programs, and I want to take this opportunity to thank each of you for your work in planning for the return to campus. I know there have been a lot of questions from students, faculty and staff, and this prolonged period of uncertainty has been challenging for all of us.

2. Update on the Standing Strong Task Force Recommendations

I also want to provide a brief update on the work being done to implement all of the recommendations in the Standing Strong Task Force Report. While the renaming has drawn the most interest, there are 21 other recommendations that the university is committed to implementing and we are making progress across the board. As per one of the recommendations in the report, we will be providing a full update to the community on January 31. Since I'm talking to Senate, I've made it very clear that when the Board of Governors accepted all the recommendations, those that are the responsibility of Senate, they will go to Senate for discussion. I made it very clear from the beginning that the role of Senate will be respected.

3. Congratulations - Order of Canada

I want to congratulate the newest recipients of the Order of Canada. Five of them have Ryerson connections. They are:

- Chancellor **Janice Fukakusa**
- Honorary doctors **The Honourable Murray Sinclair** and **Mohamad Fakh**
- Ryerson alumna **Victoria Grant**, and
- Longstanding supporter of the university **Nona Macdonald Heaslip**

This is the highest recognition of their extraordinary impact on our country.

4. Congratulations - MBA program

On a positive note, I would like to recognize the work done by our MBA students in the Ted Rogers School of Management. There is a group of students who competed in the MBA games, in which they finished third overall. I have seen some wonderful videos that were prepared by our students. Despite the pandemic, they have done a wonderful job. I would like to congratulate Dale Carl, Donna Smith, Hong Yu, and Daphne Taras for their leadership and support for all students. I also want to congratulate the Ted Rogers MBA program for ranking #3 in Canada for the second year in a row—and #11 worldwide—in the Corporate Knights 2021 Better World Ranking.

On another positive note, the data that is published annually by Research Infoscience, we just got the data for the top 50 research universities release of rankings for the year 2019-2020 in the category of comprehensive universities. It is good to see the Ryerson is doing well in many categories. I would like to note that we ranked 1st in research income growth and 3rd in research intensity dollars per graduate student. Most notably, we are now talking about research funding, we are now in the one million plus club. I would take this opportunity to congratulate our faculty, students, especially our graduate students and the entire community for this great achievement, and also our Vice President Research and Innovation and his entire team for the wonderful leadership in this regard.

5. Law School Celebration of 100th Anniversary of Lincoln Alexander's Birth

On Friday, the Lincoln Alexander School of Law hosted a virtual event to honour the life and legacy of its namesake, Mr. Lincoln Alexander, on the 100th anniversary of his birth.

Distinguished guests included:

- Prime Minister Justin Trudeau,
- The Honourable Marci Ien, Minister for Women and Gender Equality and Youth,
- The Honourable Elizabeth Dowdeswell, Lieutenant Governor of Ontario, and
- Erika Alexander, granddaughter of Lincoln Alexander.

We also had a number of other speakers. I hope you had an opportunity to participate in the virtual event. I also want to thank Dean Donna Young and her team for doing an excellent job.

6. Recruitment video

I know that during the previous hour, you had a lot of discussion about international strategies and we thought that we would share with you a new recruitment video that was produced by our internal Marketing team here showcasing the best of our university and our city to international students. Thank you to the Marketing team for this video and I would be happy to answer any questions regarding my report.

[Video: <https://www.youtube.com/watch?v=X6QamYX-3Q>]

Questions/Comments:

- Q:** My question is about the returning to campus. For the past several months I had the opportunity to speak to a number of students. They are all concerned about returning to campus. There were also some who were excited as well to return to campus. As a student leader, both perspectives are important for me. I'm not going to go in to the pros and cons about who is right or wrong. I think every perspective is important. What will be my ask on behalf of all the students, can we consider providing a hybrid approach for the Winter semester and individuals can make a choice as to whether they like to go back to campus or whether they can attend classes if they are not comfortable due to health risks or individual circumstances?
- A:** M. Lachemi – Thank you for the question. We have almost 50,000 students and a lot of opinions on this. I hear what you mentioned about people who have concerns about their return, but also, I'm also concerned about students who are dealing with issues of mental health. It's very difficult to navigate this. In terms of general context, when you ask for a hybrid system, faculty members are required to deliver classes in-person or online, I think it's not fair and the university cannot do this for each faculty member; that we ask them to do both. Unfortunately, that's something that's not possible. There are many faculty members that I'm talking to that are also going to post their lectures. I don't think we can have a solution that will satisfy everyone. I'm just giving you the context. I will ask our Provost for her comments on that. Thank you again for bringing these items to our attention.
- A:** J. Simpson – Thank you for the question. It is a big transition now – a big change. I know that folks are tired and there are a lot of different needs and realities on the table. What I can confirm from my role and my conversation with leaders across the university, we have implemented an approach that clearly follows other universities and the sector of return between January 31 and February 28. Within that framework, individual Faculties have a lot of agency and autonomy, and I can really reassure everyone that what has been top of mind in our conversations is how we can support all students both in that return, because we believe that is what's best for our community and for students, but also for students who have particular challenges. How can we encourage continued progress towards graduation and engagement with Ryerson programs and supports, to support the transition? These are all parts of a complex conversation. The deans have been working very hard. I've been in conversation with the deans regularly and I continue to be impressed with the deans' level of dedication and work with their faculty members to think about how, within that framework of a month's return, we support the students and our faculty. We are encouraging students to look at their Faculty websites and communication for all the variety of options that are available to students specifically to their Faculty. We really appreciate your concern for graduate students and we understand the complexity of needs that are on

the table and we are really working hard to be as responsive as we can through especially the next month as we come back to campus and going forward.

- C:** There has been a lot of chatter in the media about what really needs to happen now in the context for most people who are vaccinated is that basically we develop herd immunity. A lot of that is that the vaccine, while they mitigate danger for everyone, they don't actually prevent transmission nearly as well as they were originally advertised to do. I would like to point out that there are some of us because of medical reasons and a number of students and faculty members, who are at the plus 60 end of the faculty complement who have various kinds of conditions that make them somewhat higher risk. One of the things that I think is important for people to do and I hope the administration can do whatever it can to remind people who think their risk is very low – that there are other people around them who need their consideration that they follow the rules and recognize that they can still endanger those people to varying degrees. When I talk to other faculty members that's part of the concern of anxiety for them; something that is not a bad enough condition to say, "well, I can't come back" but it's significant that if they get sick, they will get a lot sicker than normally many people do. We also know that of the people who are in hospitals, 45% of them are fully vaccinated, and so there are people to some degree who are vulnerable. Keep that in mind and keep the community spirit of mutual protection very much in the forefront.
- C:** M. Lachemi – You mentioned those who have medical conditions and they cannot come on campus. Those cases are treated case by case by all deans and we are taking those cases into serious consideration.
- C:** You may have received an email from the School of Occupational and Public Health which outlines significant concerns that we have in the school as Occupational and Public Health experts in terms of the return-to-campus plan. I'm not going to read the letter as it is publicly available. What we are concerned about here is outside of that short window up to the end of February, there is very little latitude given to specific departments, schools, chairs/directors to make their own decisions in terms of how they should come back this semester, when we still have high hospitalization rates, possibility of new variants and subsequent waves. This is a concern for us, particularly for large classes (100 plus students in one class that's filled to capacity). We do not have air quality monitoring data on those classrooms when they are filled with students. What's the plan to monitor classrooms when students are all in place? We have a lack of testing available on campus so we can't really track diseases on campus, outbreaks and transmissions. These are all major concerns for us. Also, longer-term strategies, we recognize that we want to come back in person; everybody wants this eventually and we want to do as much as we can to make the university a safe place but for this particular semester. I think there needs to be more latitude to stay remotely and get those measures in place in the subsequent months so we can come back in the Fall with a robust plan that is safe for everyone.
- C:** M. Lachemi – I can confirm that the letter that was sent to me and the Dean of the Faculty of Community Services was received and you will get a response from both of us. I don't want to use the Senate platform here to debate about expertise but I can tell you that all decisions that we have made within the guidelines are provided to us by experts. We are not making any decisions in isolation. Any decision in terms of class size and capacity, all these decisions have been vetted by Public Health agencies. Thank you very much for those concerns and comments.
- C:** We've heard a few times about what students want in this meeting and through communications through the university but we haven't seen any open-ended conversations around what students do want and what safe return looks like for us. I want to ask the

university to implement open-ended conversation. Students who have reached out to us indicate they don't feel safe returning based on the timeline that has been set by the university. We have released a survey and the results are very clear. Undergraduate, graduate and continuing education students all responded to the survey saying clearly that they don't feel safe returning right now and actually do not trust the process that has determined the timeline for return to campus. I'm requesting an open-ended consultation to help alleviate concerns that so many students have.

A: M. Lachemi – Thank you for bringing to our attention the concerns. I have also heard from a lot of students, and when you look at the position of students we have them from both sides – those who are asking for a return to campus and those who are concerned about returning. I know a number of departments have done surveys and we see the variety in terms of student positions.

C/Q: I have been working on campus as a researcher at St. Michael's Hospital (St. Mike's) throughout the entire pandemic, so I've been experiencing what it's like to be on campus wearing a mask. I also noticed that I will be in a class of 24 students with everyone wearing a mask, starting January 31, and yet the rules where my lab is at St. Mike's, I cannot be in a room with that many people no matter how many masks are involved. St. Mike's policy currently is still to encourage people to work from home. I'm wondering whether there is any concern about whether or not Ryerson's policies are matching up with St. Mike's when we have many labs on campus?

A: M. Lachemi – Thank you very much. We will take this to the team for consideration.

C: I would like to use the critical-thinking skills that I've gained at Ryerson University to be more inclusive of the diversity of the voices. I'm absolutely 100% sure that you have heard what you have heard from those who have spoken to you. What's happening? It seems to me that they are not accepting that what the graduate student representative, Continuing Education Union president have heard, we hear it in our classes and our circles. Doing an open, effective consultation with students will actually give us a due diligence process because if there is another Omicron or Delta type pandemic we can be assured that we have not only heard the students – this is the reason why the university exists, for the students. So, if we do not at least seem to want to listen to the students by doing a townhall or survey, then it paints a little obscurity and we need transparency.

A: M. Lachemi - Thank you. We will take all comments into consideration.

8.2 Communications Report - None

8.3 Report of the Secretary

8.3.1 Membership and Committee Updates

There are updates to the membership of Senate and Senate committees which can be found on the Senate website.

8.3.2 Senate Elections

Regarding upcoming Senate election information: nominations will open for student and faculty Senator positions on February 3 and they will close on February 16. All student and faculty-at-large positions - voting will occur Monday, March 7 to Thursday, March 10. Faculty voting will occur March 14-17. There will be communication regarding elections via email and further details are also available on the Senate website.

8.4 Committee Reports

8.4.1 Report #W2022-1 of the Academic Standards Committee (ASC): (K. MacKay)

8.4.1.1. Discontinuing the certificate in Leadership in Organizations – Chang School

Motion: *That Senate approve discontinuing the certificate in Leadership in Organizations – Chang School.*

K. MacKay moved; M. Vahabi seconded

Motion Approved.

8.4.1.2. Certificate modifications to Public Relations - Chang School

Motion: *That Senate approve the certificate modifications to Public Relations – Chang School.*

K. MacKay moved; H. Brahmhatt seconded.

Motion Approved.

8.4.1.3. Certificate modifications to Crime Analytics - Chang School

Motion: *That Senate approve the certificate modifications to Crime Analytics – Chang School.*

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

Motion Approved.

8.4.1.4. Certificate modifications to Film Studies - Chang School

Motion: *That Senate approve the certificate modifications to Film Studies – Chang School.*

K. MacKay moved; M. Vahabi seconded.

Motion Approved.

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

i) Certificate in Music: Global and Cultural Contexts: Course deletions/additions (elective)

ii) Certificate in Criminology: Course deletions/additions (elective)

8.4.2 Report #W2022-1 of the Academic Governance and Policy Committee (AGPC):
(J. Simpson)

8.4.2.1. Provost's Update

We have two motions today from the AGPC and I'll thank in advance the committee's work on those motions.

1. Winter 2022

We have had some good discussions earlier this evening about the return to campus. I will just affirm some of your comments Mohamed that there's been a lot of cooperation and work and effort over the last two years on everyone's part at the university to proceed in ways that are safe and support the health and wellbeing of everyone on campus. At the same time, we are now moving into a different phase. I commented earlier in the meeting about the commitment that I've seen as I'm in discussions with the deans, vice provosts and leaders across and within the complexity of needs that many of us have been articulating tonight to find a way forward that is both safe and good for the campus as a whole. Thank you everyone across the university community for your attention and flexibility over the last couple of years and I look forward to, in the next month, returning to campus, to the benefits that will bring and the concern and awareness of the challenges that this will bring alongside the benefits for the community as a whole.

2. University Budget Planning Process

I know that many of you have been involved with these processes in past years so this is just a heads-up that we are moving in to that time again of talking about the university budget and resource commitments. I know that many of you are familiar with the process. I'm certainly looking forward to hearing the feedback. I know there will be many meetings and consultations and opportunities for myself and other leaders to hear about what's on your minds in terms of resource commitments. There will be town halls, conversations at Senate and other opportunities for discussion about the budget. We will lead with a very comprehensive overview and that information will be posted online.

3. University Renaming Process

I want to thank everyone. We had a three-week engagement period and survey open in November and December of last year. We received really robust responses to that process (over 30,000). Thanks to everyone who took the time to contribute your thoughts on the renaming process and ideas for those names. Those responses have been analyzed in a report by a research firm and that report has been provided to the Advisory Committee. I can confirm that we will provide an update to Senate later in the term, perhaps at the next Senate meeting about the results of that report and the engagement process, and I can confirm that the committee is on track to provide a shortlist of names to President Lachemi this Spring. We have had good engagement and really had reflective conversation about how the shortlist that we provide to President Lachemi can reflect the future-looking aspirations of the community as a whole.

President Lachemi – Just to add to the context of renaming to be very transparent, what the Provost has mentioned in terms of next steps once we get the shortlist - my role is to get an approval of the name change for a new name by our Board of Governors. That will give us the ability to change our name (commercial name that we can use). However, we will not be able to change the official name on our official documents, certificates and degrees until we get the name change approval by the provincial government. I just want to inform you about our own timing but also that we do not control other aspects given that we are aiming that the new name will be approved by the Board and shared with our community some time in the Spring. However, as you know, in Ontario, we have an upcoming election (June 2) and I don't see this name approved by the government before the election. I just want to clarify that for students who will be receiving their degrees and certificates in convocation in June, they will receive it with the current name. I just want to be transparent and put it in the minutes so at least people will know what to expect. Of course, we have after that to open the University Act and this has to be discussed with the government in place, so that will be the government that will be in power after the election.

For your information, I had a meeting with all leaders of the three opposition parties today. They were virtually at a campus meeting for a debate with Martha Raye. Before that meeting, I met with all the three – Leaders of the NDP, Liberal Party and the Green Party and I asked them for their support with this transition. Once we have the name, we need to make sure that they put this in their agenda. This has to be approved by Queen's Park.

8.4.2.2. Revisions to Senate Bylaw #1 and Senate Bylaw #2 – (D. Checkland)

Motion: *That Senate approve the revisions to Senate Bylaw #1 and Senate Bylaw #2.*

D. Checkland moved; R. Ravindran seconded.

Bylaw #1 -

Section 2.3.2 of Bylaw #1 is what we are recommending and AGPC has approved these and SPC has seen them, is adding one more Senate Associate. These are the non-voting but fully members

of Senate, from CUPE 3. Right now, CUPE 1 and CUPE 2 each have a Senate Associate but CUPE 3 does not and they have requested this.

Sections 6.2.1.8, 6.2.1.9 , 6.3.1.9, and 6.3.9 and 6.3.10 are adding one student member to sit on the AGPC and SPC. 6.2.2.7 is merely a reference to a bylaw change in Bylaw #2, which has to do with emergency powers of the SPC. 6.4.12 is clarifying the role of the Vice Chair on the Scholarly Research and Creative Committee and it's being clarified to actually be in accord with current practice. Section 6.1.10 has to do with clarifying the terms of reference of the Senate Appeals Committee to align better with Policy #168 and Policy #46 to add timespan extensions which are now part of the policy to the description of the Senate Appeals Committee.

Bylaw #2 –

This is a follow up to what we did in April, 2020. When the pandemic hit, everything went online and there was lots of confusion. At the April 2020 meeting, Senate approved the following motion: *“that we hereby grant Senate Priorities Committee temporary emergency powers beyond those otherwise described in Senate Bylaw#1 to address on behalf of Senate emergency academic issues that arise and cannot without risk of harm to students or faculty wait until the next meeting of Senate. These are special emergency only....” These powers will be in effect until either rescinded by Senate or superseded by an amendment to Senate Bylaw #1”.*

This is a referring amendment that we are locating in Bylaw #2. That was just a motion and it would be hard for anybody to find if they didn't know when it happened, so we need to put these emergency powers into the bylaw. Why do we need emergency powers if we can have an emergency meeting of Senate within 72 hours? Think about the things that can be very disruptive at times during the academic year, like entering the exam periods, etc. We are seeing weather and climate events. There are things that can happen that would require a very quick response. The Bylaw says you can have an emergency meeting of Senate but you need 72-hours' notice. This is there just to cover those situations. These are emergency powers for SPC to act only in the quick immediate emergencies and immediately report back to Senate on what they've done. It clearly states these are short-term emergency powers only. If we don't have it there, someone will have to do something and they won't have the authority to do it.

Motion to Amend from M. Fast:

Thank you very much. We really appreciate some of the amendments that have been added to include student representation. We are very favourable to those amendments. We would like to move an amendment to 6.2.2.7 so it would read:

“That Senate grant the Senate Priorities Committee (SPC) emergency powers beyond those in Senate Bylaw #1, to address on behalf of Senate emergency academic issues caused for example by force majeure (such as intense weather or disaster) that arise and cannot without risk of harm to students or faculty wait for a special meeting of Senate (which, with online meetings, can readily occur with 72-hours' notice) or until the next scheduled Senate meeting to be address. These are special emergency only any actions so taken must be reported to Senate as soon as possible including full descriptions of the nature of the emergency and the rationale for the actions taken.”

C: D. Checkland – M. Fast read out the whole motion as amended, but the amendment was really in two clauses at the beginning about force majeure for example. I am happy to consider this as a friendly amendment, but since it's coming from AGPC, it would be better if we just voted on the amendment. I don't see any problem with adding those words because they are just examples; they do not limit the range of other things we haven't thought of that could possibly occur but they do indicate the sort of things that we have in mind.

J. Rodriguez seconded the amended motion.

C: M. Fast spoke to the amendment – This is just to add in two lines around an example of force majeure, intense weather or disaster. We would like the categories more clearly defined as to what an academic emergency is to require an emergency decision and we understand the intent and just want to outline it more clearly. This is an amendment that would just ensure more clarity.

C: I think this is a good change. I was one of the members of SPC on the day that the pandemic had to be called and we had a meeting less than 24 hours before. It really can be that quick. It is a good idea to give the scale in there and I think there is strength in the clause.

Vote to Amend the Motion #8.4.2.2 (Approved).

Vote for the Amended Motion #8.4.2.2 (Approved).

8.4.2.3. Master of Digital Media – Graduate Council Bylaws – (C. Searcy)

Motion: *That Senate approve the Master of Digital Media – Graduate Council Bylaws.*

C. Searcy moved; H. Brahmhatt seconded.

This bylaw came to Senate in 2015 and there was a request for an adjustment. It was never formally approved and it never came back to Senate. We just discovered this in a review recently. Given the time that had elapsed we did take it back through a YSGS review. We also took it to AGPC just to make sure that it reflected current practice both within the program as well as the current expectations for the GPC bylaws.

Motion Approved.

9. Old Business - None

10. New Business as Circulated - None

11. Members' Business

Q: D. Checkland – This is just a brief follow-up question. Back in June, I put forward a hortative motion, asking you and senior members of the administration to pursue whether or not there was interest and advocate for changes to the Companies Creditors Arrangements Act with the Federal Government. This was the act that was used to impose the very harsh measures on Laurentian University. Have you heard anything? Has there been any contact with the Federal Government? Is there any interest or willingness to change that piece of legislation?

A: M. Lachemi - Thank you so much David for bringing this to our attention. I remember you bringing this to Senate. After that, both myself and the Chair of the Board prepared and signed a letter that went to the Federal Government. I've had some very preliminary discussions with some people in Ottawa. I think everybody is waiting to see what's going on with Laurentian. I can confirm that the letter was submitted and we will continue definitely to have those discussions and I will continue to update Senate. I think that the biggest issue is that the Laurentian saga, unfortunately, is taking time and you have probably seen, at the end of the day, we know that this was a financial situation that was difficult, but the reality now is to look at the number of applications to Laurentian this year compared to last year, they have a decrease of 45% in number of applications from students in high school. That is a very serious case. Last year they had another

decrease. I hope the government can intervene to help because it's not just about the university but it's about the region. I will definitely keep Senate informed of anything that I hear on this issue.

- C:** Thank you for recognizing the MBA games. I would like to mention the following people - the team members who contributed to the MBA competition. TRSM MBA Team: Harsh Brahmhatt, Rose Ghamari, Bilal Zafar, Katryna Klepacki, Merlin Alex, Heli Shah, Abhishek Sinha, Abbas Hazer, Dana Marlatt, Nadja Urech, Nisha Patil, Peter Milway, Sugandha Singh, Allan Choi, Muhib Nawar, Rishbha, Kamila Gililova and Tyler Stone. Special thanks to TRSM Coaches: Dr. Donna Smith and Dr. Dale Carl
- C:** M. Lachemi – I watched both videos – the one with the dance and the other one which is for a good cause. Of course, it was about MBA games, but they also collected money for Indigenous people and that was an excellent initiative by our students. If you have the chance to watch these two amazing videos about what they have done, and during a major pandemic. Thank you.

12. Consent Agenda - None

13. Adjournment

The meeting adjourned at 7:12 p.m.

Ryerson University President's Update to Senate March 1, 2022



EXECUTIVE DEPARTURE

Denise O'Neil Green has decided to conclude her tenure as vice-president, equity and community inclusion, effective February 28. Having led the University's equity and community inclusion (ECI) portfolio for nearly a decade, Denise has been instrumental in developing a vision for equity and inclusion that built on our values. She joined Ryerson in 2012 as the inaugural assistant vice-president/vice-provost, equity, diversity and inclusion (EDI); in this role, she established the Office of Equity, Diversity and Inclusion, as well as initiatives such as the Diversity Self ID Reports and the Soup and Substance Series. In 2017, she was named to her current role, as the first-ever vice-president of a Canadian university in a position dedicated to equity. She has co-chaired the President's Implementation Committee to Confront Anti-Black Racism, co-led the work that created the foundation for our Truth and Reconciliation strategy, and served as executive co-lead for the Standing Strong Task Force. Under her leadership, the University achieved recognition as one of Canada's Best Diversity Employers for five consecutive years, from 2015 to 2019. On behalf of the University community, I wish to thank Denise for her exceptional work and her unwavering commitment to matters of equity, anti-racism, human rights, education, and organizational change.

APPOINTMENT

Anver Saloojee has been appointed interim vice-president, equity and community inclusion effective March 1. He has been with us at the University since 1987, as a member of the Department of Politics and Public Administration. He has previously served as the University's first assistant vice-president, international (2016–20), as special advisor to the president and provost (2014–16) and, on an interim basis, as the law school's first dean. Anver is past president of the Ryerson Faculty Association and has also served as vice-president of the Canadian Association of University Teachers (CAUT), whose equity committee he chaired, and whose inaugural Equity Award he received in 2011. From 2005 to 2008, he was special advisor to the presidency of the government of his native South Africa, where he worked to advance citizens' equity rights. Anver holds a PhD, an MA, and a BA in political science, all from the University of Toronto.

CONGRATULATIONS

Anthony Chan, professor of accounting, has been named Fellow of the Chartered Professional Accountants of Ontario (FCPA)—the organization's highest honour, which recognizes leadership in the profession. The FCPA cited Chan's 35-year academic career, his "commitment to excellence in teaching," and his many contributions of professional knowledge as a community volunteer.

Eno Hysi (Biomedical Physics '20), a postdoctoral researcher in nephrology at St. Michael's Hospital, has been awarded a John C. Polanyi Prize in physics from the Council of Ontario Universities. The \$20,000

prize recognizes his research in using lasers to non-invasively detect scarring in kidneys available for transplant.

For the second year in a row, *Ryerson researchers'* exceptional work has resulted in the university's ranking first for research income growth among comprehensive universities—and first, by percentage, among all Canadian universities—in Research Infosource Inc.'s annual list of the 50 top research universities in Canada. Ryerson also ranked #3 among comprehensive universities in research intensity per graduate student. Research Infosource has also published findings that Ryerson ranks first among comprehensive universities for cumulative research growth over the past 30 years, at 1,071.3 per cent.

Thanks to the work of the *Sustainability Office* and *TransForm*, the University has attained the #1 ranking in transportation in the Association for the Advancement of Sustainability in Higher Education (AASHE)'s 2021 Sustainable Campus Index. The index took into account data from TransForm's 2017 student and employee transportation survey. Overall, based on the submission prepared by the Sustainability Office, the University achieved a silver rating through the AASHE's Sustainability Tracking, Assessment & Rating System (STARS).

Andrew Young (Business and Technology Management '11), who works as a web developer for Computing and Communications Services, has received a Minister of Colleges and Universities' Award of Excellence in the category Everyday Heroes, for his work in co-founding and co-directing Vaccine Hunters Canada. The ministry cited his using his "technical online skills to help ensure that Ontarians who wanted a vaccine could find an appointment."

EVENTS & INITIATIVES

RETURN TO CAMPUS – As of February 28, the University has made a full return to on-campus learning. Our decision and approach have been, and continue to be, guided by our commitment to the health and safety of the university community, informed by guidance released by the Ministry of Colleges and Universities. Our return was phased in from January 31, based on a program- and faculty-specific approach. Building access remains by OneCard only, with mandatory health screening via RyersonSafe for all students, faculty, staff, contractors, and visitors. Well-fitted masks are required indoors, with the University providing medical-grade or fitted masks for students, staff, and faculty who are in need. Physical distancing in indoor instructional spaces has been relaxed. Distancing is required in all other campus spaces. The University is currently using a risk-based approach to rapid antigen testing (RAT), with tests available for students living in residence and individuals with approved vaccination exemptions. Updates remain available online at <https://ryerson.ca/covid-19>.

BLACK AFRICAN AND CARIBBEAN ENTREPRENEURSHIP TRAINING – In January, the Black African and Caribbean Entrepreneurship Leadership (BACEL) Training Program launched its first cohorts. An initiative of the Black Business and Professional Association (BBPA) in conjunction with the Future Skills Centre and the Diversity Institute, BACEL is a unique 20-month program offering free training, skills development, and coaching to Black entrepreneurs. The program is aimed at removing systemic barriers to Black Canadians in business, and at supporting intersectional marginalities, including members of Official Language Minority Black Communities, low-income Black Canadians, Black women and gender-

diverse people, Black people with disabilities, and Black people who identify as 2SLGBTQ+. Three cohorts are currently participating in the program, which is being developed by community partners de Sedulous Women Leaders (in Alberta), The Edge Magazine (in Toronto), and Natural Image Photography & Video (also in Toronto).

LINCOLN100 – On January 21, the Lincoln Alexander School of Law hosted “Lincoln100,” an online event celebrating the legacy of the school’s namesake, on the 100th anniversary of his birth. Hosted by Safia Thompson (Law ’23) and Kanwar Brar (Law ’24), the event featured a discussion about the inspiration Alexander’s career has provided; speakers included Prime Minister Justin Trudeau, Dean of Law Donna E. Young, Minister for Women and Gender Equality and Youth Marci Ien (RTA ’91). Randell Adjei, Ontario’s poet laureate, presented a new poem about Alexander, and singer Jackie Richardson delivered a performance with the Swing Shift Big Band. Remarks were given by Lincoln Alexander’s granddaughter Erica Alexander, as well as by Bob Rae, ambassador and permanent representative of Canada to the United Nations, and Jean Augustine, the first Canadian woman to be elected to parliament. Ed Sonshine, founder and non-executive chair of RioCan Real Estate Investment Trust, announced a \$1-million gift to the law school to establish the Edward Sonshine Chair in Race and the Law, which will be part of the school’s Racial Justice Initiative.

ROBOTICS AND INTERACTIVE ART – From January 21 to 29, the Design + Technology LAB hosted the interactive installation *Assembly Line*, which enabled participants to interact and make art with an industrial robot arm. Participants gathered outside the LAB’s Church Street location and drew forms and scribbles on their phones, which the robot reproduced as 3D images in a cube-shaped screen, visible through the LAB’s window. The installation was part of the DesignTO Festival, which this year focused on socially distanced window installations. In related news, from January 21 to 30, the PHI Centre in Montreal premiered *Animachina*, a series of performance art videos by musician KROY, in which she interacts with the same robot. The videos were created at Ryerson under the supervision of LAB director Jonathon Anderson.

THE PROVINCIAL OPPOSITION AT RYERSON – On January 25, the leaders of the provincial Liberals, NDP, and Green Party—respectively Steven Del Duca, Andrea Horwath, and Mike Schreiner—participated in a Ryerson Democracy Forum event. The leaders appeared separately, each taking questions from moderator and visiting practitioner Martin Regg Cohn and from audience members. They also discussed their parties’ positions on salient issues such as healthcare, affordable housing, and the climate crisis. All three leaders expressed openness to collaborating with each other’s parties, depending on the results of the upcoming provincial election.

STORIES SPARK CHANGE – On January 27, author, editor, and cultural critic Roxane Gay joined journalism professor Eternity Martis for the online discussion “Stories Spark Change,” about how survivors of sexual violence can reclaim their stories as part of the process of healing. The two writers spoke about their memoirs—Gay’s *Hunger* and Martis’ *They Said This Would Be Fun*—and about how university students are using writing to share and work through their experiences with trauma. The event, which was hosted by Farrah Khan, manager of Consent Comes First at the Office of Sexual Violence Support and Education, was part of the educational initiative Consent Action Week, held in late January at universities across Ontario. It was also part of *We Deserve Healing Not Harm*, a speaker series

of five talks focused on survivors of gender-based violence, held throughout 2021–22 and organized by Consent Comes First in conjunction with Consent Is Golden at Wilfred Laurier University and the Sexual Assault Support Centre at Carleton University.

STANDING STRONG ACTION PLAN – On January 31, the University released an action plan for implementing the recommendations of the Standing Strong Task Force report. The Next Chapter plan, which is available online at <https://www.ryerson.ca/next-chapter>, is a living document. Over time, it will adjust and strengthen to respond to the evolving needs of our community, while remaining aligned with our institutional commitments and values. The plan explains how we have begun to implement the task force’s recommendations and sets out our strategy from here. The Next Chapter website will provide regular updates on the progress of, and plans for, the implementation work. The University will share annual progress reports beginning in September 2022.

from the President’s Calendar

January 10–11, 2022: I attended Universities Canada’s annual leadership program for university presidents, which was delivered virtually this year and focused on meeting the challenges posed by the COVID-19 pandemic. Former governor-general (and president emeritus of the University of Waterloo) David Johnson gave a closing keynote on trust and building a better country.

January 12, 2022: I met virtually with two representatives of Maple Leaf Sports & Entertainment Partnership (MLSE)—Emily Hillstrom, head of special projects, and Nick Eaves, chief venues and operations officer—to discuss preparation for the FIFA World Cup 2026 and legacy projects.

January 12, 2022: I met online with Wayne Parrish, senior vice-president editorial at the Toronto Star, to continue our discussion about potential collaboration between the University and the newspaper.

January 13, 2022: I met online with Christian Blanchette, president of l’Université du Québec à Trois-Rivières, to discuss potential collaboration in the area of cybersecurity training.

January 13, 2022: I chaired a special online meeting of executive heads of the Council of Ontario Universities (COU) about responding effectively to the latest wave of the pandemic.

January 14, 2022: I gave remarks during an online consultation about the proposed medical school with the Ontario Sikh and Gurdwara Council, outlining our shared goals and seeking the council’s engagement and support.

January 17, 2022: Along with Deputy Provost, International and University Planning Glenn Craney and Assistant Vice-President, University Relations Jennifer Grass, I met online with representatives of the real estate organization NorthWest HealthCare Properties, including Managing Director, Canada Dave Casimiro, to continue our conversation about the University’s plans for a medical school.

January 17, 2022: Along with Director, Community Engagement Nauman Khan and Glenn Craney, I met online with members of the leadership team of Joseph Brant Hospital in Brampton to discuss the proposed medical school and the potential for collaboration.

January 18, 2022: As a member of the 2026 FIFA World Cup Toronto City Builders, I participated in a virtual roundtable about preparing for the World Cup.

January 19, 2022: I met online with Franca Gucciardi, CEO of the McCall MacBain Foundation, to discuss potential collaboration with the philanthropic foundation.

January 19, 2022: I participated in a regular online meeting of the Universities Canada’s board of directors.

January 19, 2022: I met online with Wayne Parrish of the Toronto Star to continue our discussion about potential collaboration.

January 21, 2022: I chaired a regular online meeting of the strategy and planning group of the COU.

January 21, 2022: I was pleased to deliver welcoming remarks during the Lincoln Alexander School of Law's virtual celebration of Lincoln Alexander's life and legacy, "Lincoln100."

January 24, 2022: Along with Rogers Cybersecure Catalyst Executive Director Charles Finlay and Assistant Vice-President, Engagement Krishan Mehta, I met online with Adrian Thomas, country president Canada for Schneider Electric, about potential collaboration between the energy company, Cyber Catalyst, and the Centre for Urban Energy.

January 25, 2022: Ahead of the Ryerson Democracy Forum event organised by Martin Regg Cohn I met online with the Steven Del Duca, Andrea Horwath, and Mike Schreiner, respectively the provincial leaders of the Liberal Party, the New Democratic Party, and the Green Party, to welcome them, virtually, to the University.

January 26, 2022: I attended an online meeting of the McConnell Foundation's Collective Climate Action Taskforce, during which we discussed climate action that can be taken by all universities.

January 26, 2022: During the Canadian Urban Institute (CUI)'s virtual event *The Summit on the City: Recovering Canada's Downtowns*, I participated in the panel discussion "Challenges and Opportunities for Anchor Institutions to Rebuild Downtowns: Post-Secondaries," for which I also delivered introductory remarks. My fellow panelists were Joy Johnson, president and vice-chancellor of Simon Fraser University, and Mary W. Rowe, president and CEO of the CUI. The session was moderated by Stephen Phillips, senior vice-president and business leader of buildings at professional services company Stantec.

MarComm Results

October-December 2021

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

January, 2022



[Return to Agenda](#)

Executive Summary

Highlights from October - December 2021

- Supported strategy communications for the medical school with website updates, media relations, owned media content & paid social media promotion
- Updated Next Chapter website, supported and promoted community engagement period for renaming across all channels
- Launched new Provost blog - “Off the Fence” - for conversations on higher education and public life.
- Supported Fall Convocation virtual ceremony
- Launched awareness campaigns for The Creative School, MBA, international recruitment and The Chang School
- Planned and executed World Access to Higher Education campaign with the Provost & Vice-President, Academic, including video, special RT and social media

Earned Media



9,890 Media Hits



9.9B Potential Reach

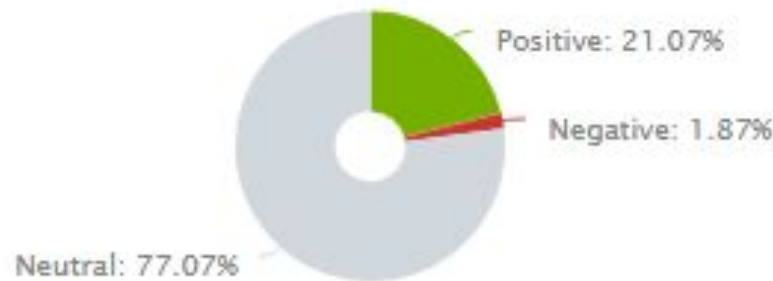


92.3M AVE

Advertising Value Equivalency



21% Positive Sentiment



Social Media



35K New Followers



76.1M Impressions

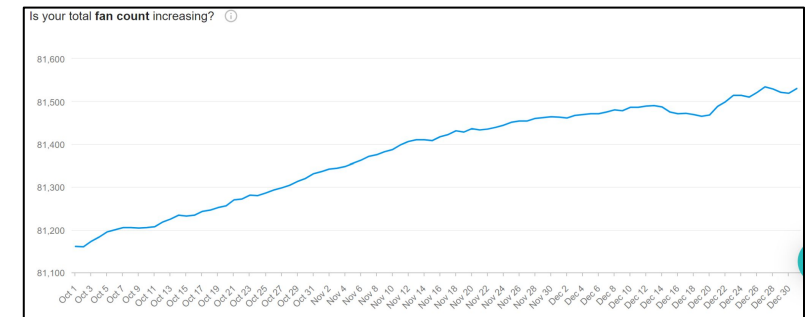


626K Engagements



268K Link Clicks

(organic and paid)



Earned Media Detail

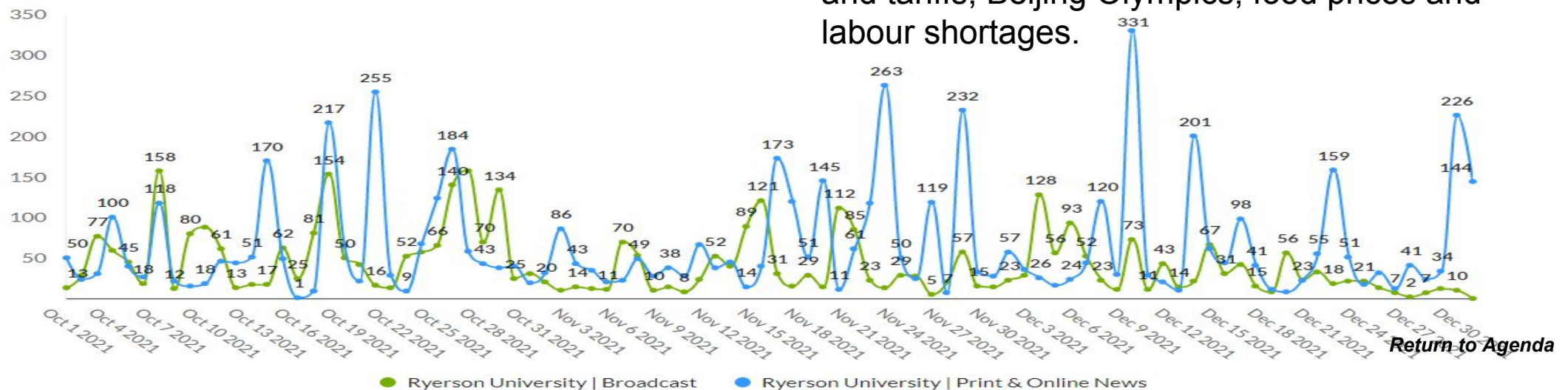
Results highlights

- Ryerson University had 9,890 media hits in the final quarter of 2021 with a total potential reach of 9.9 billion.
- The top performing news story of the quarter was on alumni/fashion designer Erdem Moralioglu who was honoured at Windsor Castle.
- The Advertising Value Equivalency (AVE) on media coverage secured during the quarter is \$92.3 Million.

Proactive pitching highlights:

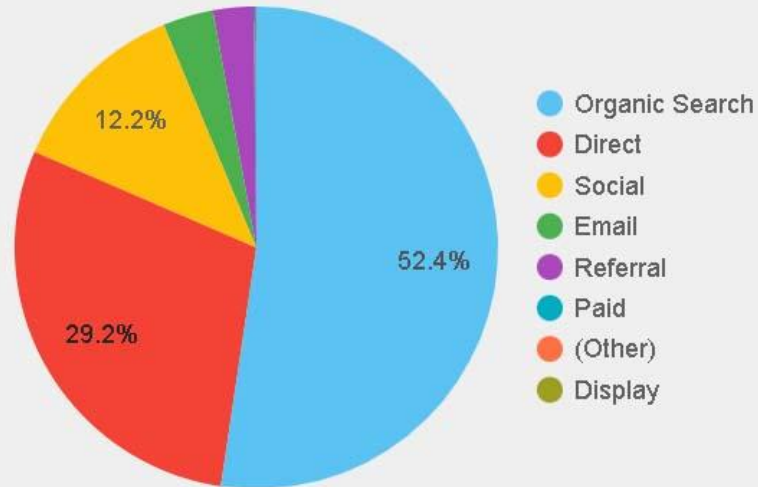
- The media relations team secured coverage with CBC news, Breakfast Television, ByBlacks and the Caribbean Camera for new the Black Studies minor launching next fall.
- The team pitched Trevor Hart’s research around World AIDS Day, securing coverage on CTV news, TVO The Agenda and CIUT89.5FM.
- Ryerson Faculty Experts were pitched to media daily to speak on timely news, including: Covid-19 variants and vaccines, Electric Vehicle tax credit and tariffs, Beijing Olympics, food prices and labour shortages.

Media Exposure

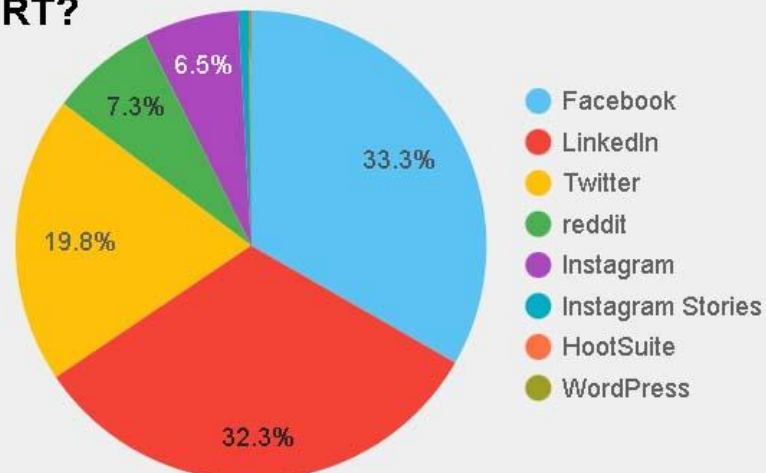


Owned Media Detail

Which channels are driving traffic to RT?



Which social networks are driving traffic to RT?



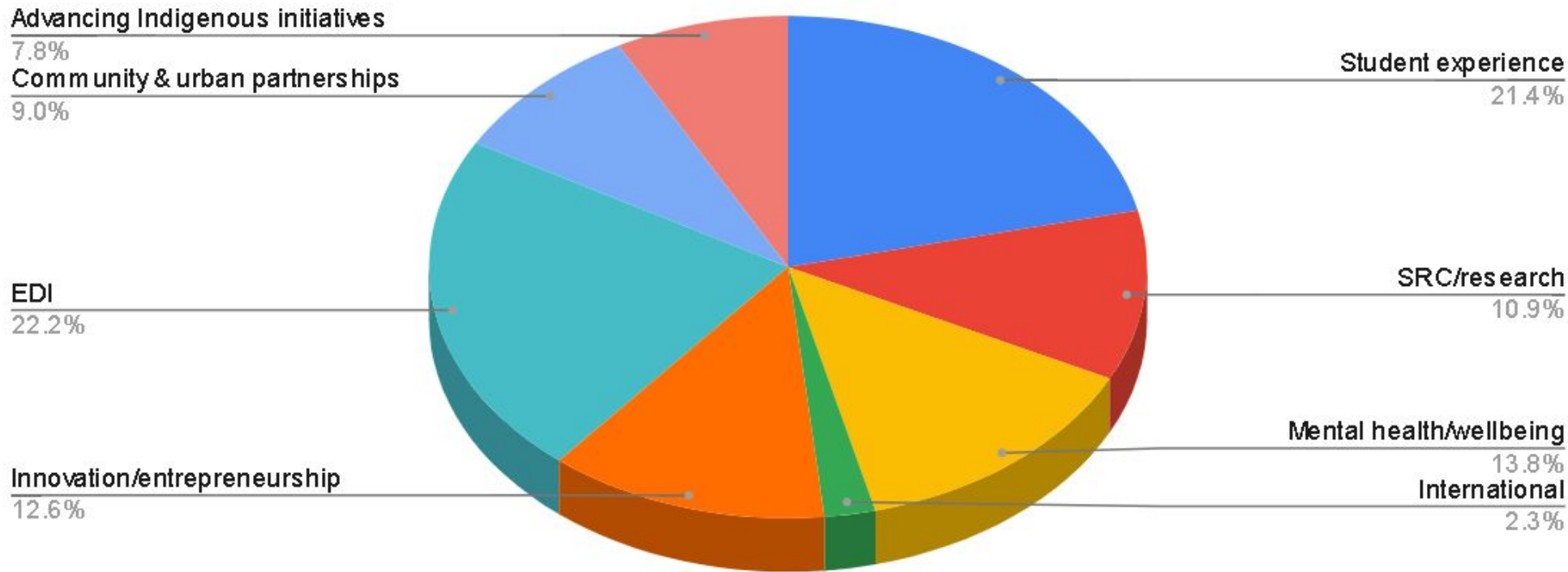
Ryerson Today:

The Ryerson Today newsletter is emailed to over 70,000 staff, faculty and students three times a week during the school year.

- The edition with the most opens this quarter was the November 16 issue, “Update on finding a new name for the university,” with a 58.3% open rate
- The best performing story this quarter was “A message from President Lachemi on the winter 2022 term” with 12,356 newsletter clicks
- The 18-24 demographic lead readership
- We saw a 33% increase in page sessions this quarter over the same period last year.

Storytelling

The following “priority themes” were covered in Ryerson Today stories throughout the 2021 year*:



Central Communications began tracking RT story themes last year and will look to balance these strategic themes and in the coming year.

*This information will be shared on annual basis in the report ending December 31.

Organic Social Media Detail



- 135.3K video views
- 228K engagements



- 10.5K likes
- 11K engagements



- 1.6K reactions
- 1.7K engagements



- 6.5M video views
- 383K engagements



- 2.1K reactions
- 2.3K engagements

Highlights



- Reached 1M likes on TikTok
- Top Canadian higher ed institution on TikTok for following and engagement
- Major increase in viewership of video content via TikTok and Instagram Reels

Top Social Posts

Me thinking I failed my midterm and wanting to drop out:

cc: I'm erasing myself from the narrative

@ryersonu · 2021-10-20

When you end up getting a better mark than you thought 😊 #midterms #midter... See more

Original sound - bigboyjuicej

46.5K likes, 205 comments, 835 shares

ryerson_u Toronto, Ontario

View Insights Boost Post

Liked by soniasdigitalblog and 4,174 others

ryerson_u Toronto just got its first real snowfall of the season ❄️

Ryerson University 276,176 followers 1mo • Edited •

This grad just landed a deal on Dragons' Den. <https://lnkd.in/dwcqhcwN>

Ted Rogers School of Management at Ryerson University #app #entrepreneurship #innovation #dentalcare #healthcare

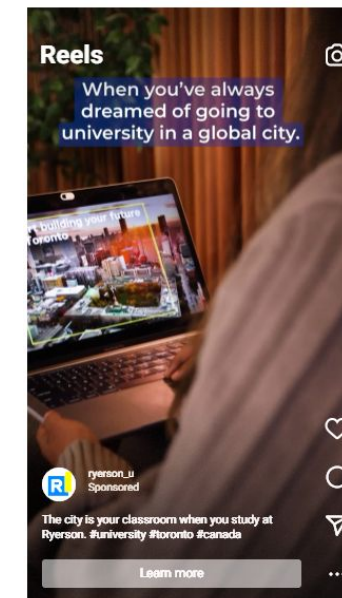
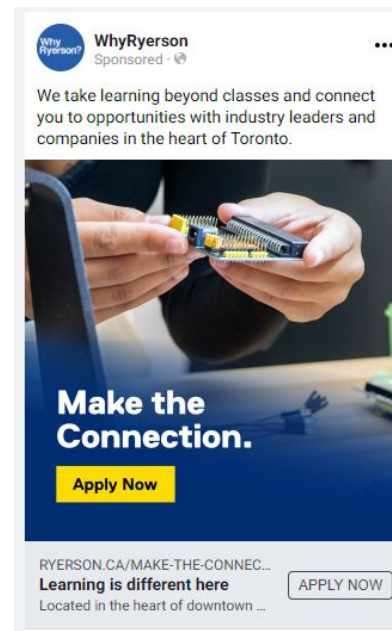
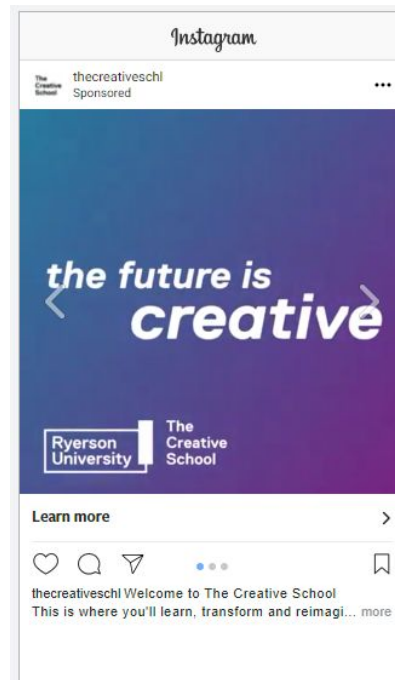
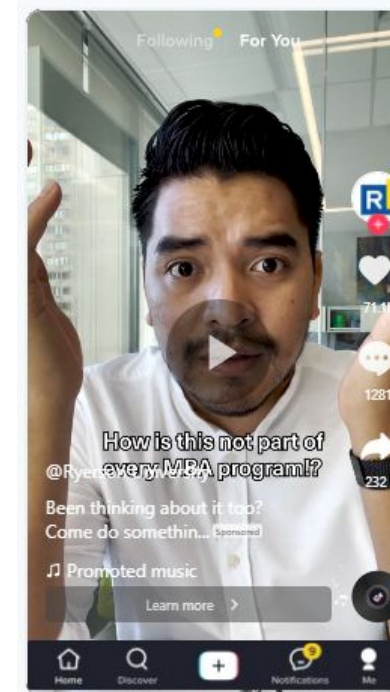
BTM graduate lands deal on Dragons' Den for dental app

ryerson.ca • 4 min read

Tharujan Ravitharan and 1,924 others 26 comments

Paid Media Details

- Managed in-house, we launched new digital campaigns for:
 - the Alumni Generous Futures Season 2 series,
 - new TikTok campaigns for MBA and BComm recruitment,
 - Advancement Year-End Giving and Giving Tuesday,
 - Campus Renaming Survey,
 - Brampton Medical School Townhall events,
 - inaugural National Forum on Anti-Asian Racism
- Continued working with agency partners on campaigns for:
 - the International Enrolment Office,
 - Office of the Registrar domestic undergraduate recruitment,
 - The Creative School renaming, and
 - Lincoln Alexander School of Law fall recruitment.



Web Traffic Detail

Comparisons are Q4 2021 and Q4 2020

- **18.0% increase** in sessions
4.90 million (2021) vs 4.16 million (2020)
- **32.4% increase** in users
2.40 million (2021) vs. 1.81 million (2020)
- **19.1% increase** in pageviews
15.7 million (2021) vs. 13.2 million (2020)

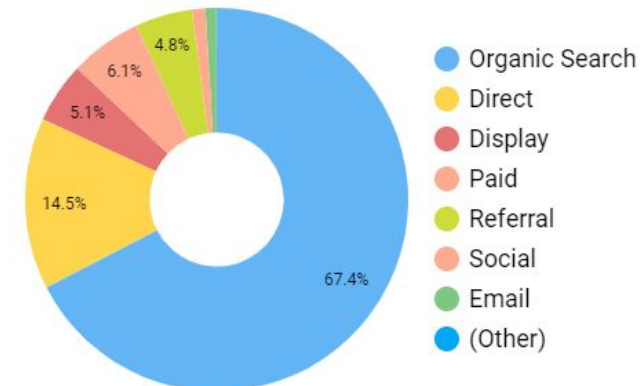
Top Countries by Pageviews

	Country	Pageviews
1.	Canada	3,735,772
2.	India	491,860
3.	Bangladesh	166,380
4.	United States	141,679
5.	Iran	118,553
6.	Pakistan	115,568
7.	Nigeria	72,142
8.	United Arab Emirat...	55,197
9.	Egypt	54,473
10.	China	44,748

Top Pages by Pageviews

Page Title	Pageviews
	15,735,926 % of Total: 100.00% (15,735,926)
1. Ryerson University Home - Ryerson University	1,005,398 (6.39%)
2. International Undergraduate Admissions - International Applicants - Ryerson University	700,728 (4.45%)
3. Choose>Ryerson Login - Admissions - Ryerson University	426,932 (2.71%)
4. Undergraduate Programs - Programs - Ryerson University	320,385 (2.04%)
5. Programs - Graduate - Ryerson University	215,362 (1.37%)
6. How to Apply - Admissions - Ryerson University	212,507 (1.35%)
7. my.ryerson Portal - Computing and Communications Services - Ryerson University	192,002 (1.22%)
8. Admission Requirements - Admissions - Ryerson University	180,093 (1.14%)
9. International Virtual Events - International Applicants - Ryerson University	154,218 (0.98%)
10. Programs - Ryerson University	148,785 (0.95%)

How visitors got to our website by % of Pageviews



Creative Examples

IEO Recruitment Campaign



Fall 2021 Virtual Convocation



The Creative School Brand Campaign



The Chang School Winter Campaign



TRSM MBA Recruitment Campaign



REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2022-2; Mar. 2022

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

- A. ARTS – Double Majors Programs – Exception to Senate Policy #2: Program Balance
- B. PERIODIC PROGRAM REVIEW – Creative Industries – The Creative School
- C. PERIODIC PROGRAM REVIEW – Professional Communications – The Creative School
- D. PERIODIC PROGRAM REVIEW – History – Faculty of Arts
- E. CHANG SCHOOL – Certificate Discontinuation for Advanced Applied Digital Geography and GIS
- F. CHANG SCHOOL – Certificate Discontinuation for Advanced Architecture
- G. CHANG SCHOOL – Certificate Discontinuation for Design Management
- H. TRSM – Modifications to the Real Estate Management Minor

A. ARTS – Double Majors Programs – Exception to Senate Policy #2: Program Balance**Introduction:**

The Faculty of Arts is seeking a program exception balance for all double-major programs listed here:

- Criminology-History
- Criminology-Politics and Governance
- Criminology-Sociology
- English-History
- English-Philosophy
- History-Philosophy
- History-Politics and Governance
- History-Sociology
- Politics and Governance-Sociology

Rationale:

The Faculty of Arts is requesting an exemption in program balance for its nine double major programs. As shown in the chart below, the current double majors exceed the program balance for Core courses by a single course, with 31 courses instead of the maximum allowed under the current policy, that is, 30 courses out of 40 (75%). The number of Open Electives in the double majors is 3 whereas program balance requires at least 4 courses out of 40 (10%). In 2015, program balance required 50-75% Professional courses; 10-40% Professionally-related courses and 10-15% Liberal Studies. In 2019, with Policy 2, the required program balance was modified to 60-75% Core; 10-25% Open Electives and 10-15% Liberal Studies. Neither the maximum for Professional/Core courses nor the minimum for Professionally-related/Open electives has changed. Consequently, the imbalance has existed since the creation of the first double major programs in the Humanities (ENG/HIS, ENG/PHL, HIS/PHL) in 2016 and the creation of the second wave of double major programs in the Social Sciences and Humanities in 2020.

The Academic Standards committee thoroughly reviewed the double major proposals of 2015 and 2019 and approved them, accepting the adjustments needed to accommodate double majors within a 40 course undergraduate degree program at Ryerson.

While the double majors program imbalance is slightly anomalous for Ryerson, it is the academic norm for double majors to have reduced electivity (see comparators). The Ryerson Faculty of Arts double major programs require 13 courses in each of the disciplines represented in the double major in order to be credible as majors (honours), which generally require from 14-18 courses at most universities. For example, an English Honours major at York University requires a minimum of 48 (=16) credits in English. At the University of Toronto, double majors must include at least 6-8 (= 12-16) courses in each discipline but all Humanities double majors require at least 7 (=14) discipline-based courses and a double major in Criminology and Sociolegal Studies requires 8 (=16) disciplined-based courses in the first major. Because the Faculty of Arts wishes to ensure that students in double majors will receive a strong grounding in both majors and can be considered for graduate studies, we consider it very important to have at least 13 courses from each discipline. The precedent already existed in the Faculty of Arts in the undergraduate program Arts and Contemporary Studies, where the disciplinary options in English, French, History and Philosophy all require 13 discipline-based courses. The inclusion of 13 discipline-based courses in each of the majors making up the double major, while at the lower end of the scale, is supported by undergraduate norms elsewhere.

In the double majors proposal of 2015, it was calculated that the double majors “professional” category included 26 discipline-based courses. However, under Policy 2, Core courses are interpreted to include all required courses or required elective groups that are not Open electives or Liberal Studies. The irregularity in the number of Core courses in the Faculty of Arts double majors, with 31 Core courses rather than the program balance maximum of 30, is due to the combination of the 26 discipline-based courses with the course requirements of the first year Arts Common Platform, which was established to ensure maximum flexibility so that students could explore different disciplinary options and transfer from one Social Science or Humanities program to another at the end of first year without any “non-applicable” courses. The Common Platform requires that students in single majors take 4 Core electives from Table I Social Sciences and Humanities outside their major and that students in double majors take 2 Core electives from Table I as well as 3 core competency courses that support almost all Faculty of Arts programs: SSH 105 Critical Thinking I, SSH 205 Academic Writing and Research and SSH 301 Qualitative methods in research design. From a total of 26 discipline-based courses in two areas, this brings the number of Core courses in the double majors to 31.

Although the double majors do not meet the norms of program balance at Ryerson, the curricular requirements are based on sound pedagogical principles. One of the primary goals of program balance is to limit internalization within a single program. Under Policy 2, Open electives, which students may use to deepen their knowledge of their own area of study or explore other disciplines, allow a certain degree of internalization but make this a matter of student choice. The same goal of a balanced curriculum is met in the Faculty of Arts not only by the first year Common Platform, which requires students to take Core elective courses in the Humanities and Social Sciences in areas other than the two majors, but by the double major structure itself, which prevents internalization by requiring a focus in more than one discipline. If the student were pursuing a single major, many of the courses taken in the second discipline area would be the equivalent of general electives at most universities. Students who opt for a double major exercise their freedom of choice by pursuing studies in a second discipline, thus gaining greater depth in two disciplines and eschewing the narrow academic internalization that the policy seeks to avoid. A reduction in the number of Open electives from 4 to 3 is a reasonable trade-off under the circumstances.

The Faculty of Arts double majors thus meet the spirit of Policy 2 and its intent to limit the percentage of “Core” courses in order to grant students greater electivity, while at the same time limiting electivity in order to ensure sufficient depth in each of the majors making up the double major. The Faculty of Arts double major model was proposed to the Academic Standards Committee and Senate in 2015 and in 2019 and was deemed sound. It is

on this basis that the Faculty of Arts petitions Academic Standards and Senate to allow an exception to the standard program balance, with 31 Core courses and 3 Open elective courses in the double majors.

With regard to program objectives and learning outcomes, in the Faculty of Arts, the Core required courses of the double majors mirror the Core required courses of the single discipline majors with minor exceptions (see attached original proposals), although the number of discipline-based Core Elective courses in each major is reduced. In some cases, there is an overlap in Core required courses from each major; this is the case for example in the double majors in the Social Sciences where students don't take the social science research methods courses for both majors, in order to avoid repetition while ensuring that learning outcomes are still met; for example, students in the Sociology and Politics double major take POG 230 or SOC 411, not both. The double majors were designed to meet the same learning outcomes as those found in the single discipline majors. Based on this principle, in 2020, the Academic Standards Committee and Senate agreed that the Faculty of Arts double majors should be granted the same Honours status as the single majors that make up the double majors.

Was this information in the original proposal?

The original proposal for double majors in the Humanities in 2015 did address the question of program balance but did not calculate Core electives as set out in Policy 2. The table indicated that the double majors had 65% Professional courses or 26 courses, taking into account the 13 courses required from each discipline or major. This did not take into account the required core competency courses, SSH 105, SSH 205, SSH 301, as well as the 2 required Table I course electives of the Arts Common Platform, which totals 31 core courses. At the same time, the previous interpretation of program balance underscores the reality that in most university programs, Table I Social Science/Humanities non-discipline-based major electives would likely not be considered part of the major or double majors but would be general electives.

The second proposal for double majors in 2018 (see attached) included Humanities double majors, Social Science double majors and mixed Social Science and Humanities double majors. Here the program balance was calculated somewhat differently (p. 18-19). Professional or core courses included the 13 courses in each major as well as 3 required core competency courses (SSH 105, SSH 205, SSH 301) for a total of 29 (72.5%) of the 40 courses. Professionally-related (Open elective) courses were interpreted to include the required 2 Humanities/Social Science electives from Table I; 1-2 required non-Arts electives (Table III) and 1 PR/OE from Table I, Table III, Major 1 Table IV or Major 2 Table IV for a total of 5 (12.5%) PR/OEs. In fact, under Policy 2, the Social Science and Humanities elective group constitutes part of the Core courses and the total count is 31 courses. Nonetheless, as shown above, this slight imbalance is justified by the pedagogical strengths of the double majors and the proposal was accepted on its merits by Academic Standards.

1. Information on comparator programs at other universities with similar curriculum structure constraints.

It is difficult to make meaningful comparisons regarding double majors since both the nomenclature and the structure of such degrees vary from one university to another and, within a single university, from one department or faculty to another. Such degrees may be referred to as "double majors" (York University and University of Toronto) or "combined degrees" (McMaster). In addition, other universities do not begin the required course count until second year, although they generally require at least one course in the major discipline to enter the program, which I have included in the overall count. However, it is clear that double major programs inevitably imply reduced electivity in comparison to single discipline majors. Some representative examples include:

McMaster University

https://academiccalendars.romcmaster.ca/preview_program.php?catoid=41&poid=21970

<https://sociology.mcmaster.ca/programs/combined-honours-in-sociology-and-another-subject-b-a>

Honours degree in History:

120 credits: 54 (=18 Ryerson) credits in History; 66 (=22) electives

Combined Honours (e.g. History and another Humanities subject)

120 credits: 36 (=12) x 2 required credits in each major + 48 (=16) electives

Combined Honours degree: Humanities + Social Sciences may require more credits

Honours degree in Sociology:

120 credits: 45 (=15) credits in Sociology + 75 (=25) electives outside Sociology

Combined Honours (Sociology and another subject)

120 credits: 39 (=13) required credits in Sociology + 36 (=12) required in second major + 45 (=15) electives

University of Waterloo

<https://uwaterloo.ca/arts/undergraduate/majors-and-minors>

Honours BA degree requires 40 overall credits

English Honours degree: 17 credits in English + 23 electives (can be majors or minors or general)

Honours double majors, each major requires 16 courses in the discipline = 32 courses + 8 electives

York University

<https://www.yorku.ca/laps/en/en/degree-options-requirements/>

<https://www.yorku.ca/laps/soci/undergrad/degree-options-requirements/>

Honours BA in English

120 credits: 48 (=16) credits in English; 21 (=7) credits General Education; 18 (=6) credits outside English; 33 (=11) "free choice" credits

Honours BA double major in English and History

120 credits: 48 (=16) credits in English; 42 (=14) in History; 21 credits General Education; 9 choice credits

Honours BA in Sociology

120 (=40) credits: 48 (=16) in Sociology; 21 (=7) credits General Education; 18 (=6) outside Sociology; 33 free choice credits

Honours BA in Sociology and History: 120 (=40) credits: 42 (=14) in Sociology; 42 (=14) in History; 21 (=7) credits General Education; 15 (=3) free choice credits

University of Toronto

<https://artsci.calendar.utoronto.ca/hbahbsc-requirements>

Honours BA in the Faculty of Arts and Science: 20 (=40) credits

Students may choose between a specialist program with a single major; double majors or a combination of 1 majors + 2 minors

Specialist program: 10-14 (=20-24) credits, depending on the discipline

Double majors: at least 6 (=12) courses in each of the double majors; majors are considered to consist of 6-8 (12-16) courses, depending on the discipline, out of the 20 required courses.

Majors in English, History, Philosophy, Political Science, Sociology all require 7 (=14) courses in the discipline; Criminology and Sociolegal Studies requires 8 (=16).

2. A table showing the degree to which the program(s) vary from Senate Policy, as follows:

	Senate Policy 2: Expected Range (%)	# Courses in Program	% Courses in Program
Core Studies (required + core elective)	60-75	31	77.5%
Open Electives	10-25	3	7.5%
Liberal Studies	15-20	6	15%
Total	100	40	100

Required Approvals (documentation to be included with proposal):

- Department/School/Program/Faculty Council(s) for endorsement;
- Criminology: October 26th
- Politics and Governance: October 22nd
- English: October 19th
- Sociology: October 5th
- Philosophy: October 8th
- History: October 4th
- Faculty Dean of Program Department/School, for endorsement: November 15, 2021.
- Academic Standards Committee (ASC), for assessment and recommendation to Senate; and
- Senate, for approval.

Recommendation

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

B. PERIODIC PROGRAM REVIEW – Creative Industries – The Creative School

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

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

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE CREATIVE INDUSTRIES PROGRAM

The Creative Industries (CRI) program submitted a self-study report to the Vice-Provost Academic on October 27, 2020. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from student and alumni surveys along with the standard University Planning data tables. Appended were the course outlines for all core required and elective

courses in the program and the CVs for all faculty members in the Department of CRI and other faculty who have recently taught core courses (required and/or elective).

Two arm's-length external reviewers, Dr. Elizabeth Evans, Interim Provost and Vice President Academic, Mount Royal University, and Dr. Stuart Poyntz, Associate Professor, School of Communication, and Director of the Community Engaged Research Centre, Simon Fraser University, as well as one internal reviewer, Dr. Christopher Evans, Professor, Dept. of Chemistry and Biology, Ryerson University, were appointed by the Dean of the Creative School from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a virtual site visit via video conferencing (Zoom) on January 11, 12, and 14, 2021.

The visit included meetings with the Vice-Provost Academic; Dean and Associate Dean (Undergraduate Education & Student Affairs), The Creative School; the CRI Chair, a faculty member of the PPR team, the School's Administrative Coordinator, and the Chief Librarian. The Peer Review Team (PRT) also met with several members of the CRI program, including staff, students, and faculty members. In total, over 4 hours of the visit were devoted to discussions of curriculum, program structure, program management, etc.

In their report, dated February 15, 2021, the PRT provided feedback that describes how the CRI program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The main areas of strength identified by the PRT include:

- This unique, interdisciplinary program is strong and delivered with exceptional efficiency. The modular structure provides a lot of flexibility and choice, which the students value.
- The curriculum is current, aligns with the institution's plans and has societal relevance. It supports both the program's stated learning outcomes and the University's degree level expectations in appropriate ways and at appropriate levels.
- Teaching modes and evaluation paradigms are diverse and appropriate. Considering the program only launched in 2013, it has proven itself and made a positive impression.
- The program curriculum is delivered by a small but highly dedicated and passionate faculty group. The faculty are well qualified to deliver the program. They are, in turn, supported by a small, highly efficient and committed staff team. The staff feel a strong connection to the program and staff turnover is essentially nil.
- The exceptional quality of the CI students is also a testament to the program's strength. The CI students have the second highest intake average among all undergraduate programs at Ryerson. They are students who would be accepted in any program at any institutions, and yet they choose CI. In addition, the retention rates of these students in the program year-over-year are high and graduating CGPA values are solid.

The PRT also identified areas for improvement, such as:

- Faculty, students, and alumni have all noted some repetitiveness in the curriculum. The program has made suggestions on how to deal with this in their recommendations. In particular, their plans to reconsider the laddering of the CRI and business courses will help with this concern.
- Not all LOs are as well supported as they should be and at least one seems overly ambitious. These are noted above and in section 4.3, below. The role of the internship in the curriculum should also be articulated more extensively.
- The complexity of managing the modular curriculum is an area that needed to be attended to. Currently the efforts of an exceptional individual makes everything work, but a more sustainable approach should be developed.
- The SWOT cites lack of vision as a weakness. The PRT prefers to see this as a need – and opportunity – for the program and School to clarify their identities. The School and program have been in start-up

mode since their inception and the time has come to move to a more mature phase. Part of this is to hone the identities of both.

The Chair of the Creative Industries program submitted a response to the PRT Report on May 12, 2021. The response to both the PRT Report and the Program's Response was submitted to the Vice-Provost Academic by the Dean of the Creative School on June 8, 2021.

The Academic Standards Committee completed its assessment of the Creative Industries Program Review on November 4, 2021. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the implementation plan feedback from students, alumni, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

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

1. The mandated One-Year Follow-up Report be submitted by June 30, 2023 to include:
 - a. Updates on the status of the initiatives outlined in the Implementation Plan.

Presented to Senate for Approval: **March 1, 2022**

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

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

RECOMMENDATION 1. *Strengthen Program Identity* – The program has had an excellent start-up period and must now enter a new phase of maturation. The program can and should become a thought leader with respect to the creative industries. It can and should become the focal point of Toronto centred research and training about the creative industries. One concrete step in this direction would be to host an international conference on creative industries themes.

Department's Response: The School agrees with the recommendation to strengthen our identity. Our challenge at this time to relate to the recommendation has been the time and resources needed to develop thought leadership such as a conference. As we work on Recommendation #3 to this may provide the time to strengthen the program and grow the faculty.

Dean's Response: Both the PRT report and the CI-SS identified several ways to aid the School's transition from start up to maturation. Targeted strategies included D) initiatives to celebrate and build upon CI research, E) development of a 1-year graduate degree, F) a review of marketing strategies, writing overviews of each program module and G) rejuvenation of the Program Advisory Council. Regarding D) building upon CI research, the PRT suggested that the School host an international conference on creative industries themes (Recommendation #1), this was congruent with Recommendation #9 in the CI-SS, to build a stronger research culture. This plan would be considered by the Dean's office once we return to post COVID normalcy routines. Given current faculty workloads, the Dean's office suggests that conference planning tasks and applications for external funding be embraced by a faculty member on sabbatical to ensure the proposed conference may be hosted in a way that is sustainable and financially viable.

RECOMMENDATION 2. *Strengthen the EDI Content of the Program* – CI already has made strides to embed EDI ideas in its curriculum. This is an excellent foundation for further building. CI might – for example – become a

leader in the intersection of identity and the creative industries. There is real potential, for example, as it relates to the resurgence in areas of indigenous creativity (art/literature/music etc.) we are seeing right now - particularly amongst urban indigenous communities in the Toronto region and across the country. Recent developments related to indigenous research and education across campus (e.g., the Saagajiwe incubator for Indigenous art, storytelling and research creation within FCAD, the Yellowhead Institute in the Faculty of Arts) might be natural places to collaborate and to seek advice on this idea.

Department's Response: The School has started to take steps towards the strengthening of EDI content by: forming an EDI working group composed of staff and faculty and, in parallel, working with an external consultant to solicit student and alumni feedback related to EDI. The report from these consultations is being used to continue the conversation and plan next steps. The committee will work to make recommendations and support EDI initiatives for the School. Both the committee and faculty will be working toward increased EDI touch points within the program. With regards to the specific suggestion made by the reviewer related to recent developments and indigenous research and education, it is a starting point the faculty will consider.

Dean's Response: The PRT also recommended (Recommendation #2) that the EDI content of the program be strengthened, targeting areas of identity and creative industries as well as Indigenous creativity, these aims might be approached through dedicated learning outcomes. The School's response to implementing this initiative includes creation of an EDI working group composed of faculty, staff, students and alumni to develop a plan to integrate EDI into the curriculum.

RECOMMENDATION 3. Strengthen Human Resources – Although the module courses are taught by faculty outside the School of Creative Industries proper, the core CI faculty would benefit from additional capacity. The core group is so small that, in spite of its incredible efficiency, it struggles to address all the aspects of the current program. If the University expects the program to further mature, the School needs to augment its core faculty.

Department's Response: The program agrees with this focus on human resources. From an initial plan to have 334 students, CI's current enrollment is 927 students and growing through things like the addition of the new music program students in core courses. Based on 2019-20 University Planning Office enrollment, CI has the most number of undergraduate and international students enrolled across FCAD. A combination of the start-up resources and continuous growth has meant the program is always playing catch up. While a systematic review of resources for both RFA and staff is needed, this will need to be done in 2021/22.

The program also notes that faculty resources in this department are further challenged:

- As a program that does not have its own grad program, but does mostly include emerging scholars in research intensive SRC profiles, it is imperative for the professional development of faculty that some of their loading is done for graduate teaching, in the FCAD practice based PHD program, ComCult and, potentially other appropriate programs, as they develop their graduate teaching and supervision practices and connect with graduate programs and topics for the purposes of enhancing their research programs. It is also important to strengthen these programs with nationally and internationally recognized scholars.
- Elsewhere, CI faculty are not exclusively being loaded on CRI courses, through super courses, course releases and cross appointments and secondments.
- As a new program, CI faculty trends younger and also has been hired in relatively rapid succession. As a result, faculty availability has to take into account possible parental leaves, but also a steady stream of first career sabbaticals in succession and possibly in parallel. A bench is needed.

- CI has always had a seconded chair. Planning should take into account the need to add an additional faculty member for such future point as the chair might come from the CI faculty and, in addition, prepare for cover should other CI faculty pursue seconded administrative positions as they arrive at mid-late career status.

For the 2021/22 academic year, the program needs to look into some form of undergraduate program director structure, it is noted that comparably sized FCAD Schools such as Fashion, ProComm and RTA all feature “leadership groups” composed of many faculty members seconded to do administrative positions in various roles, but CI only has one leadership-admin position, despite taking on numerous initiatives in addition to the highly complex BA in CI.

Dean’s Response: The PRT report suggested that although modules are taught by other Ryerson programs, CI faculty would benefit from additional capacity (Recommendation #3). This is congruent with recommendation #7 in the CI-SS. The program’s response indicates that CI’s current enrollment of 927 students is almost 3X the initial plan of 334. In addition, increased enrollment is expected from the new music program.

The CI-SS also includes a recommendation (#10) to create an undergraduate program director structure and a systematic review of staff resources (#6). The program’s response also highlights other variables including faculty loading in graduate studies (FCAD + COM CULT), and potentially the new FCAD PhD program and the inability to load young faculty who may not be teaching due to parental leave and first career sabbaticals. Administrative staff are key to managing the complex array of module courses and supporting initiatives related to student experience. These variables are not insignificant to the growth of the program and the Dean agrees that a systematic review of RFA and staff will be undertaken in 2021/22.

RECOMMENDATION 4. *Reflect on and Modify LOs as Appropriate/More fully Articulate the Role of the Internship – Most LOs are appropriate and well supported. In addition to addressing LO-related gaps identified in the self- study, the program should consider whether LO2b may be too ambitious for an undergraduate degree program. LO5b seems to not have an assessment method at the introductory level. The internship is a key part of the program, but it is not explicitly mapped to LOs. A deeper analysis of the role of the internship program component should be provided in a follow up report.*

Department’s Response: This is an insightful observation by the Program Review Team. The CI Curriculum Committee will review and update the learning objectives. The review of the learning objectives should also be a significant part of the program’s recommendation to reladder and re-design the 11 CRI Core Curriculum and reorganization of CRI/BSM Core Curriculum. The committee will also work with the program’s internship coordinator to map the internship learning objectives and write a report with a deeper analysis of the internship program that reviews the student journey from year 1 to graduation.

Dean’s Response: Regarding the need to articulate the role of internship more fully (#4 in the PRT) and increase the percentage of paid internships (#3 in the CI-SS), the School’s response indicates that it will direct the program’s internship coordinator to map the internship learning outcomes and provide an analysis of the internship program that reviews the student journey from year 1 to graduation in a written report, an initiative that is supported by the Dean’s office.

RECOMMENDATION 5. *Evaluation of the Role of Module Courses in Delivering CI Program LOs – The program should reflect on the best strategy to assess the role of module courses in supporting the CI program LOs. Ryerson’s Centre for Excellence in Learning and Teaching can be an excellent resource for this effort.*

Department's Response: The mapping of learning objectives from the 12 different modules delivered by 8 different Schools was time consuming and not possible during this program's first review. The PPR team agrees that the School needs to find a way to have the modules support CI program learning objectives. In order to move this forward, additional expertise such as an undergraduate program director structure could help with developing and executing a strategy to assess. Any work in this area will also include consultations with the Learning and Teaching Office.

Dean's Response: We support the redesign and reorganization of the curriculum and will work with the School to present these changes to Academic Standards for assessment and approval by Senate. The School also proposed the launch of a new module in the CI-SS, specifically one that focuses on Event and Live Entertainment Management (recommendation #13). We support keeping the curriculum responsive to industry needs, adding additional modules to the CI program would require financial assessment to confirm viability. We agree with the PRT report (Recommendation #5) that consultation with the Learning and Teaching Office would be productive. We also suggest that the learning outcomes in the core curriculum are within the School's control and support, while those in courses delivered by other Schools are not. As discussed later in this document, the Dean's office supports an assessment of human resources in the School. As an interim measure the School might address the obvious areas of overlap/repetition among courses highlighted in the CI-SS as the most immediate feasible strategy.

RECOMMENDATION 6. Explore Development of a 1-year Master's Degree in CI – As the Bachelor in CI program moves beyond its start-up phase, the PRT strongly encourages faculty and the Dean of FCAD to explore development of a 1-year Master's Program in CI. This would build naturally from the current BA program, could address graduates' interest in future training and would support the development of Ryerson's CI program as a national and international leader in the field.

Department's Response: While the faculty appreciate the suggestion for growth and graduate education, the priority for the School should be to first catch-up with and get the human resources in place for the undergraduate program. With the human resources in place the School can start to look at future growth like a 1-years Master's Program.

Dean's Response: With reference to E) development of a 1-year graduate degree (Recommendation #6 in the PRT report), the Dean's office suggests that graduate study in existing FCAD master's programs be promoted to students and that CI faculty continue to have a presence through their teaching of graduate courses. Creating a graduate degree specific to CI is an initiative that may fit best in the next phase of growth in the School of Creative Industries.

PRT's Further Suggestions:

Suggestion 1. Categorization and Prioritization of Self Study recommendations and Implementation Plan.

The program presents its recommendations for improvement in section 9.0 of the self-study. While all of these flow naturally from the PPR analysis, this list is quite long at 15 items. Further, the items seem not to be prioritized. While the PRT sees value in, and supports, all of these ideas, we suggest a categorization and prioritization of the recommendations to make the process of implementation more manageable and likely to succeed. The advantage of the categorization is to keep program faculty and staff focused on the expected overall impact of the suggested modifications to the program. The advantage of prioritization is to help the program focus its efforts.

The PRT has taken the liberty of proposing a possible categorization for the 15 recommendations. The category themes were generated by reflecting on the 15 recommendations presented by the program, as well as issues

raised in the self-study and input from the focus groups with faculty, staff, students and alumni. Each of the 15 recommendations was then slotted into one or more categories. The PRT's hope is that this framework helps to frame priorities within the program. Ultimately, of course, the program itself must decide on how best to proceed with the implementation of the recommendations.

One other note – the vast majority of the plans are to be implemented within 1 to 2 years. While this timeline seems reasonable for individual recommendations, trying to implement so many changes at the same time is likely to be a challenge.

Recommendation	Curriculum /Academic	Program Identity	HR	Administrative	Physical Resources	Student Experience
1. Reduce module courses from 12 to 10 and move selection of modules from first to second year.	X					
2. Develop dedicated experiential classroom space.					X	
3. Develop strategies to increase the percentage of paid internships for students.				X		
4. Reladder and re-design the 11 CRI Core curriculum for the program. Move CRI700 HR in Creative Industries from 4th to 3rd year and CRI710 CI Research Methodology from 4th to 2nd year.	X					
5. Reorganization and redesign of CRI/BSM Core Curriculum. Compress the delivery of CRI/BSM core curriculum with CI and School of Entrepreneurship.	X					

With that change done re-ladder and re-design courses to more purposefully work together.						
6. Systematically review staff resources related to servicing a larger cohort of students.			X			
7. Increase number of Faculty for the program.			X			
8. Identify and invest [in] programs or services which can add value to the current student or alumni experience.						X
9. Develop initiatives or communications which can celebrate CI research activities and build a stronger research culture.		X				
10. Create an undergraduate program director structure.			X	X		
11. Review the program's communication and marketing strategies to ensure the attractiveness for high quality students.		X				
12. Create short overviews of each module to provide students with more background information.		X				X

13. Create a new module for Event and Live Entertainment Management.	X					
14. Review Admissions Standards and Optional Statement.	X					
15. Rejuvenate Program Advisory Council.		X				

Department's Response: While the reviewers did not highlight Curriculum/Academic recommendations, they proposed a categorization of the 15 recommendations from the program review and created 6 categories. The Program Review Team agreed with the initial 15 recommendations and suggested that the program may have challenges completing all of them in the 1-2 year timeframe. Based on this recommendation, the School has chosen to focus on three of the recommendations in the next two years, as indicated in the Implementation Plan.

Dean's Response: The Dean provided no additional comments to this suggestion.

Suggestion 2. Curriculum/Academic.

As a start-up program that has experienced explosive growth, the School's curriculum and academic programming need attention. Within the curriculum the program recommended a reduction in modules plus the redesign of the core creative and business curriculum. Additionally it was recommended the program launch new modules and review the admission standards.

Department's Response: Based on the findings from the Periodic Program Review and the Program Review Team report the School's curriculum committee has prepared major curriculum changes for consideration by Creative Industries School Council the FCAD Dean and Academic Standards. This reform will be submitted in May for approval and consideration. We may need support from the Dean in order to ensure a Fall 2022 start. From an academic perspective the School will look to launch new modules and review the admission standards during the 2021/22 School year for implementation in the future.

Dean's Response: We support the redesign and reorganization of the curriculum and will work with the School to present these changes to Academic Standards for assessment and approval by Senate. The School also proposed the launch of a new module in the CI-SS, specifically one that focuses on Event and Live Entertainment Management (recommendation #13). We support keeping the curriculum responsive to industry needs, adding additional modules to the CI program would require financial assessment to confirm viability.

Suggestion 3. Administrative.

With the explosive growth of the program's number of students course offering, the PPR identified the need to develop strategies to increase the percentage of paid internships for students and the need to create an undergraduate program director structure.

Department's Response: The program agrees with the PRT team recommendation for an undergraduate program director and for more support to help increase paid internships. If the program is going to move the curriculum forward and assist with the logistics of module management, more resources will ensure this recommendation is met.

Dean's Response: Administrative staff are key to managing the complex array of module courses and supporting initiatives related to student experience. These variables are not insignificant to the growth of the program and the Dean agrees that a systematic review of RFA and staff will be undertaken in 2021/22.

As proposed by the program in the self-study:

1. Reduce module courses from 12 to 10 and move selection of modules from first to second year
2. Develop dedicated experiential classroom space
3. Develop strategies to increase the percentage of paid internships for students
4. Reladder and re-design the 11 CRI Core curriculum for the program. Move CRI700 HR in Creative Industries from 4th to 3rd year and CRI710 CI Research Methodology from 4th to 2nd year
5. Reorganization and redesign of CRI/BSM Core Curriculum. Compress the delivery of CRI/BSM core curriculum with CI and School of Entrepreneurship. With that change done re-ladder and re-design courses to more purposefully work together
6. Systematically review staff resources related to servicing a larger cohort of students
7. Increase number of Faculty for the program
8. Identify and invest programs or services which can add value to the current student or alumni experience
9. Develop initiatives or communications which can celebrate CI research activities and build a stronger research culture
10. Create an undergraduate program director structure
11. Review the program's communication and marketing strategies to ensure the attractiveness for high quality students
12. Create short overviews of each module to provide students with more background information
13. Create a new module for Event and Live Entertainment Management
14. Review Admissions Standards and Optional Statement
15. Rejuvenate Program Advisory Council

IMPLEMENTATION PLAN

Priority Recommendation # 1: Modify Curriculum and Learning Objectives
<p>Rationale:</p> <p>The School has had the same curriculum since the first year of the program in 2013-14. Some key learning during that time includes the difficulty for students to access 6 module courses, need for re-laddering of Creative and CRI/BSM core curriculum, and the challenges with managing curriculum relationships with multiple Schools. Also included in the learning is a series of gaps in learning objectives.</p>
<p>Implementation Actions:</p> <ol style="list-style-type: none"> 1. Submit a major curriculum change to address the issues identified from the Periodic Program Review. <ul style="list-style-type: none"> o Reduce Module courses from 12 to 10.

- Reladder and re-design the 11 CRI Core curriculum for the program. Move CRI700 HR from 4th to 3rd year and CRI710 Research from 4th to 2nd Year
 - Re-organization and redesign of CRI/BSM Core Curriculum to more purposefully work together.
 - Create new module for Event and Live Entertainment Management
 - Review Admission Standards and Optional Statement
 - Review course description and title for EID 100 Digital Skills International Innovation - no mention of international or innovation as is implied by course title.
2. Review learning objectives for the program to address gaps identified in PRT on pages (15-17);
 - LO2b Transform creative ideas into commercial products and services through application of business and management concepts and practices applicable to media and cultural production
 - LO3b Develop strategies to access funding and investments; to facilitate the work of artists, writers, designers and media maker
 - LO5 Research
 - LO6 Project Management
 - LO8 Professional Capacity
 3. Role of Module Courses. Assess the role of module courses in supporting the Learning Objectives of the program, can you find a way to map them.

Timeline:

1. Major Curriculum Change. Completed in June 2021
2. Learning Objectives. To be reviewed and re-written in 2022 or 2023
3. Role of Module Courses. Complete in 2022-23 after major curriculum changes are completed

Responsibility for:

1. Major Curriculum Change. Led by Chair and Staff, completed in June 2021
2. Learning Objectives. Led by Chair with support by faculty
3. Role of Module Courses. Led by Chair

Priority Recommendation #2: Program Identity**Rationale:**

The program has had an excellent start-up period and must now enter a new phase of maturation. The program can and should become a thought leader with respect to the creative industries. It can and should become the focal point of Toronto centred research and training about the creative industries.

CI has already made strides to embed EDI ideas in its curriculum. This is a good foundation but the School needs to continue to diversify the student body and faculty more. The School also develops programs to become a leader in the intersection of identity and the creative industries.

Implementation Actions:

1. Develop initiatives or communications which can celebrate CI research activities and build a stronger research culture.
2. Review the program's communication and marketing strategies to ensure the attractiveness for high quality students.
3. Create short overviews of each module to provide students with more background information.
4. Rejuvenate Program Advisory Council with representative diverse people.
5. EDI Content. Continue to embed EDI ideas into the curriculum.

Timeline:

1. Communications. Build out a plan with faculty at May 22 end of year meetings with launch of initiative in 2022/23
2. Communications and Marketing. Ongoing from 2021-23
3. Modules. Complete for 2021-22
4. PAC. Rebuild for meeting in 2022
5. EDI. Launch initiatives in 2021-22, with ongoing initiatives and support

Responsibility for:

1. Communications. Chair with support from faculty
2. Communications and Marketing. Chair with support from staff
3. Modules. Chair with support from staff
4. PAC. Chair with support from faculty and staff
5. EDI. Chair with support from faculty and staff

Priority Recommendation #3: Strengthen Human Resources**Rationale:**

Although the module courses are taught by faculty outside the School of Creative Industries proper, the core CI faculty and staff would benefit from additional capacity. The core group is so small that, in spite of its incredible efficiency, it struggles to address all the aspects of the current program. If the University expects the program to further mature, the School needs to augment its core faculty.

Implementation Actions:

1. Systematically review staff resources related to servicing a larger cohort of students.
2. Increase the number of Faculty for the School.
3. Create an undergraduate program director structure.

Timeline:

1. Staff resources. Complete in 2022
2. Increase Faculty. Propose optimal faculty levels for the School 2022/23
3. Undergraduate Program Director: 2022-23

Responsibility for:

1. Staff Resource: Chair responsible for leading initiatives with support from the Dean office to review staffing levels.

2. Increase Faculty: Chair and Dean
3. Undergraduate Program Director: Chair and Dean

Priority Recommendation #4: Administrative & Student Experience

Rationale:

With the explosive growth of the program's number of students course offering, the PPR identified the need to develop strategies to increase the percentage of paid internships for students and the need to create an undergraduate program director structure. Furthermore the program review has identified the need to invest in programs or services which can add value to the current or alumni experience.

Implementation Actions:

1. Develop strategies to increase the percentage of paid internships for students.
2. Create an undergraduate program director structure
3. More fully articulate the role of the internship program and its role within the curriculum.
4. Consider future development such as co-op or possibility for 2nd internship.
5. Identify and invest in programs or services which can add value to the current student or alumni.
6. Focus on graduate employment and alumni experience.

Timeline:

1. Internships/Co-op. Begin initiatives in 2021-22 with ongoing development
2. Structure. Propose an Undergraduate Program Director structure for 2022-23.
3. Graduate/Alumni. Begin initiatives in 2021-22 with ongoing development

Responsibility for:

1. Internships/Co-op. Led by staff with support from Chair
2. Structure. Chair and Dean
3. Graduate/Alumni. Led by staff with support from Chair

Priority Recommendation #5: Physical Resources

Rationale:

The CI program has no physical space of its own beyond the departmental offices and meeting room. Classes are offered in spaces which are controlled either by FCAD or by the University. This makes for certain efficiencies in space use – an absolute necessity at an institution with the serious space constraints that prevail at Ryerson. Nonetheless, the lack of dedicated program space does have one significant drawback – it makes it more challenging for students to feel they have an academic home. This might undermine the student experience for individuals pursuing the CI degree.

Implementation Actions:

1. Dedicated Space. Work with university planning and the Dean's office to identify strategies for dedicated program space or classrooms.

Timeline:

1. Dedicated Space. Start discussions in 2021/22 for future implementation.

Responsibility for:

1. Dedicated Space. Chair and Dean

Recommendation

Having satisfied itself of the merit of this periodic program review, the Academic Standards Committee recommends: ***That Senate approve the Periodic Program Review for the Creative Industries Program, Bachelor of Arts – The Creative School.***

C. PERIODIC PROGRAM REVIEW – Professional Communications – The Creative School

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

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

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE PROFESSIONAL COMMUNICATIONS PROGRAM

The Professional Communications (ProCom) program submitted a self-study report to the Vice-Provost Academic on November 3, 2020. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from student, employer, and alumni surveys along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for all faculty members in the Department of ProCom and other faculty who have recently taught core courses (required and/or elective).

Two arm's-length external reviewers, Dr. Randy Harris, Professor in the Department of English Language and Literature, University of Waterloo, and Dr. Graham Smart, Associate Professor in Applied Linguistics and Discourse Studies, Carleton University, were appointed by the Dean of the Creative School from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a virtual site visit via video conferencing (Zoom) on February 25, 26, March 1, 8 and 11, 2021.

The visit included meetings with the Vice-Provost Academic; Dean and Interim Associate Dean (Undergraduate Education & Student Affairs), The Creative School; the ProCom Chair, the Undergraduate Program Director/Associate Chair, The PPR Coordinator, the Curriculum Co-Chair, the Chief Librarian, the Subject Librarian, The Director and Program Coordinator for the Centre for Communicating Knowledge, the Manager of the Catalyst, the Internship Coordinator the Internship and Alumni Liaison, the Creative Technologies Lead and the Creative Technology Advisor & Production Assistant. The Peer Review Team (PRT) also met with several members of the ProCom program, including staff, students, and faculty members. In total, 4 of the 5 days of the visit were devoted to discussions of curriculum, program structure, program management, etc.

In their report, dated April 27, 2021, the PRT provided feedback that describes how the ProCom program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The PRT felt the self-study was extremely well done and did not provide any additional areas of strength or improvement beyond what was identified in the PPR self-study. Instead, the PRT deliberately prioritized recommendations as much of their report. For the purpose of summarizing here, the PPR self-study identified the following strengths:

Faculty & Staff

- a. Availability and Support for students
 - Faculty who are available outside of class for student consultation
- b. Strong Instructors and Staff
 - Great depth and variety of teaching staff and admin/tech support
 - Professors' knowledge of the field of Comm
 - Teaching
- c. Research, etc.
 - Research
 - Topicality/Currency of Research
 - Highly productive RFA SRC – Re: Instructors
 - Teaching/Research linked to university priorities

Students

- d. Strong Students
 - High achieving students
 - Strong applicant pool
- e. Student Community
 - Teamwork & presentation skills heavily emphasized
 - Participation encouraged in class
 - Collegiality and mentorship between students Program Curriculum
- f. Technology
 - Tech
 - Technology/Creative workshops
 - Engage with changing technologies in communication and incorporate them into teaching/learning
 - Rich technology support for students
 - Dedicated ProCom-specific tech team & resources
- g. Professional Communication
 - “Professional” is in the name of the program already (unlike other programs where a professional connection may not be obvious)
 - Professionally oriented BA Comms (uniqueness)
 - ProCom's key role in providing Comm skills across university
- h. Balance of Theory and Practice
 - Focus on applied practice, especially as it pertains to writing
 - We are both theoretical and applied
 - Blended theory and practice
 - Communication theory
- i. Course Design
 - Sequences and progressively weighted course assessments in almost all courses
 - Relevant subjects
- j. Flexibility of Curriculum
 - Flexibility of curriculum and transferability of knowledge/skills
 - Student self-driven course elective options vs. FCAD other programs

- Flexibility in the program to choose multiple pathways

The PPR self-study also identified areas for improvement, such as:

Faculty & Staff / Admin

- a. RFA Ratios
 - Need for expanded RFA cohort (i.e. student to RFA ratio)
 - Student/faculty ratio
 - Class size - faculty to student ratio
- b. Class size
 - Class size (year 3 + 4 esp.)
 - Improve/increase faculty/student interactions
 - Growing class sizes equals fewer opportunities for personal attention
 - Large classes
 - Large class sizes
 - Larger class sizes
- c. Staff Support
 - Increased staff support required
 - Staffing (workload)
- d. Funding
 - Funding
 - Funding pressures! On the school and on our students leading to added stress, reduced ability for students to complete courses due to need for work

Program Curriculum

- e. Program Organization
 - Need a 2nd year theory & 2nd year methodology
 - Prof Table Is are also offered to service units – issue of access for BA students
 - Program incoherence
 - Curriculum Organization
- f. Overlap
 - Student-identified issue: overlap amongst courses
 - Course theme overlap
 - Overlapping topics
 - Repetition in courses
- g. Writing
 - Students entering the program with limited basic writing skills (e.g. grammar (ESL))
 - Creating excellent writers
 - Writing skills – extensive training early in the program through small classes
- h. Streams
 - Key issue identified by students: a need for streams or specializations
 - Streams – need for clarity and implementation or revision
- i. Other – Program Curriculum
 - Too much breadth and variety – need more focus
 - Theoretical and applied – students cannot see a balance. Absence of hands-on
 - Curriculum – engagement with critical perspectives of Professional Comm (anti-oppression, inclusion, etc.)
 - Automation + AI + ethics
 - Curriculum – ethics
 - SRC by RFA – not embedded in course design

- Slow course development process @ Ryerson
- Table I vs minor/service courses

Industry Skills / Professional Practice

j. Workplace Connections

- Optional internships/work placements vs. mandatory co-op
- Student/alumni identified issue: greater ties to workplace/industry
- Require more engagement with industry/PAC

k. Tech

- Students (industry?) expecting more skills in specific software (e.g. graphics)
- Significant changes of emerging technologies and skills in a rapidly changing industry
- Teaching tech skills with class time (not workshops; not expectation that students self-learn) throughout program so skills in coding, Adobe Suite, etc. are excellent by end.
- Rich tech – not frequently embedded in instructor course design
- Continual changes in communication technologies
- Tech teaching abilities
- Tech skills – enhance mode of delivery in classes Alumni Outreach

l. Alumni

- Data/info about alumni
- Alumni involvement

Other

m. Other - General

- Lack of consistency/shared terminology re: assessments
- Students cannot articulate value of this practice
- Need more opportunity for creativity
- Collegial engagement and buy-in

The Chair of Professional Communications submitted a response to the PRT Report on June 16, 2021. The response to both the PRT Report and the Program's Response was submitted to the Vice-Provost Academic by the Dean of the Creative School on September 13, 2021.

The Academic Standards Committee completed its assessment of the Professional Communications Program Review on February 3, 2021. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the implementation plan feedback from students, alumni, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

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

1. The mandated One-Year Follow-up Report be submitted by June 30, 2023 to include:
 - a. Updates on the status of the initiatives outlined in the Implementation Plan;
 - b. A review of courses approved but not offered to determine if they should be removed from the calendar or incorporated into the program;
 - c. Update on the plan to address major vs non-major versions of courses with tied sections taught concurrently, and differential requisite structures.

Presented to Senate for Approval: **March 1, 2022**

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

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

RECOMMENDATION 1. *Make the (CMN 376) internship mandatory, but include an opt-out provision* (This recommendation aligns with Self Study recommendation 3 and key finding 3.) First, this policy adds needed strength to the experiential, skills-based, professionalization dimension of the programme. But secondly, it opens up internships for students that would not otherwise be available. Many companies will only take student interns if the internship is a requirement of their programme, causing ProComm BA students to miss out on those opportunities. The resistance to making CMN 376 a degree requirement, as expressed by a faculty member, is that some students simply don't want it, perhaps because of social-anxiety reasons, while others may not be able to afford unpaid positions. We did not find these concerns widely represented, and indeed the Self Study and our other interviews tell a different story. But for any given student, providing an opt-out on the basis of health concerns or a failure to find a paid position despite demonstrated effort to seek one out, would mitigate both of these concerns. Students who opt out would not receive an Experiential Certification (see recommendation 3.8.1).

Department's Response: The School will retain CMN 376 as an elective course in spring/summer of Year 2 or 3. We will enhance access to this course by, for example, making it available to students in spring/summer of Year 4 (currently it is only in spring/summer of Years 2 and 3). Additionally, the School will explore the possibility of offering students a second internship through FCD 810 in fall or winter (see response to Recommendation #2). The School agrees that the program's experiential learning elements should be enhanced. However, we note a number of significant challenges in making CMN 376 mandatory:

- Due to the volume of students, we would need additional staff support to administer internships, advise students and liaise with sponsors;
- Also due to volume, we would need an RFA coordinator (by course release), working in tandem with the CUPE coordinator, which would be consistent with the model in our master's program, in which there is a mandatory internship.
- In year 1 or 2, we would need to enhance the way we prepare students for internships (e.g., through Adobe CC training) to ensure all students can transition smoothly into internships, meet sponsor expectations and have a positive learning experiences (the benchmarks in Recommendation #8 may help with this)

As an alternative, the School proposes that we enhance promotion, access and preparation for CMN376 to increase the number of students who take it. To this end, the School would

- poll the students to find out more about barriers to taking CMN 376 and then develop strategies to address them;
- explore the possibility of making CMN 376 available in spring/summer of Year 4 (currently it is only available in Years 2 and 3). This would make it possible to connect internships to our capstone courses (CMN 480 in fall and CMN 490 in winter). Students could, for example, find a sponsor organization to do their capstone research on and then join them as an intern at the end of CMN 490, which may interest employers. Some support (multiple sections, GA, etc.) would be needed to integrate this into CMN 480/490 and the School may need an RFA coordinator (with a course release) beyond the CMN 490 course instructor if this is scaled up so that most or all of our Year 4 students are doing their capstones in partnership with an internship sponsor;
- encourage students planning to apply for the internship to take CMN 304 Career Advancement;
- liaise with CMN 200 instructors about the possibility of building an assessment into this writing skills and portfolio course that would serve as a sample portfolio piece that would be relevant to an internship.

In combination with our proposal for Recommendation #2 below, the strategy outlined above would enable students to do a part-time internship in fall or winter, a full-time internship in spring/summer, or both.

Dean's Response: The School has indicated in their response to the PRT report that they are considering major changes to the internship component in order to help students gain professional employment. This includes engagement with students and faculty to possibly expand promotion of and access to CMN 376, to explore the possibilities of offering a second internship course through FCD 810 and as a long-term goal, an assessment of the viability of co-op. The Dean's office supports an in-depth appraisal of these options through an examination of exemplars from other programs in The Creative School, to study existing operational structures and utilization of FITS software as well as consultation with Ryerson's co-op administration.

RECOMMENDATION 2. Add a second (fully optional) internship at end of the programme. (This recommendation aligns with Self Study recommendation 3 and key finding 3.) Adding another internship would provide an additional opportunity for experiential learning and professionalization. Adding it at the end of the programme would provide students with the opportunity to graduate directly into professional employment. Several students suggested a later internship would increase employment opportunities. One student lamented that she could not take up an immediate offer of continued employment after her (third-year) internship because she had to return to classes.

Department's Response: The School will explore the possibility of integrating a second optional internship, possibly through the existing faculty-wide internship course (FCD 810). Among the barriers to CMN 376 may be that it requires students to complete full time internships in spring/summer. The School will explore the possibility of creating a second internship that would be part-time and available to students in fall or winter of Years 3 or 4. In combination with CMN 376, this would mean that students could take an internship course in any semester of years 2, 3 or 4. We anticipate that this additional flexibility would greatly increase the number of ProCom students who take at least one internship course by the time they graduate. To enable students to complete the internship in fall or winter concurrently with other courses, the second internship would need to be part-time (e.g. 65 hours over the course of 12 weeks). The second internship could be added to the program fairly quickly by integrating the already-existing, faculty-wide internship course (FCD 810) as a core elective in the ProCom BA. Students could time the internship so that they are taking this course in the winter semester of Year 4, which would open the possibility of transitioning to employment with the same organization upon graduation. The School will explore other strategies for bridging internships with employment.

Dean's Response: The School has indicated in their response to the PRT report that they are considering major changes to the internship component in order to help students gain professional employment. This includes engagement with students and faculty to possibly expand promotion of and access to CMN 376, to explore the possibilities of offering a second internship course through FCD 810 and as a long-term goal, an assessment of the viability of co-op. The Dean's office supports an in-depth appraisal of these options through an examination of exemplars from other programs in The Creative School, to study existing operational structures and utilization of FITS software as well as consultation with Ryerson's co-op administration.

RECOMMENDATION 3. Add a co-operative education option. (This recommendation aligns with Self Study recommendation 3 and key finding 3.) Frankly, we find it quite surprising that the programme does not have a co-op option now, given its career-readiness mandate. In fact, this is our strongest recommendation. We list it third only because our two other experiential education recommendations can be implemented more quickly. While Ryerson as a whole has an admirable co-op infrastructure, and while that infrastructure is already partially integrated into the ProCom BA in support of the internship option, mounting a full co-op option will be administratively challenging. We understand that. But the advantages for your students vastly outweigh those challenges. One of us (Harris) can attest directly to the benefits of co-operative education because his

department has co-op degree options in all of its programmes, with approximately 60% adoption by students, over 80% for the Rhetoric, Media, and Professional Communication B.A.; he has also served on the university-wide co-op board and has been both Graduate and Undergraduate Director (both MA and BA programmes having co-op options). We are speaking most directly of the Waterloo English experience, then, but the Waterloo RMPC programme is quite similar to the Ryerson ProCom BA, especially in terms of our respective students' professional aspirations, and we are confident that these benefits generalize to the ProCom BA (and to the MA, for that matter). Ryerson's own co-op website touts very similar advantages, for instance. Co-op students graduate either debt-free or with a comparatively low debt burden compared to non-co-op students, earning upwards of \$13,000 per co-op term (Ryerson's co-op programme frames this as "an average annual salary of \$36,567.24"). Even on its own this fact should not be underestimated, firstly for the financial and mental well-being of the graduates, but also for the flexibility that such well-being gives them in building their careers and lives (especially for their potential for entrepreneurial paths or for graduate work and for personal fulfillment). Not having to settle for low hanging fruit because of immediate financial obligations confers a substantial personal and professional advantage for such students. But just as crucially, co-op graduates emerge from their programmes with two years of in-the-profession career experiences, rather than experience in the retail or service-industry summer jobs most non-co-op students take. That professional experience is the primary factor in the very high placement rate that co-op students have upon graduation, compared to students from non-co-op degree programmes. They also have substantially higher initial salaries, and the positions they take are much more likely to be long-term or permanent, compared to those of non-co-op graduates. (And, to be utterly crass about it for a moment, well-earning, debt-free alumni are in a much better position to contribute financially to the university and the School). Moreover, the experiential benefit of a co-op programme is 'transitive,' in that it increases the professional dynamic in the classroom, including for non-co-op students, because the co-op students bring their professional experience to bear on projects and discussions. Co-op students, naturally, would be excluded from the mandatory internship (recommendation 3.1).

Department's Response: The School will consult with Ryerson co-op administration to explore this possibility in the long-term while prioritizing the enhancement of internships in the short-term. In terms of expanding EL in the degree, the School will prioritize the enhancement of our internships (as discussed above) as our short-term strategy. Additionally, we will explore the development of a co-op option as part of our longer-term strategy for expanding EL. The PRT correctly notes that Ryerson has co-op infrastructure to help support this option in ProCom. However, development of this option would likely take several years. The PRT also acknowledges that adding the co-op component would be administratively challenging. Nevertheless, the School is interested in exploring this option and will consult with other units at Ryerson to learn more about the resources required to develop a co-op option that could be launched in 3 - 4 years. Our priority for the next 1 - 2 years will be adding a second internship and improving access to CMN 376.

Dean's Response: The School has indicated in their response to the PRT report that they are considering major changes to the internship component in order to help students gain professional employment. This includes engagement with students and faculty to possibly expand promotion of and access to CMN 376, to explore the possibilities of offering a second internship course through FCD 810 and as a long-term goal, an assessment of the viability of co-op. The Dean's office supports an in-depth appraisal of these options through an examination of exemplars from other programs in The Creative School, to study existing operational structures and utilization of FITS software as well as consultation with Ryerson's co-op administration.

RECOMMENDATION 4. Reduce incoming class numbers until the crisis in class size is overcome. (This recommendation aligns closely with Self Study recommendation / key finding 7.) Incoming class size has

increased dramatically since the ProCom BA programme began, with very little justification that we can determine (the Self Study mentions a budget cut that affected the 2019/2020 academic year). The programme, as currently constituted, cannot deliver an adequate education for the degree and provide good student experiences at current enrollment and staffing levels. We recommend returning to 2013 incoming-class levels.

Department's Response: The program proposes reducing our first-year intake to 115-120 students. The program agrees that cohort size has been a significant challenge for instructors and staff and will continue to be a challenge unless there is a reduction in cohort size, or an increase in our number of staff and faculty members proportional to the increase in cohort size. The PRT recommends returning to 2013 incoming class size, which was 63 students. We are anticipating a first-year cohort of 185 in fall 2021 (though this may decrease to around 165 with attrition). While we agree that cohort size needs to be reduced to ensure we have manageable class sizes and administrative workloads for academic advisors and other staff, the School notes that we have built a strong reputation over the last eight years and that the number of students applying to ProCom has steadily increased since 2013/14. Consequently, if we reduce cohort size to 63 students per year, we would be admitting only a small fraction of applicants. In addition to the budgetary implications of reducing cohort size from 185 to 63 students, the School is concerned that this would likely reduce the accessibility and diversity of our program. For these reasons, the School proposes a reduction of cohort size to 115-120, which is close to the median between the PRT's recommended first-year intake (65) and our anticipated intake for 2021/22 (185). A cohort of 115-120 students would make it more feasible to reduce the size of required courses, some of which currently have the entire cohort in one section. As discussed below, reducing the cohort to 115-120 would make it possible for the School to split most of our large required courses into two sections of around 60 students each.

Dean's Response: The Dean's office *does not* endorse an across-the-board reduction in enrollment to the program but rather encourages further examination of the balance of course delivery modes (mid-size and large lecture combined with tutorials) in each year of the curriculum so that studio size courses that optimize the development of skills demanding increased one on one engagement, such as writing, can be implemented. A recommendation to cohort ProCom students separately from those students who are non-majors taking service courses was also advocated (3.6 in the PRT report and #4 in the ProCom-SS). In their response, the School suggested the development of advanced electives as a way to mitigate this with particular attention to the use of prerequisites, an approach supported by the Dean's office.

RECOMMENDATION 5. Reduce course caps (This recommendation aligns with Self Study recommendation / key finding 7.) We agree strongly with the recommendation for reducing class sizes, though we dissent from the belief that it is particularly upper-year students that benefit from smaller class sizes. First-year students also benefit immensely from the closer connections to faculty and feeling of community that low course caps foster, as well as the opportunity for more intensive writing instruction, and a respite from large, alienating, lecture-theatre courses that dominate their first-year experience.

Department's Response: The School recognizes that the number of large lectures in the program is a challenge for both students and instructors. The School will strive to reduce the size of classes, particularly for required courses and for certain elective courses that focus on applied skills such as writing and digital design. This will be achieved through a combination of reducing cohort size (see #4 above) and creating additional sections. While the PRT report recommends reducing class size in general, given budget implications of major reductions in class size across the board, we propose instead to focus on reducing the size of required courses since these reductions will have a positive impact on all students regardless of their elective choices or their year level. Additionally, we propose to reduce class size for elective courses that focus on writing, design and other applied skills. To manage the impact of this change on our budget, the School will make these changes in two phases:

Phase 1: Required courses

Currently, of the 15 required courses in the program, 9 are 100+ students per section. We propose to reduce this number to 4 so that there is only 1 large lecture of 120 students in each year of the degree. All other required courses will have caps of no more than 60 students (again, presuming a cohort of 120 students), with the exception of writing, digital design and oral communication courses which have historically been in the range of 35 - 50 students and will continue to be in that range for pedagogical reasons. The School recognizes that speaking, listening, learning and collaborating in large groups of 100+ is an important skill, particularly for professional communicators. Single-section required courses also serve an important community-building function for the cohort. Consequently, the School will keep one single-section, large-lecture required course in each year of the program.

Phase 2: Elective courses

Once the reductions in required course class size have been implemented, the School will focus on reducing class size for elective courses in writing, digital skills and other areas which were highlighted by the PRT report and which have learning outcomes that would benefit from small class sizes.

The School's ability to reduce class size is dependent to a large extent on the stabilization or reduction of our cohort size.

Dean's Response: The Dean's office *does not* endorse an across-the-board reduction in enrollment to the program but rather encourages further examination of the balance of course delivery modes (mid-size and large lecture combined with tutorials) in each year of the curriculum so that studio size courses that optimize the development of skills demanding increased one on one engagement, such as writing, can be implemented. A recommendation to cohort ProCom students separately from those students who are non-majors taking service courses was also advocated (3.6 in the PRT report and #4 in the ProCom-SS). In their response, the School suggested the development of advanced electives as a way to mitigate this with particular attention to the use of prerequisites, an approach supported by the Dean's office.

RECOMMENDATION 6. *Separate the bulk of ProCom major courses from those open in large numbers to non-majors. (This recommendation aligns with Self Study recommendations 3, 4, and 7, and key finding 7.)* Keeping in mind that our role is not to review the School of Professional Communication as a whole, still less the faculty or the institution, but only the Professional Communication BA, we can say unequivocally that the legacy-driven entanglement of service courses with ProCom BA courses is highly unfortunate for the BA students and should be significantly reduced. There are opportunities in such mixed courses to bring value to the BA programme—providing leadership and project-management opportunities for ProCom students in group work with other students, for instance—but overall it creates far too much pressure on resources and drives class sizes to unmanageable numbers, and can distort course curricula away from the professionalization and technical expertise needed by ProCom BAs.

Department's Response: The School agrees in part with the PRT regarding the need to address challenges stemming from electives that are open to ProCom BA and external students. However, the PRT recommends separating our own students from external students whereas we propose to retain the existing mix of ProCom and external students in most electives. The School will begin developing new elective courses which are aimed at a more advanced level (this process has already started with CMN 453) and will be restricted to ProCom students and possibly to external students who have the necessary ProCom prerequisites. The School agrees that teaching both ProCom and external students in the same class can be challenging for instructors and students. However, the School's PPR team also heard from a number of faculty members who noted that ProCom students benefit from interacting and collaborating with students from other fields and disciplines in

elective courses. Given that most of our required courses are reserved for ProCom students, our electives are key to providing our students with interdisciplinary exposure and engagement. To address the challenges noted by the PRT, the School proposes to create more advanced electives for ProCom students to address areas for improvement identified by the PRT and the Self-Study such as experiential learning, writing skills, digital skills, project management, EDI, and theory. However, the School will also explore avenues for making these courses available to external students who are taking the ProCom minor. The School anticipates that it will be challenging to reconcile this goal of creating more ProCom-only advanced courses with the current open elective implementation (wherein all courses default to open elective unless it is a required course for program students or restricted via 'required group' notation to the RO). The School will need to think critically about the use of requisites to somewhat restrict access to our courses by external students.

Dean's Response: A recommendation to cohort ProCom students separately from those students who are non-majors taking service courses was also advocated (3.6 in the PRT report and #4 in the ProCom-SS). In their response, the School suggested the development of advanced electives as a way to mitigate this with particular attention to the use of prerequisites, an approach supported by the Dean's office.

RECOMMENDATION 7. Restructure the degree (This recommendation aligns with Self Study key finding 1, but this is one of the few areas where we find the Self Study too optimistic.) The inclusion of a co-op option will require significant programme restructuring on its own, of course, but here we refer specifically to issues of coverage, the timing of content, and especially the sense of degree progression. There is certainly a trajectory in the ProCom BA in terms of knowledge growth and the scaffolding of specific learning outcomes, but this sense of progression is undermined by a number of factors: unproductive redundancies, a lack of benchmarks, a segregation of important themes and perspectives (chiefly equity-diversity-inclusion and theory-building), a consistent lack of emphasis on writing, and apparent 'surprises' particularly associated with the final year. Some recent changes (such as adding ProCom 453 and offerings of co-curricular Adobe design workshops will likely address some of our concerns—indeed, that is what they have been built to do, since these concerns show up in the Self-Study—but it is still too early to tell).

Department's Response: The School agrees with the PRT that the degree needs to be restructured to reduce repetition and enhance progression from introductory to proficiency-level courses. The School will create new courses and revise and/or reposition existing courses based on the findings of the PRT report and the Self-Study. The School will also support meetings of instructors of courses in core thematic areas at the beginning and/or end of each academic year with the goal of reducing repetition and increasing progression in the content and assignments of related courses. The issue of "overlap" or repetition of content between courses was one of the consistent themes our PPR team heard throughout the Self-Study process. The School believes that "overlap" or the integration of the same or similar theories, issues, etc. in multiple courses is not in and of itself a problem; however, we need to ensure that each time students encounter a given theory or issue, they are engaging with it in progressively more advanced ways. To accomplish this, the School will seek to identify pairs of courses that provide introductory and advanced level knowledge and skills and where appropriate, will rename the courses to highlight the fact that the courses are intended to complement one another. The School will also encourage and support planning meetings at the beginning and/or end of each academic year for instructors of courses in core thematic areas highlighted by the PRT and Self-Study (theory, writing, digital design, etc.) to coordinate content between these courses such that repetition is reduced and progression is increased. To address this issue in the area of theory, the School will develop an introductory theory course that will set the foundation for CMN 402. The new introductory theory course will be named "Theorizing Communication I" and CMN 402 will be renamed "Theorizing Communication II" (as suggested by the PRT) to signal to both instructors and students that these courses are intended to progressively develop students' engagement with communication theory. To address this issue in the area of research methods, the School will explore the possibility of moving CMN480 to

3rd year and moving CMN323 to 4th year. This would also enable instructors of CMN480 to focus on applied research methods (currently this course serves as both a research methods course as well as a capstone course) and may also enable CMN323 to become a richer professional practice course. CMN 490, which is in the final semester of the degree, would then be a capstone project course that would build on methods and professional practice introduced in CMN480 and CMN323. The School will also explore and support opportunities for enhancing progression through the identification of pairs or clusters of courses, coordination between related courses, and/or the revision and creation of courses in the areas of writing, digital skills and EDI, as suggested by the PRT. See response to #8 below.

Dean's Response: Various recommendations addressed curriculum renewal with reference to content redundancy, the timing of delivery, the integration of benchmark certifications in technology skills such as those in the Adobe CC, EDI and theory, as well as the enhancement of writing skills and ensuring opportunities for creativity (3.7-3.11 in the PRT report and #1, 2, 5, 6 in the ProCom-SS). The School elaborated how they might operationalize initiatives regarding these recommendations in their response to the PRT report. These included May meetings with faculty clustered around key thematic areas in the curriculum (strategic communication; communication for social justice; design and creative technology; as well as health, science and environmental communication), to holistically map course content, learning objectives, the benchmarking of skills (both in technology and writing) in relation to project briefs within the context of progressive theory integration. Several changes have already been made to incorporate EDI principles throughout the program. This will also become part of a yearly review process during the May meetings. The Dean's office supports the redesign and reorganization of the curriculum and will work with the School to present these changes to Academic Standards for assessment and approval by the Senate. We support keeping the curriculum responsive to industry needs, strengthening EDI content, and adding course intensives to enhance technological skills. Each proposed change will be assessed within the reality of fiscal budgets.

RECOMMENDATION 8. Reduce overlap and redundancy in coursework (This recommendation aligns with Self Study recommendation / key finding 1.) A recurrent theme in the Self Study, strongly corroborated in our interviews, is the duplication of course material. The Self Study identifies several courses where this might be addressed (215, 216, 288, 450), but a thorough degree audit and more closely stipulated course coverage is required to do this optimally. One student, for instance, remarked that two of her courses in the same term used the same text book, with a significant overlap in reading assignments. This was extreme, she noted, because they were in the same term but not an otherwise unusual situation. There are efficiencies, not to mention cost-savings for the students, in using the same textbook in two courses (three would be excessive), but there should be mechanisms in place to preclude assignment of the same readings.

8.1. Incorporate benchmark certifications. Certifications, awarded when students have achieved specific benchmarks, give students a sense of accomplishment beyond class completion, provide professional credentials that can help them advance their careers, and provide a sense of degree stages beyond the annual course-completion cycle. We recommend two mandatory benchmarks, one optional, but there is certainly room for others. We make no claim that the names we use are the best ones.

8.1.1. Incorporate a mandatory Adobe CC benchmark for first-year students. (This recommendation aligns with Self Study recommendation 1 and key findings 3 and 5. We note, too, that FCAD has a LevelUp programme of some sort—mentioned very briefly in the Self-Study—that might be implicated in some way.) Our discussions with students and alumni confirmed the Self Study's finding that the students feel ill-prepared for many of their projects, especially with the Adobe Creative Cloud tools that they are strongly encouraged to use. The recent implementation of Adobe CC modules in ProCom 210 may answer this need, along with the co-curricular workshops. It is too early to tell, but we trust the department will follow up with students to see if the modules and workshops are sufficient or if other tutorials are required (as most readers surely know, Adobe has a good suite

of tutorials; the D2L modules and/or LevelUp training may even capitalize on them). Be that as it may, we recommend that when a sufficient level of training is determined and implemented into the programme, that completion of this training be set as a benchmark certification, one that is included on the transcript and can be added to resumés. It will give the students an early sense of accomplishment, and it will also ensure that they have the skills necessary to succeed in subsequent coursework and to build upon going forward. (The department was wise to include the CC training prior to the internship: possession of these skills will help students acquire a good professional position and will also give them immediate professional strengths for performing well in the positions they do acquire.)

8.1.2. Incorporate a mandatory professional communication Project Development benchmark for graduating students. On successful completion of the 490 capstone, students should receive a certification that goes on their transcript and can be added to their resumés.

8.1.3. Incorporate an optional Experiential Learning benchmark for students. This could be met either by completion of 376 or equivalent hours in relevant part-time professional employment or volunteer work, or a combination of both. It would not be available to co-op students.

Department's Response:

Reducing overlap: The School agrees. See response to #7 above regarding overlap and progression in theory, methods and other core areas. Additionally, the School will conduct an audit through a set of "course cluster" meetings in key areas to identify further areas of overlap and opportunities for enhancing the sense of progression in key skills and knowledge throughout the degree. While the School developed a curriculum map as part of the PPR, we will do an audit that specifically focuses on overlap/progression. Anyone teaching a particular section of a course will be required to participate, so as to capture variations between sections of the same course. As discussed in our response to recommendation #7, the goal of these initiatives is not to eliminate overlap but to plan for and encourage progression, e.g., if two courses address a topic, we need to ensure the second course assumes fundamental knowledge and addresses advanced issues. To this end, the School will organize coordination meetings for clusters of required courses in key areas (historically, the School has scheduled a series of course coordination meetings in May but these tend to focus on coordination between sections of a single course rather than between courses in a thematic area). These meetings will take place in the spring and will be conducted as follows:

1. All instructors of sections of required courses in a given cluster attend a coordination meeting in May. Clusters identified in the PPR include theory (e.g., CMN 210, CMN 402), digital skills (e.g., CMN 222, CMN 448), writing (e.g., CMN 200, CMN 480), EDI (e.g., CMN 211, CMN 315). Based on the PRT recommendations and the School's responses in this document, the Curriculum Committee will finalize the list of courses in each cluster, and may revise/add clusters based on evolving program needs. Each required course will be part of at least one cluster. Instructors will be encouraged to share course syllabi (or at least the list of topics, readings and assignments) with other instructors in the cluster in advance of the meeting.
2. In the meetings, instructors review course learning objectives and then discuss the key theories and skills and the level at which they are taught in each course in the cluster. Instructors work towards identifying possible overlaps and gaps, and discuss strategies for addressing them.
3. With input from the other instructors in each cluster, Course Curriculum Leads complete a Google form for the Curriculum Committee which will include: (1) a list of common theories and skills between two or more courses in the cluster; (2) a description of how these commonalities either build upon one another or overlap/repeat; (3) if there are repetitions (e.g., same theory, same reading, same level at which students engage with it), a discussion of how instructors will address this and revise so that there is progression rather than repetition; (4) a discussion of whether there are any gaps in the content of

the cluster as a whole identified by instructors which could be addressed in future iterations of the course or the development of new courses.

4. Curriculum Committee reviews the Google form submissions from the clusters and provides a response that will be shared with all instructors in the cluster (as well as with instructors assigned to the course in the upcoming academic year). In its response, the Committee may also identify further opportunities for addressing overlap and enhancing progression through its own review of detailed course syllabi.

To make this process manageable for staff and instructors, the School will focus on required courses in the first year of implementation but the Committee may decide to expand this process to electives in certain thematic areas in subsequent years.

Benchmarks: The School agrees that benchmarks are necessary to ensure that core skills are acquired at certain points in the program. The PRT recommended the integration of formal certifications. The School proposes instead that instructors of courses in core areas such as design and writing should develop benchmarks and these should be built into required courses as well as optional intensives at the beginning of each year. External certifications have the advantage of being standardized and designed according to industry standards. However, the ProCom BA is built on the core principle of bridging theory with practice whereas certifications tend to focus on applied skills. The School believes our students would be better served by developing our own benchmarks. These may be informed by certifications and industry standards but they would be designed so that they are in line with our learning outcomes and our core values, such as critical thinking and the integration of theory and practice. Additionally, integrating benchmarks into the curriculum will require instructor support and this is more likely to happen if instructors have some input into the content of the benchmark. Benchmarks will be developed collaboratively by instructors in required courses in the two areas identified by the PRT as “mandatory”: Adobe CC and project development/coordination. The Curriculum Committee will also discuss the possibility of developing a benchmark for experiential learning (the PRT viewed this is optional) and for writing (see Recommendation #11). For Adobe CC, in fall 2021, instructors of CMN210 (Year 1), CMN222 (Year 2), CMN448 (Year 2), CMN324 (Year 3) and CMN 480/490 (Year 4) and any other required course which integrate Adobe CC will begin developing benchmarks in each year of the program for core skills in design software. By the end of the fall semester, Course Curriculum Leads will share a draft of the benchmark with the other instructors of required design courses. In early winter 2022, the instructors will meet again to discuss the benchmarks for each year of the program to ensure they progressively build upon and complement one another. The benchmarks will be shared and reviewed by the Curriculum Committee before they are finalized and integrated into our generic course outlines; this last step will ensure that the Adobe benchmarks are clearly communicated to students and instructors. The School will decide whether it is necessary to repeat this process for elective courses but at the very least, the School will require instructors to complete a survey each year to determine which courses are using Adobe CC, which benchmark the elective works toward or builds upon and how, and what resources are needed from the Creative Technology Team. Instructors’ participation in this process will be required since the use of Adobe CC, as a resource provided through FCAD funding and student ancillary fees, should be tied to program learning outcomes and the Adobe benchmarks once they are finalized. Additionally, the School will offer intensives for Year 2, 3 and 4 students in September of each year which will provide students with an opportunity to polish or reinforce Adobe skills which they acquired in the previous year. These intensives will also provide transfer students and exchange students with an opportunity to catch up on Adobe so they are closer to the skill level of their cohort. The School will consider implementing a similar process for project development skills (possibly in CMN210, CMN 323 and CMN 480/490). However, given the emphasis in the Self-Study and the PRT report on enhancing writing skills, the School will prioritize the development of benchmarks for writing (see Recommendation #11) alongside the Adobe CC benchmarks.

Dean’s Response: Various recommendations addressed curriculum renewal with reference to content redundancy, the timing of delivery, the integration of benchmark certifications in technology skills such as those

in the Adobe CC, EDI and theory, as well as the enhancement of writing skills and ensuring opportunities for creativity (3.7-3.11 in the PRT report and #1, 2, 5, 6 in the ProCom-SS). The School elaborated how they might operationalize initiatives regarding these recommendations in their response to the PRT report. These included May meetings with faculty clustered around key thematic areas in the curriculum (strategic communication; communication for social justice; design and creative technology; as well as health, science and environmental communication), to holistically map course content, learning objectives, the benchmarking of skills (both in technology and writing) in relation to project briefs within the context of progressive theory integration. Several changes have already been made to incorporate EDI principles throughout the program. This will also become part of a yearly review process during the May meetings. The Dean's office supports the redesign and reorganization of the curriculum and will work with the School to present these changes to Academic Standards for assessment and approval by the Senate. We support keeping the curriculum responsive to industry needs, strengthening EDI content, and adding course intensives to enhance technological skills. Each proposed change will be assessed within the reality of fiscal budgets.

RECOMMENDATION 9. *Increase the focus on theory in earlier parts of the programme.* (This recommendation aligns with Self Study recommendation 1.) One of the alumni we met with offered a dissenting opinion on this ("too much theory, not enough practical skills"), but the majority of other students we met with regretted that CMN 402, "Theorizing Communication," comes at the end of the programme, as did the alumni, all of them remarking that taking the course earlier would have helped them navigate the programme better and get more out of later classes—a perception that shows up recurrently in the Self Study. While students and alumni recognized that theory does occur in earlier courses, the kind of exclusive focus of 402 was desired earlier in the programme, and some crucial theory does seem to be missing until very late. One faculty member, for instance, reports encountering students in fourth-year courses who had never heard of semiotics—as fundamental a gap in communication studies as a fourth-year physics student never hearing of the calculus. To be clear, we are not suggesting 402 be moved; rather, that it be retained and augmented with a 'bookend' approach that has theory-specific courses at either end of the degree. Again, a close programme audit would answer this question more fully, but it seems to us that 211 might be the best candidate for either repurposing or trading off for a new course, should complementary numbering with 402 be thought desirable (e.g., CMN 202, Theorizing Communication 1 & CMN 402 Theorizing Communication 2). The content of 211 should certainly be retained and redistributed, which aligns with our recommendation 3.10.

Department's Response: The School agrees and will integrate a new course focusing on theory that will provide a foundation for theory throughout the degree. As discussed in #7 above, the School will develop an introductory theory course to set a foundation for CMN402. Our Curriculum Committee has already received a proposal for a new theory-focused course and will discuss the positioning of this required course in year one or two. The new introductory theory course will be named "Theorizing Communication I" and CMN 402 will be renamed "Theorizing Communication II" (as suggested by the PRT) to signal to both instructors and students that these courses are intended to work together to progressively develop students' engagement with communication theory. The School believes a new course on theory would be a more effective way of ensuring a common foundation in theory and would enable the School to retain CMN211 as a course that focuses specifically on EDI.

Dean's Response: Various recommendations addressed curriculum renewal with reference to content redundancy, the timing of delivery, the integration of benchmark certifications in technology skills such as those in the Adobe CC, EDI and theory, as well as the enhancement of writing skills and ensuring opportunities for creativity (3.7-3.11 in the PRT report and #1, 2, 5, 6 in the ProCom-SS). The School elaborated how they might operationalize initiatives regarding these recommendations in their response to the PRT report. These included May meetings with faculty clustered around key thematic areas in the curriculum (strategic communication;

communication for social justice; design and creative technology; as well as health, science and environmental communication), to holistically map course content, learning objectives, the benchmarking of skills (both in technology and writing) in relation to project briefs within the context of progressive theory integration. Several changes have already been made to incorporate EDI principles throughout the program. This will also become part of a yearly review process during the May meetings. The Dean's office supports the redesign and reorganization of the curriculum and will work with the School to present these changes to Academic Standards for assessment and approval by the Senate. We support keeping the curriculum responsive to industry needs, strengthening EDI content, and adding course intensives to enhance technological skills. Each proposed change will be assessed within the reality of fiscal budgets.

RECOMMENDATION 10. *Place greater emphasis on EDI considerations throughout the programme. (This recommendation aligns with Self Study recommendation / key finding 6.) We applaud the creation of 230, 310, and 406 and the adoption of Learning Outcome 10 that they all help to fulfill. But there is a strong felt need among students and alumni that the issues, methods, and theories these courses address should be present in most, if not all, courses in the programme.*

Department's Response: The School agrees. As noted by the PRT, we have already embedded a new learning outcome on EDI in the program. Additionally, many instructors made significant revisions to their courses in 2020/21 to enhance EDI content, including required courses such as CMN 211, CMN 216, CMN 315 and CMN480/490. Additionally, the School is launching CMN 453 Communication and Social Change in fall 2021, the focus of which is advancing EDI and anti-oppression in and through communication. Based on the findings of the Self-Study, the PRT Report as well as the School's recent EDI initiatives, such a student survey conducted in 20/21 by the ProCom Anti-Black Racism Collective, the School will continue to offer courses that focus primarily on EDI but at the same time will develop an "EDI across the curriculum" approach so that EDI is integrated into as many courses as possible. The program has a good start on this but in order to maintain this momentum, EDI will be embedded in our yearly course review process in May (when Course Curriculum Leads meet to discuss possible revisions to course outlines) and at the beginning of each semester (when instructors submit their syllabi). In May, Course Curriculum Leads will provide a brief description of efforts instructors made in the previous year to enhance EDI as well as additional enhancements which are planned for the following year. This will enable the Curriculum Committee to monitor our progress on EDI integration on a yearly basis. The course-based EDI updates will be submitted to the Curriculum Committee for review. The Chair of Curriculum Committee will share a summary of the course EDI updates with School Council so that all Council members have an opportunity provide input, including the School's new BA EDI Rep (in spring 2021, School Council approved a motion of change the ProCom By-laws to add a BA EDI Rep as a voting member on Council and, if approved by Senate, our students will elect a BA EDI Rep in the fall of each year to serve on School Council and on the ProCom Course Union executive team). This document will then serve as a guide for instructors as they prepare detailed course syllabi for the following year. Instructors may also use these documents to develop proposals for GA hours to support EDI-related course development/revision, which ProCom has been able to provide for the last few years and hopes to continue providing in the future, pending budget.

Dean's Response: Various recommendations addressed curriculum renewal with reference to content redundancy, the timing of delivery, the integration of benchmark certifications in technology skills such as those in the Adobe CC, EDI and theory, as well as the enhancement of writing skills and ensuring opportunities for creativity (3.7-3.11 in the PRT report and #1, 2, 5, 6 in the ProCom-SS). The School elaborated how they might operationalize initiatives regarding these recommendations in their response to the PRT report. These included May meetings with faculty clustered around key thematic areas in the curriculum (strategic communication; communication for social justice; design and creative technology; as well as health, science and environmental communication), to holistically map course content, learning objectives, the benchmarking of skills (both in

technology and writing) in relation to project briefs within the context of progressive theory integration. Several changes have already been made to incorporate EDI principles throughout the program. This will also become part of a yearly review process during the May meetings. The Dean's office supports the redesign and reorganization of the curriculum and will work with the School to present these changes to Academic Standards for assessment and approval by the Senate. We support keeping the curriculum responsive to industry needs, strengthening EDI content, and adding course intensives to enhance technological skills. Each proposed change will be assessed within the reality of fiscal budgets.

RECOMMENDATION 11. *Place greater emphasis on writing throughout the programme* (This recommendation aligns with Self Study recommendation / key finding 2.) We were surprised to find this a concern of students, faculty, alumni, and the Advisory Council. But across the board the perception is that ProCom students do not acquire enough proficiency in sentence-to-sentence writing in a variety of styles, genres, and registers. This is a rather startling indictment of a Professional Communication degree. It is significantly exacerbated, if not caused, by the class-size crisis. The Self Study suggests two alternatives—additional courses and more distributed attention ('writing across the curriculum'). We applaud both, noting only that they should not be regarded as mutually exclusive as the Self Study appears to imply. We also note that while group assignments allow students to play to their strengths, they also allow students to hide their weaknesses—the writer in a group doing all the text generation, for instance, so that the others do not benefit in that area—and therefore we would advise faculty to (1) include individual writing assignments in their course design, and (2) include group assignments that require all group members take identifiable responsibility for written components, and grade the students accordingly.

Department's Response: The School agrees and will (i) develop benchmarks for writing for each year of the program; (ii) create a new upper-year required course focusing on professional editing skills; and (iii) cap CMN200 and the new editing intensive course at 40 students, pending support for this in the School's budget. The School's approach to each of these areas are as follows:

- (i) The School believes that benchmarks for writing and editing are needed to ensure the development of core skills in this area throughout the program. As discussed in relation to Adobe benchmarks, the School believes that benchmarks developed by our instructors and Curriculum Committee will be more effective than benchmarks developed by external organizations (e.g., grammar tests, certifications for copy editors, etc.). A description of our proposed process for developing benchmarks in writing and other areas is included in the School's response to Recommendation #8 above.
- (ii) The School will also develop a mandatory upper year editing/writing course (possibly based on the Amy Einsohn method). This course would prepare students for copyediting, stylistic editing, proofreading, and other on-the-ground skills expected in any communications position.
- (iii) The School proposes capping CMN200 and other writing-intensive courses at 40 students. Effective writing pedagogy requires smaller classes since these courses involve close, line-by-line assessment by the instructors, iterative writing assignments in which students revise and resubmit work based on instructor feedback, and integrate many assignments throughout the semester to ensure regular practice rather than a few heavily-weighted assignments.

Additionally, the School will explore the following strategies to improve writing skills:

- develop a 2-hour grammar brush-up workshop that can run multiple times throughout the academic year. There is a model from the University of Victoria which could be adapted to ProCom for this purpose. Once built, the workshop could run periodically for any interested students;
- adapt a "Writing across the Curriculum" approach to ProCom, discovering opportunities in many classes for individual writing assignments so students have practice across genres (the School could conduct an audit, as discussed above regarding Adobe skills and EDI to track the writing/editing skills and genres of written outputs that are required in our courses);

- pending budget, the School proposes the creation of a ProCom writing centre, staffed by MPC students who would be paid. ProCom students encountering severe writing challenges would have access to four hours per month of one-on-one assistance. This assistance would be outside of the Ryerson Writing Centre, which does not always have the resources to advise students on the specific kinds of writing assignments they produce in our courses. The MPC students employed in part-time positions as writing coaches would be mentored by a faculty member and themselves would improve their writing skills;

Regarding group work, the School will ask its Curriculum Committee to include the advice of the PRT in our syllabus template, indicating to instructors that wherever possible, group assignments should require group members to take identifiable responsibility for written components.

Dean's Response: Various recommendations addressed curriculum renewal with reference to content redundancy, the timing of delivery, the integration of benchmark certifications in technology skills such as those in the Adobe CC, EDI and theory, as well as the enhancement of writing skills and ensuring opportunities for creativity (3.7-3.11 in the PRT report and #1, 2, 5, 6 in the ProCom-SS). The School elaborated how they might operationalize initiatives regarding these recommendations in their response to the PRT report. These included May meetings with faculty clustered around key thematic areas in the curriculum (strategic communication; communication for social justice; design and creative technology; as well as health, science and environmental communication), to holistically map course content, learning objectives, the benchmarking of skills (both in technology and writing) in relation to project briefs within the context of progressive theory integration. Several changes have already been made to incorporate EDI principles throughout the program. This will also become part of a yearly review process during the May meetings. The Dean's office supports the redesign and reorganization of the curriculum and will work with the School to present these changes to Academic Standards for assessment and approval by the Senate. We support keeping the curriculum responsive to industry needs, strengthening EDI content, and adding course intensives to enhance technological skills. Each proposed change will be assessed within the reality of fiscal budgets.

RECOMMENDATION 12. *Continue the onboarding, cohort-bonding, community-building efforts.* One of the strengths of programme is a pervasive ProCom spirit that begins to emerge in the first term. Current first-year students do not seem to have the same level of community spirit as students in other years, which suggests this issue is a partial casualty of the remote environment, but is perhaps also connected to the cohort's size. In any event, the situation does indicate that more effort should be put into finding ways to encourage this spirit through remote resources (Coordinated remote socials? Required programme-wide selfie posts? Movie nights?), not just to deal with the current pandemic, but also to address the new expectations and conventions the pandemic is creating among students, and to be ready for other social crises in the future. One issue with the current onboarding efforts was voiced in our meetings with students and alumni, however, an issue completely distinct from the current cohort's size and the pandemic circumstances; namely, a negligible awareness by students of the capstone research project (480 and 490). We have no doubt that this element of the programme is introduced, possibly even featured, in the programme orientation. Nonetheless every senior student we talked to, as well as one alumnus, said the capstone project came somewhat as a surprise in their fourth year, something that they wish they had known more about earlier and had been more fully prepared to carry out; and every junior student reported not having heard about the project. This project should be the telos of the programme for every student, a learning experience that they build towards and think about yearly. (Our recommendation 3.8.1.2 would contribute to foregrounding this project for students.) The role of current Advisory Council is still rather ill-defined, but integrating them into onboarding, and regular community-building efforts is one way where they could make important contact with the students. Perhaps each of them could host an event, at a rate of about one per term, around their particular expertise and role in the profession.

Department's Response: The School will continue its community-building efforts. Thanks in large part to the commitment of the School's staff members, our Orientations, year-end shows, international collaborations, student-focused EDI initiatives, internship networking sessions, awards celebrations, and other events and activities have fostered a strong sense of community among the students. We will continue these efforts. The School will also explore ways of increasing the involvement of faculty members and our Program Advisory Council in community-building events for students and will continue to work with the Dean's office and the ProCom Course Union to help with the planning and delivery of community-building initiatives.

Dean's Response: As stated previously, this is the inaugural periodic program review for the BA, Professional Communication. The PRT report endorsed continued onboarding, cohort-bonding through alumni engagement and community building as well as sustained support to faculty research to enhance reputation, curricular vibrancy and to encourage students to pursue graduate study (see 3.12-3.15). The problems identified in the self-study and the suggestions from the PRT offer several strategies to transition the School from start up to maturation. This process of implementing solutions to the problems identified and proposing curricular changes suggests implicit reflection on the identity of the Professional Communications program to further enhance the communication clusters identified, especially within the context of FCAD's recent brand identity transition to "The Creative School".

RECOMMENDATION 13. Continue to support faculty research. ProComm has an enviably accomplished research faculty, which can only be achieved through institutional support, such as RA funding and grant-writing support. The Self Study makes it clear that FCAD and ProCom regard faculty research as elemental to the success of a BA programme. We agree. Not only does it improve faculty engagement when they can teach what they research, it also ensures that course content is current, that models higher academic research for students seeking careers in such fields as scientific editing or policy advocacy, and that can even result in direct experiential learning outcomes (e.g. Professor Clapperton's work); not to mention, increased job satisfaction for faculty, always a good thing.

Department's Response: The School will continue to support faculty research. ProCom has, since 2018, allocated funding to RFA for course design/redesign and to support SRC efforts, each by way of formal calls and subsequent adjudication. We anticipate continuing to do so as we move forward. 2021/22 was a record year for faculty collaborations on research projects and grant applications; the School will continue to involve our faculty SRC Representative and the Catalyst in supporting and showcasing faculty SRC.

Dean's Response: As stated previously, this is the inaugural periodic program review for the BA, Professional Communication. The PRT report endorsed continued onboarding, cohort-bonding through alumni engagement and community building as well as sustained support to faculty research to enhance reputation, curricular vibrancy and to encourage students to pursue graduate study (see 3.12-3.15). The problems identified in the self-study and the suggestions from the PRT offer several strategies to transition the School from start up to maturation. This process of implementing solutions to the problems identified and proposing curricular changes suggests implicit reflection on the identity of the Professional Communications program to further enhance the communication clusters identified, especially within the context of FCAD's recent brand identity transition to "The Creative School".

RECOMMENDATION 14. Continue to prepare students for graduate studies. While direct career entry is a primary goal of most ProCom BA students, a significant number will continue on to graduate work, either in ProCom or at other programmes or institutions. We note that our recommendations about class size (3.4 and 3.5), theory integration (3.9), disentanglement of the degree from service teaching (3.6), and faculty research

(3.13) all enhance this goal. We note, too, that preparation for graduate work is a kind of experiential learning that is often overlooked when that term is used—experiential learning in higher academic research that undergirds careers in many fields.

Department's Response: The School will continue to prepare students for graduate studies. The program currently prepares students for graduate studies in upper-year required courses on communication theory (CMN 402), contemporary issues in professional communication (CMN 323) and research methods (CMN 480/490) and through electives that are available only to upper-year students (e.g., CMN 321, CMN 408, CMN 453). Additionally, some of our upper-year electives are cross-listed with our master's program (CMN 321, CMN 408) and provide BA students with opportunities to interact and collaborate with our master's students. As discussed above in response to Recommendation #6, the School plans to prioritize the development of advanced electives that are specifically designed for upper-year ProCom BA students. These courses will provide our students with additional opportunities to strengthen their grasp of theory and methods and to develop research papers and other outputs which students can use as writing samples for applications to graduate programs. The School will also explore the development of an information session to be offered in the fall semester, possibly in collaboration with the ProCom Alumni Association, featuring ProCom alumni who pursued graduate studies.

Dean's Response: As stated previously, this is the inaugural periodic program review for the BA, Professional Communication. The PRT report endorsed continued onboarding, cohort-bonding through alumni engagement and community building as well as sustained support to faculty research to enhance reputation, curricular vibrancy and to encourage students to pursue graduate study (see 3.12-3.15). The problems identified in the self-study and the suggestions from the PRT offer several strategies to transition the School from start up to maturation. This process of implementing solutions to the problems identified and proposing curricular changes suggests implicit reflection on the identity of the Professional Communications program to further enhance the communication clusters identified, especially within the context of FCAD's recent brand identity transition to "The Creative School".

RECOMMENDATION 15. Increase financial support for students who wish to participate in the experiential learning opportunities afforded by international exchanges and the internship course—especially in the EDI space. Extend the principles of EDI to the International Exchanges programme and to the Internship course by providing financial support to students who would like to participate in one or both options but are unable to do so because of financial constraints.

Department's Response: The School will continue to seek opportunities to provide financial support for our students. The School has developed paid opportunities for students in ProCom's Anti-Black Racism Collective, the Centre for Communicating Knowledge, paid internships in ProCom (Alumni Assistant and Communications Assistant) Course Development GA positions for ProCom instructors to support the implementation of PPR recommendations, emergency bursaries for ProCom students in financial need, bursaries for technology for students facing financial hardship, and RA positions to support SRC by ProCom RFA members. Additionally, we integrated new bursaries for students from marginalized communities into our budget proposal for 2021/22 and will continue to seek opportunities to provide funding to our students, particularly those from marginalized communities. The School will continue these efforts to provide financial support to our students and will work to promote funding opportunities provided by the Dean's office for international exchanges. Additionally, as discussed in response to Recommendation #3, the School will explore a co-op option as part of its longer-term strategy for experiential learning, which would also increase paid work opportunities for students.

Dean's Response: As stated previously, this is the inaugural periodic program review for the BA, Professional Communication. The PRT report endorsed continued onboarding, cohort-bonding through alumni engagement

and community building as well as sustained support to faculty research to enhance reputation, curricular vibrancy and to encourage students to pursue graduate study (see 3.12-3.15). The problems identified in the self-study and the suggestions from the PRT offer several strategies to transition the School from start up to maturation. This process of implementing solutions to the problems identified and proposing curricular changes suggests implicit reflection on the identity of the Professional Communications program to further enhance the communication clusters identified, especially within the context of FCAD's recent brand identity transition to "The Creative School".

PRT's Further Suggestions:

Suggestion 1. While a programme as recent as the Ryerson ProCom BA does not yet have many graduates, our alumni meeting suggested that alumni engagement is an area that might be improved.

Suggestion 2. The information scientists working in the library are capable of more thorough engagement in ProCom courses, and eager to do so. They are also uniquely placed to help with tools and research methods in many of the important areas connected with digital media communications, such as bot-detection, data-harvesting, and optimization algorithms. We encourage the curriculum development committee to consult with the library about such involvement.

Suggestion 3. There were complaints about a lack of Canadian content in the courses. We encourage the use of case studies, examples, issues-management scenarios, and so forth drawn from the Canadian context. This is another area in which the Advisory Council might be especially valuable.

Suggestion 4. Course projects strike us as an untapped resource for both student development and cohort building, which can additionally help foster alumni engagement. The capstone projects especially, but also other intensive course projects, might be brought into first and second year courses to illustrate communication decisions, rhetorical pressures, design features, project management, and so on. We encourage the use of these projects in earlier years of the programme, including (where possible) the involvement of their creators, whether they are still students or have become alumni. This suggestion also can enrich the ProCom graduate students, if they come from ProCom BA ranks and can talk about projects they developed then.

IMPLEMENTATION PLAN

Priority Recommendation #1: Enhance experiential learning in the ProCom BA.
Rationale: Currently, only a minority of ProCom students take the ProCom internship course, which is positioned in the spring/summer term of the second or third year of the degree. As discussed in the PPR self-study (recommendation 3), students who completed the internship often speak highly of the experience. According to the PRT (recommendations 3.1 - 3.3), enhancing experiential learning should be one of the School's top priorities in the coming years. In its response to the PRT and the School's response, the Dean's office indicated that it supports our exploration and assessment of the options listed below for increasing the number of students who enroll in the ProCom internship and participate in other experiential learning opportunities.
Implementation Actions: To enhance access to the existing ProCom internship, the program will

- poll the students to find out more about barriers to taking CMN 376 and develop strategies for address them;
- explore the possibility of making CMN 376 available in spring/summer of Year 4 (currently it is only available in Years 2 and 3);
- explore the possibility of linking internships to our capstone courses (CMN 480 in fall and CMN 490 in winter);
- improve the student preparation for CMN 376 by encouraging students planning to apply for the internship to take CMN 304 Career Advancement Communication and by liaising with instructors of CMN 200 The Craft of Professional Writing about the possibility of building an assessment into this writing skills and portfolio course that would serve as a sample portfolio piece that would be relevant to an internship.

To create additional experiential learning opportunities beyond CMN 376, the program will

- explore the option of integrating a second optional internship, possibly through the existing faculty-wide internship course (FCD 810);
- consult with Ryerson co-op administration to explore the possibility of adding a co-operative education option to our program.

Timeline

2021/22

- consult with students, alumni, the Dean's office and the PAC to find ways increasing the number of experiential opportunities available to our students while also enhancing our existing internship course.

2022/23

- implement new strategies, based on its consultations in the previous year, to enhance the existing internship. The School will also create additional experiential learning opportunities by creating a new course, providing access to other internship courses in The Creative School and/or by supporting student participation in faculty SRC. As well, the School will look at expanding the purview of the internship and (potentially) redefine it as an "experiential learning" component of the degree which may include research assistantship, or positions with academic supervisors or large, granted Creative School projects.

Responsibility for

a) **leading initiative:** ProCom Chair, Program Director, Internship Coordinator and Internship Liaison

b) **approving recommendation, providing resources, and overall monitoring:** ProCom Undergraduate Curriculum Committee, ProCom School Council and Faculty Dean

Priority Recommendation #2: Renew the ProCom BA curriculum

Rationale:

Repositioning courses and creating new courses will be necessary to address issues of coverage, redundancies and timing of course content, and the sense of degree progression (particularly with regard to EDI, software skills, theory and writing) and also to integrate the experiential learning option. This recommendation aligns with Self Study recommendation #1 ("Organizing a curriculum that builds each year upon the previous year, with an eye to eliminating curricular overlap.") and recommendations 3.1 - 3.11 in the PRT report.

Implementation Actions:

The program will

- create new courses to enhance program offerings and revise, rename, or reposition existing courses to improve the sense of progression and development of skills;
- survey courses annually in the spring to identify areas of focus, identify duplicated topics and overlap between courses, and ensure progression from introductory level knowledge and skills to proficiency level throughout the degree;
- review courses that can be paired and label those courses as introductory and advanced treatments of subject matter;
- revise courses or develop new courses to improve program offerings in the areas of writing, digital skills, and EDI.
- develop select, targeted concentrations in: science, health, technical communication; social and political communication; strategic and corporate communication; and design and creative communication.
- create a required introductory theory course (Theorizing Communication I) in Year 1 and rename the existing fourth year theory course (CMN 402) “Theorizing Communication II”;
- in addition to the creation of Theorizing Communication I as a Year 1 required course, Curriculum Committee will review and discuss the possibility of moving several courses on our elective list into the core curriculum to more solidly structure the degree and ensure progression in key areas of professional communication. The proposed changes are as follows:
 - Year 2: change CMN 414 Interpersonal Communication and CMN 306 Risk and Crisis Communication from elective to required
 - Year 3: change CMN 316 Questioning Data and CMN 443 Intercultural Communication from elective to required
 - Year 4: add CMN 405 Oral Advocacy as a required course (currently this course is listed as an elective but has not been developed or offered)
- Curriculum Committee will also discuss the possibility of refocusing CMN490 on the development of capstone projects (currently it is both a research methods course and a capstone course), as recommended by the PRT;
- create a critical path for applied skills with required workshops so that students acquire technical skills in production, design, sound and video;
- develop benchmarks in Adobe CC (mandatory) and writing skills. Once these benchmarks have been established, the School will explore the possibility of creating benchmarks for project management and experiential learning.

Timeline

2021/22

- outline the new streams/clusters in our curriculum and map existing courses in the four years of the program onto these categories;
- develop a call for proposals for new courses which address the priorities identified in our PPR Final Recommendations and Implementation Plan, such as EDI, digital skills, writing, experiential learning, upper-year electives, courses that align with new clusters, and courses based on faculty SRC;
- organize a review of course topics and knowledge/proficiency levels with an emphasis on identifying and reducing overlap between courses in the same cluster or thematic area and increasing the sense of progression from year 1 to 4 in each cluster and across the program as a whole. This review will take place annually from Spring 2022 onwards. The results of the first review will be seen in course delivery beginning Fall 2022;

- support faculty members and the Curriculum Committee as they develop benchmark/certifications for digital skills and writing and integrate them into courses;
- engage faculty who teach courses that will be repositioned (CMN 306, CMN 316, CMN 414, CMN 405 and CMN 443) in discussion about the recommended changes to the position, title and/or description and integrate feedback into course revision proposals, which will be reviewed by our Curriculum Committee by Spring 2022.

2022/23

- share revised curriculum map, including any new stream/clusters and benchmarks that do not require curriculum modifications, with faculty and students in onboarding materials and events in Fall 2022;
- submit to the Academic Standards Committee
 - curriculum modification proposals to reposition courses and change titles and descriptions of CMN 306, CMN 316, CMN 414, CMN 402, CMN 405 and CMN 443;
 - curriculum modification proposal for Theorizing Communication I and any other new course in priority areas;
 - any additional curriculum modifications arising from the annual review process and the integration of clusters/streams, benchmarks;
- launch the benchmarks for writing and digital skills in selected courses (benchmarks for the entire program will be delivered in Fall 2023)

2023/24

- share revised curriculum map, including the finalized streams/clusters and benchmarks, with faculty and students in onboarding materials and events in Fall 2023;
- begin rollout of new curriculum for the first-year cohort;
- launch the benchmarks for writing and digital skills across the entire program.

Responsibility for

a) leading initiative: ProCom Chair, Program Director, Academic Coordinator, Curriculum Committee, Prof. Jane Griffith (writing benchmarks)

b) approving recommendation, providing resources, and overall monitoring: ProCom Undergraduate Curriculum Committee, ProCom School Council, Procom Chair, ProCom Program Director, and Faculty Dean

Priority Recommendation #3: Enhance student experience.**Rationale:**

ProCom students enjoy a strong sense of community and cohorts are generally closely bonded, but existing community-building efforts should continue and new activities developed to strengthen the student community. Strong community bonds create better networks of support for students during and after their degree. Shared community experiences and knowledge help prepare students to encounter the challenges of the program in upper years (such as the demands of the capstone project in CMN480 and CMN490). By adding more required courses, as well as creating concentrated specializations create more cohesion among the students as well as creating a stronger base for future alumni support.

Implementation Actions:

The program will work to

- create more opportunities for seminar and studio style classes (in spite of increasing enrolments) to optimize pedagogy, skills development, and engagement and to help prepare students for graduate studies;
- reduce the number of classes that include ProCom majors and non-major students. ProCom will add more required courses exclusively for ProCom students, and develop advanced electives restricted to ProCom students while continuing to deliver foundational elective courses to non-ProCom cohorts;
- increase research-informed course designs and help faculty leverage research strengths and networks to create opportunities for students;
- develop new events and activities that increase the involvement of the ProCom Course Union (PCCU), faculty members, and the Program Advisory Council (PAC);
- strengthen student-faculty relationships and collaborations though, for example, a redefinition or expansion of the internship to include experiential learning through research assistantships

Timeline

2021/22

- in consultation with the Dean's office, identify opportunities in the program for increasing seminar and studio courses while continuing to deliver required and elective courses to non-ProCom students;
- in consultation with the Dean's office, develop strategies for reducing the number of classes that include ProCom majors and non-ProCom students;
- support preliminary work on research-informed course designs/redesigns through, for example, a call for proposals for new courses which integrate faculty SRC;
- identify opportunities in existing events/activities for increasing the participation of faculty members, the ProCom Course Union (PCCU), the ProCom Alumni Association (PCAA) and the Program Advisory Council (PAC).
- plan and pilot new initiatives to strengthen student-faculty relationships and collaboration in key areas such as course development, SRC, co-curricular events, school governance and EDI initiatives;

2022/23

- submit curriculum modification proposals to the Academic Standards Committee for the following changes:
 - add seminar and studio courses to the program;
 - reduce the number of courses or sections of courses that include ProCom majors and non-projects students (e.g., by changing the prerequisites or the positioning of electives on the Open Elective and Liberal Studies tables);
 - add new courses or revise existing ones to infuse faculty SRC into our curriculum.
- plan and deliver new events/activities which prioritize student interaction and collaboration with faculty members, alumni and/or industry representatives.
- assess initiatives that were piloted in the previous year for strengthening student-faculty relationships and collaboration and, if successful, ensure these activities are embedded in the School's annual events calendar, onboarding processes, governance procedures, etc.

2023/24

- begin rollout of new seminar and studio courses, courses based on faculty-research, as well as electives which were previously open to ProCom and non-ProCom students and will now be restricted to ProCom students;

Responsibility for

a) leading initiative: ProCom Chair, Program Director

b) approving recommendation, providing resources, and overall monitoring: ProCom Undergraduate Curriculum Committee, ProCom School Council, Faculty Dean, ProCom staff.

Priority Recommendation #4: Renew program identity and support its maturation

Rationale:

The Self-Study, the PRT report and the response of the Dean's office agree that many of the issues around curriculum and student experience noted above stem from the fact that the ProCom BA is a relatively new program which was developed alongside the School's ongoing service commitments. In the next few years, the School will prioritize the transition of the ProCom BA from a "startup" to a mature program. To this end, the PRT report, the School's response and the Dean's response highlighted the need for continued onboarding, cohort-bonding, alumni engagement and community-building and support for faculty research to enhance reputation, curricular relevance and vibrancy, and the preparation of our students for graduate studies (3.12 - 3.15 in the PRT report; recommendations 12 - 14 in the program's response to the PRT). The formation of communication clusters and other curriculum renewal initiatives discussed above will also contribute to the maturation of the program.

Implementation Actions:

To enhance community-building, the School will

- continue to provide orientation events and resources, year-end showcases of student work, international collaborations, student-focused EDI initiatives, internship networking sessions, awards celebrations, and other events and activities that have fostered a strong sense of community among the students;
- explore strategies of increasing the involvement of faculty members, our Program Advisory Council, alumni and industry supporters in community-building, professional development and mentorship activities for students.

To prepare students for graduate studies, the School will

- continue to allocate funding (pending budget approval) to faculty for course design/redesign and support SRC efforts by way of formal calls and subsequent adjudication, and continue to involve our faculty SRC Representative and the Catalyst in supporting and showcasing faculty SRC;
- explore strategies for integrating faculty SRC into the development of new courses and clusters of courses in our curriculum.

To support faculty research and its integration into our curriculum, the School will

- continue to prepare students for graduate studies in upper-year required courses on communication theory, contemporary issues in professional communication and research methods as well as electives which are available only to upper-year ProCom students and/or which are cross-listed with our master's program;

<ul style="list-style-type: none"> ● create advanced electives courses designed for upper-year ProCom BA students to deepen their understanding of theory, methods and contemporary issues and to prepare them for graduate studies; <p>explore curricular integration of experiential learning opportunities in which students participate in faculty SRC and knowledge translation (KT) activities.</p>
<p>Timeline</p> <p>2021/22</p> <ul style="list-style-type: none"> ● continue existing initiatives around community-building, preparation for graduate studies and support for faculty SRC and plan events and initiatives that bring together students, alumni, members of the Program Advisory Council and other industry supporters; ● support preliminary discussion and planning of new upper-year electives, courses that are based on faculty SRC, and experiential learning opportunities that involve students in faculty SRC and KT; <p>2022/23</p> <ul style="list-style-type: none"> ● Review and approve new course proposals that address the areas above (preparation for graduate studies and involvement of students in faculty SRC and KT).
<p>Responsibility for</p> <p>a) leading initiative: ProCom Chair, Program Director</p> <p>b) approving recommendation, providing resources, and overall monitoring: ProCom Undergraduate Curriculum Committee, ProCom School Council, Faculty Dean, Undergraduate Internship Coordinator, ProCom Alumni and Internship Liaison.</p>

Recommendation

Having satisfied itself of the merit of this periodic program review, the Academic Standards Committee recommends: ***That Senate approve the Periodic Program Review for the Professional Communications Program, Bachelor of Arts (Honours) – The Creative School.***

D. PERIODIC PROGRAM REVIEW – History – Faculty of Arts

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

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

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE HISTORY PROGRAM

The History (HIS) program submitted a self-study report to the Vice-Provost Academic on May 13, 2021. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from student and alumni surveys, along with the standard University

Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for all faculty members in the Department of HIS and other faculty who have recently taught core courses (required and/or elective).

Two arm's-length external reviewers, El Chenier, Professor, Department of History, Simon Fraser University, and Katrina Srigley, Professor, Department of History, Nipissing University, were appointed by the Dean of Arts from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a virtual site visit via video conferencing (Zoom) on June 3 and June 4, 2021.

The visit included meetings with the Vice-Provost Academic; Dean and Associate Dean (Undergraduate Studies), Faculty of Arts; the department Chair, the Undergraduate Program Director, representatives from the Curriculum Committee, the Chief Librarian, the Subject Librarian (Liaison). The Peer Review Team (PRT) also met with several faculty members and staff of the History program, the Chang School Academic Coordinator for the program, students and alumni.

In their report, dated June 22, 2021, the PRT provided feedback that describes how the History program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The PRT commended the program for developing a clear and detailed self-study report and appendices. The main areas of strength identified by the PRT include:

- The History BA program objectives and learning outcomes align with Ryerson University's mission and academic plans;
- The suite of H-Craft courses, opportunities for internships, and the recent development of a co-op program provide rich opportunities for engagement, contribute to an innovative ecosystem, and set students up for educational and career success;
- The curriculum is well aligned with program learning outcomes and UDLEs;
- The History Program is well positioned to not only participate, but to lead in areas of truth and reconciliation and anti-Black racism. Recent faculty hires demonstrate a commitment to equipping students to become "knowledgeable, confident and articulate citizens";
- High rate of student satisfaction with the program;
- Based on the syllabi reviewed, there is significant opportunity for curriculum revision to meet current and future disciplinary and societal needs;
- Since its inception, the program has emphasized the "doing" of history, which is reflected in the H-Craft and Heritage Management suite of courses, internships and RAships available to upper-level students, and the co-op program set to start in January 2022. This is a unique aspect of the program that should not only be preserved, but further developed and supported;
- Students who graduate from Ryerson are well-prepared to engage in the practice of history, and acquire critical thinking skills that will serve them well in life and their chosen careers. However, as stated above, the curriculum could better prepare them to engage in contemporary historiographic, political, and social debates;
- The history program is well positioned to provide essential training for these rapidly growing grassroots and market demands. The program already offers courses on colonialism in diverse geographic regions, for example, and has prioritized hiring faculty who currently offer courses in these areas and similar other areas. One more faculty hire is on the immediate horizon;
- Faculty commitment to student learning and success is highly valued by students and formally recognized by the institution in the form of teaching awards which have been received by several members of the department;

- The history program has excellent experiential learning opportunities available for students, embedded within classes;
- The department has excellent and committed administrative support;
- History Department faculty note a strong and positive relationship with the Ryerson University Library.

The self-study also identified areas of improvement, such as:

- There is concern that the program leans too heavily on new faculty members to address the requirements (and demands) of anti-Black racism and truth and reconciliation;
- At Ryerson, as elsewhere, enrollment caps for seminar courses have steadily risen over the past three decades. Consequently, new pedagogical strategies are needed to achieve the small-group, active learning experience seminars are intended to offer. Students do not appear to be having the desired experience; they describe an environment in which a small minority are permitted to dominate classroom discussions. As a result, some students do not feel particularly enriched by senior seminar classes;
- The Self Study recognizes the program is “heavily Eurocentric,” and students agree. 75% of those surveyed described the curriculum as “too Western-focused overall.” Although the department will be hiring an Africanist in the very near future, the reality is that there will not be any significant change in the geographic and temporal expertise in the department. Consequently, the western focus will remain;
- There is unevenness in critical approaches to understanding the past, regardless of the region or era;
- Thus far, the department has aimed to meet the challenges of TRC/EDI/anti-Black racism through faculty renewal, creating a situation where some faculty are challenging ways of viewing the past that are still being taught in the same department. The result is inconsistencies in the program;
- The structure of the program and the department culture produces inequalities, alienates some faculty members, and undermines departmental cohesion;
- The review of course curricula shows that students have several opportunities to engage in discussions and debate regarding the most urgent issues of our time (social and political inequality, including sexism and heterosexism, ableism, racism, colonialism, and white supremacy), all grounded in history and perpetuated by university curricula that, for example, teaches western civilization without critically engaging how the very notion of civilization serves to dehumanize non-Western people and justify genocidal violence such as the kind perpetuated by the residential school system. Overall, however, there is a disproportionate emphasis on white, male, western viewpoints and perspectives;
- Faculty should be encouraged to experiment with a greater range of teaching methods and assessment tools, and again, this can be facilitated and supported by an active curriculum committee;
- The department does not rely on more sessional than full-time faculty to deliver its program;
- While there is general agreement that the existing library resources are sufficient for an undergraduate history program, including regular investment in the monograph collection and access to a range of the most popular journals, electronic resources, and databases for history students, underfunding of the library is a challenge;
- Given the excellent research and publication profile of faculty in this department, we encourage more of them to apply for external funding;
- The program's retention rates range from slightly to significantly lower than those in Arts and Ryerson, in general.

The Chair of History submitted a response to the PRT Report on August 13, 2021. The response to both the PRT Report and the Program's Response was submitted to the Vice-Provost Academic by the Dean of Arts on December 2, 2021.

The Academic Standards Committee completed its assessment of the History Program Review on February 10, 2021. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the implementation plan feedback from students, alumni, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

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

1. The mandated One-Year Follow-up Report be submitted by June 30, 2023 to include:
 - a. Updates on the status of the initiatives outlined in the Implementation Plan;
 - b. A review of course outlines to ensure policy alignment

Presented to Senate for Approval: **March 1, 2022**

Start date of next Periodic Program Review: **2025-26**

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

RECOMMENDATION 1. *That, in acting on the below recommendations, an equity review be undertaken by the chair and a departmental EDI subcommittee that includes student representation.* Recognizing that this is skilled work, this review should be undertaken with support from staff in the Office of Vice President, Equity and Community Engagement, to ensure that existing and/or new inequities are not being produced or reproduced in who does the work, how the work is done, and what and how different types of labour are rewarded, recognized, and acknowledged.

Department's Response: Agreed: The program welcomes this important recommendation and is committed to acting on it in a timely fashion, ideally commencing in Fall 2021. We anticipate that this will be ongoing work and therefore our timeline indicates a time of commencement but not a termination date.

Dean's Response: The Department is in agreement with this recommendation, which aligns with departmental recommendation #2, and proposes to begin acting on it in a timely fashion, ideally commencing in Fall 2021. It is anticipated that this will be an ongoing project. They intend to begin by striking an EDI subcommittee and then reaching out to OVPECI for support in this initiative. It will be equally important to ensure that an equity perspective is maintained over time, as part of the culture of the Department.

RECOMMENDATION 2. *Establish and empower with resources, including at least one course release for the chair per term for the first two years, an active curriculum committee responsible for leading a robust, inclusive, department-wide discussion on curriculum renewal, paying particular attention to:*

- a) supporting faculty to bring their course curricula up to date with the most recent historiographic debates, including histories of colonization, racialization, and other processes that have produced the inequities with which we currently grapple;
- b) ensure that each member of the department has a clear understanding of what they can teach, and at what level, and is aware of and encouraged to access resources available to them to develop new and revise existing courses;
- c) ensure that all members have equal opportunity to develop and teach courses that give the program its identity, including especially the H-Craft courses;
- d) take intentional and evidence-based steps to structure upper level seminars in such a way that greater student participation and engagement is made possible;
- e) facilitate the exploration of and encourage the adoption of more diverse methods of teaching and assessment;

- f) assist faculty in maximizing their use of D2L to support student learning.

The curriculum committee should proactively engage all department members in the process of curriculum renewal, and help faculty take advantage of the support available from the Centre for Excellence in Learning and Teaching, including grants for curriculum renewal; that it seek out support and resources from Ryerson's OVPECI such as its Community of Practice; that it draw on the dedicated expertise of Hayden King and Melanie Knight who advise on Indigenous and Black Studies/issues; that it seek out support and resources from the new Associate Dean of Learning. Many of these measures can be taken individually, but our experience shows that the program and faculty benefit most when it is undertaken intentionally and as a department with a common interest and goal. Individually, faculty working in these and other areas are strongly urged to rethink the focus of their courses (title, reading material, teaching modalities, assessment) to reflect the state of the discipline and, even more importantly, the diverse student body in their classrooms. In the last ten years, the discipline of history has moved away from the nation state turning to more thematic engagement with the past and the present, covering diverse spaces and places (e.g. The Atlantic World) and shifting periodization (e.g. moving away from the pre and post Confederation framing for Canadian history). Faculty should in the next year revise their individual course offerings to bring them into alignment with the current state of the discipline.

Department's Response: Agreed: The program finds these detailed recommendations to be very helpful and has already begun such a process, particularly with respect to b) through f). The global pandemic has certainly compelled us all to maximise our use of D2L and our different modes of delivery. Many faculty have already benefited from the support of the Centre for Excellence in Learning and Teaching (CELT) and, as we informed the PRT, there are grants available for curriculum renewal and course development. At least one faculty member is already a part of Ryerson's OVPECI Community of Practice and the department has already drawn on the expertise of community members such as Dr. Hayden King (Advisor to the Dean of Arts, Indigenous Education) and Dr. Mélanie Knight (Advisor to the Dean of Arts, Blackness and Black Diasporic Education) and as well as staff in the OVPECI (e.g., to support EDI in tenure-track hiring processes). We look forward to increased support and resources from the office of the new Associate Dean of Arts, Innovation in Teaching and Learning.

Dean's Response: The Department agrees and finds the recommendations to be very helpful. They note that some of this work has already begun, particularly with respect to b) through f). The Department members utilize the resources of the Centre for Excellence in Learning and Teaching. During the global pandemic, faculty members have had to maximize the use of D2L and other modes of online delivery. The Department will continue to benefit from the expertise of Dr. Hayden King, Advisor to the Dean of Arts, Indigenous Education, and Dr. Mélanie Knight, Advisor to the Dean of Arts, Blackness and Black Diasporic Education in casting a new light on their curriculum. They have also drawn on resources in the OVPECI, for example, in order to support EDI in tenure-track hiring processes. The creation of the office of the Associate Dean of Arts, Innovation in Teaching and Learning, which will launch in January 2022, is recognized as a useful new resource. Experiential learning is a priority for the Faculty of Arts. The History Department has a strong track record of experiential learning opportunities from mock excavations to work placements in archives and museums. At the same time, the PRT found that the Department overall relied considerably on traditional essays, mid-term and final exams as modes of assessment as well as on traditional teaching methods with lectures and seminars. The PRT recommended that the Department increase the range of teaching and assessment methods while also providing greater opportunities for all students to participate in seminar courses. The PRT also noted that there are significant variations in course outlines regarding grading procedures and late penalties; these should also be reviewed by the Department in order to ensure fairness to students. The Dean of Arts Office recognizes the importance of curricular renewal and has created a number of grants in curricular redevelopment that we hope the Department will find useful. Curricular renewal is always an ongoing team project. At the same time, the Department would have to make a strong case for course release for any department member to support this

work, as course releases are rarely provided in the Faculty of Arts. Distribution of course releases must not only be fair but also perceived to be fair to all departments and all faculty members.

RECOMMENDATION 3. *Continue to build on the program's existing strength and expand innovative experiential learning opportunities.*

Department's Response: Agreed: Our work in this area is ongoing, most immediately through the introduction of the co-operative education option in Fall 2021.

Dean's Response: The Department is in agreement and notes that their work in experiential learning is ongoing and will continue to be an important priority for the Curriculum Committee. The Faculty of Arts provides support for experiential learning in the form of experiential learning curriculum (re)development grants as well as the assistance of Dr. Reena Tandon, a specialist in community-engaged learning and teaching. Dr. Tandon has worked collaboratively with History instructors in the past. In Fall 2021, the introduction of the co-op program with the support of the Career and Co-op Centre, has also considerably strengthened experiential learning opportunities in the Department.

RECOMMENDATION 4. *Continue to build community by: establishing and maintaining a strong relationship with the Program Advisory Council; include students, faculty (tenure-stream and contract), and staff; working with the administration to gain access to suitable physical spaces to facilitate community building; think about space in ways that reflect the land on which the university sits and diverse cultural usages, values, and practices (e.g. ventilation for smudging; circular spaces; windows to engage outside).*

Department's Response: Agreed: Commencing in the fall of 2021, we commit to establishing a Program Advisory Council. This should be completed by the end of the semester. It may be that the PRT has confused the Program Advisory Council (which we do not yet have) with the Department Council (which we do, per the department Bylaws). As to accessing suitable physical space, this was a challenge before the pandemic and will likely continue to be so after it. We hope that the university will continue to attend to community members' needs in this regard by providing spaces for student groups and religious and cultural communities (e.g. the existing Muslim prayer space and a planned [Indigenous healing garden](#) in the TRSM courtyard).

Dean's Response: As the Department notes, the PRT appears to have confused the PAC with the Department Council, which already exists in the Department and, following Policy 45, has its own by-laws posted on the Senate website. Judging by their description of such a council, including students, faculty and staff, there is clearly a misconception of the role of the PAC. PAC members are selected from the greater community from fields and professions related to the degree in question. While students are not part of the PAC, it is often useful to include alumni as well as employers and potential employers of History graduates. As mentioned, the Department has agreed to establish a PAC, ideally beginning and completing this work by the end of Fall 2021. Embedded in this recommendation is access to "suitable physical space". As the Department acknowledges, space issues are a significant concern at Ryerson University and in the Faculty of Arts in particular. The Department emphasizes the need for space provided by the university that will meet community members' needs through meeting space for student groups and for religious and cultural communities such as facilities for Muslim prayer and an Indigenous Healing garden. The Dean of Arts recognizes the importance of better space options for the university community, including contiguous space for departmental offices, as well as culturally appropriate spaces to enhance student life on campus. The Faculty of Arts has grown considerably and ensuring sufficient space for faculty offices, student groups, and various centres is an ongoing challenge, although in the short term, some rented space is a viable option.

RECOMMENDATION 5. *Enhance communication to increase the profile of the department by finding ways to market the unique attributes of the program inside and outside the university; communicate more effectively with present and future students about the value of a history degree in the workforce and a realistic and*

practical assessment of the opportunities available to them; provide information about and assistance in pursuing diverse career options (e.g. Career Night talks/ live webinars with Q&A); use these to promote existing programs like Heritage Management and the co-op.

Department's Response: Agreed: We already have a strong track record in this regard and look forward to continuing in our work with career talks, the International Studies Talks, student debates, Ryerson History Student Society functions and the like, particularly as on-campus activities increase in Fall 2021.

Dean's Response: The Department agrees and points to its strong track record with its established Career talks, International Studies Talks, student debates, Ryerson History Student course union functions, among others. They note that it will be easier to increase such activities once on-campus activities resume in Fall 2021. The Dean of Arts commends the Department for the lively community it has created through these activities. Student recruitment remains an issue for the Department, as it does for other relatively small Humanities departments. The Department is active in collaborating with Student Recruitment on Open House and with the Career and Co-op Centre on Career Talks to promote the program. The introduction of co-op in History will, hopefully, be a strong selling point to promote the undergraduate program to new students. The History Department may also find it beneficial to connect with students, alumni and employers through the creation of a LinkedIn group specific to the Department and its students. The Dean of Arts Office notes that the Department chose not to undertake an employer survey for their PPR. It would be very helpful for the Department to proceed with such a survey in order to facilitate enhanced communication with such employers and to determine the range of employers and their expectations and needs. The Career Education Specialist can be very helpful in locating alumni and employers and LinkedIn is a particularly useful tool for such searches.

RECOMMENDATION 6. Ensure that the work of the EDI subcommittee (see Recommendation 1) consider the working conditions of all contract faculty contributing to the program, including ways to include them in the departmental community that will make them feel valued and appreciated, and will benefit their career aspirations. Given the robust finances that flow annually from the Chang School of Education, increase available funds to contract faculty to match the professional development funds (e.g. books, travel, and so forth) available to tenure-stream faculty.

Department's Response: Agreed: We understand that our department is the only one to make funds available for contract lecturers (both CUPE Unit 1 and Unit 2) for teaching, research and conference support. We see no reason to discontinue this practice, subject to departmental finances.

Dean's Response: The Department is firmly in agreement with the recommendation to support contract lecturers as much as possible within their budget. At present, the Department provides funds for contract lecturers (CUPE Unit 1 and Unit 2) for teaching, research and conference support. They have every intention of continuing this funding but note that it is contingent on departmental finances. The Dean of Arts Office notes that professional development funds are available for CUPE Unit 1 and CUPE Unit 2 in their respective Collective Agreements. We also note that CUPE Unit 1 instructors, many of whom also teach as CUPE Unit 2, are eligible for most teaching awards in the Faculty of Arts; both units are eligible for awards at the university-wide level. We firmly support the recognition of the role that CUPE instructors play in the Faculty of Arts, while recognizing that we can always strengthen our ties with the Faculty of Arts Chang School instructors. Currently, the Academic Coordinators for the Chang School and the Faculty of Arts, with at least one representative for each department, meet at least twice a year to determine ways to enhance such collaboration.

IMPLEMENTATION PLAN

Recommendation #: 1
Recommendation: That, in acting on the below recommendations, an equity review be undertaken by the chair and a departmental EDI subcommittee that includes student representation. Recognizing that this is skilled work, this review should be undertaken with support from staff in the Office of Vice President, Equity and Community Engagement, to ensure that existing and/or new inequities are not being produced or reproduced in who does the work, how the work is done, and what and how different types of labour are rewarded, recognized, and acknowledged.
Rationale: Advancing equity, diversity, inclusion and reconciliation within the department.
Objective: To ensure that the recommendations that follow are acted on fairly, and with appropriate consideration of concerns related to equity, diversity and inclusion as well as reconciliation with Indigenous Peoples.
Actions: <ul style="list-style-type: none"> ● Strike a departmental EDI committee which includes student representation to achieve the overall objectives of this program review. ● Secure specialized internal and/or external support, e.g., EDI consultant
Timeline: 2022-ongoing; recommendations/report by 2023-2024 academic year
Responsibility for Leading Initiative: Department Chair
Responsibility for Approving Recommendation: Faculty Dean (determined by recommendations/report).

Recommendation #: 2
Recommendation: Establish and empower with resources, including at least one course release for the chair per term for the first two years, an active curriculum committee responsible for leading a robust, inclusive, department-wide discussion on curriculum renewal.
Rationale: Curriculum review is necessary given growth and recommendations.
Objective: <ol style="list-style-type: none"> a) supporting faculty to bring their course curricula up to date with the most recent historiographic debates, including histories of colonization, racialization, and other processes that have produced the inequities with which we currently grapple; b) ensure that each member of the department has a clear understanding of what they can teach, and at what level, and is aware of and encouraged to access resources available to them to develop new and revise existing courses; c) ensure that all members have equal opportunity to develop and teach courses that give the program its identity, including especially the H-Craft courses; d) take intentional and evidence-based steps to structure upper level seminars in such a way that greater student participation and engagement is made possible;

<p>e) facilitate the exploration of and encourage the adoption of more diverse methods of teaching and assessment;</p> <p>f) assist faculty in maximizing their use of D2L to support student learning.”</p>
<p>Actions:</p> <ul style="list-style-type: none"> ● Conduct an audit and review of curriculum objectives, learning outcomes, descriptions and requirements/prerequisites ● Secure specialized internal and/or external consultant supports
<p>Timeline: 2022-ongoing</p>
<p>Responsibility for Leading Initiative: Contrary to PPR reviewer’s recommendations, the Dean’s office will not provide resources for a teaching release for the chair of the curriculum review committee. Therefore it is suggested that a professional curriculum reviewer/consultant be hired. Depending on when the consultant is engaged, possible timeline: 2022-ongoing; recommendations/report by 2023-2024 academic year.</p>
<p>Responsibility for Approving Recommendation: Curriculum Review Committee/departmental membership; Faculty Dean</p>

<p>Recommendation #: 3</p>
<p>Recommendation: Continue to build on the program’s existing strength and expand innovative experiential learning opportunities.</p>
<p>Rationale: Strengthen the most distinctive elements of our History BA program to support student recruitment and engagement, graduate employment, and faculty recruitment and retention.</p>
<p>Objective: Continue to build on the program’s existing strengths and expand innovative experiential learning opportunities.</p>
<p>Actions:</p> <ul style="list-style-type: none"> ● Clearly communicate the benefits of existing experiential learning opportunities to students. ● Expand the number and variety of experiential learning opportunities through both internships and our new co-op program.
<p>Timeline: Fall 2021 to 2024-25</p>
<p>Responsibility for Leading Initiative: Undergraduate Program Director and Faculty Co-op Advisor, supported by Undergraduate Program Administrator, Program Advisory Council (when established) and department membership.</p>
<p>Responsibility for Approving Recommendation: Department</p>

Recommendation #: 4
Recommendation: Continue to build community by: establishing and maintaining a strong relationship with the Program Advisory Council; include students, faculty (tenure-stream and contract), and staff; working with the administration to gain access to suitable physical spaces to facilitate community building; think about space in ways that reflect the land on which the university sits and diverse cultural usages, values, and practices
Rationale: see above
Objective: see above
Actions: <ul style="list-style-type: none"> ● Form and maintain strong ties with our Program Advisory Council ● Ensure that the department's physical space needs are considered in space planning for the Faculty of Arts
Timeline: 2022 Winter Semester (for PAC) and ongoing
Responsibility for Leading Initiative: Department Chair, Program Advisory Council, department membership
Responsibility for Approving Recommendation: Department (PAC)

Recommendation #: 5
Recommendation: Enhance communication to increase the profile of the department by finding ways to market the unique attributes of the program inside and outside the university; communicate more effectively with present and future students about the value of a history degree in the workforce and a realistic and practical assessment of the opportunities available to them; provide information about and assistance in pursuing diverse career options Night talks/ live webinars with Q&A); use these to promote existing programs like Heritage Management and the co-op.
Rationale: see above
Objective: see above
Actions: <ul style="list-style-type: none"> ● Communicate more effectively with present and future students about the value of a history degree in the workforce and a realistic and practical assessment of the opportunities available to them, e.g., through networking and careers events/webinars with History alumni, PAC members and others, promotion of the co-op program, internships, and Heritage Management courses ● Working with Career & Co-op Centre staff, provide information about and assistance in pursuing diverse career options ● Hire work/study student for dissemination of information via social media
Timeline: initiated and ongoing
Responsibility for Leading Initiative: Department Chair, UPD, UPA, Faculty Co-Op Advisor, members of department
Responsibility for Approving Recommendation: Dept Chair and UPD

Recommendation #: 6
Recommendation: Ensure that the work of the EDI subcommittee (see Recommendation 1) consider the working conditions of all contract faculty contributing to the program, including ways to include them in the departmental community that will make them feel valued and appreciated, and will benefit their career aspirations. Given the robust finances that flow annually from the Chang School of Education, increase available funds to contract faculty to match the professional development funds (e.g. books, travel, and so forth) available to tenure- stream faculty.
Rationale: Recognize the contributions of contract lecturers to the department; address the consequences of precarious work within universities; and respond to relevant recommendations of the Precarious Historical Instructors' Manifesto (2020) and the Canadian Historical Association's response to the manifesto.
Objective: As above.
Actions: <ul style="list-style-type: none"> ● Annual review of professional development funds available to contract lecturers in the department ● Continued inclusion of CLs in regular department meetings and correspondence as well as Department Council ● Ensure that physical space for CLs (e.g., offices) within the department is included in communication of space needs to the Dean of Arts
Timeline: 2021-ongoing
Responsibility for Leading Initiative: Department Chair
Responsibility for Approving Recommendation: Faculty Dean

Recommendation

Having satisfied itself of the merit of this periodic program review, the Academic Standards Committee recommends: ***That Senate approve the Periodic Program Review for the History Program, Bachelor of Arts (Honours) – Faculty of Arts.***

E. CHANG SCHOOL – Certificate Discontinuation for Advanced Applied Digital Geography and GIS

The six-course Certificate in Advanced Applied Digital Geography and GIS dates back to 2004. Its purpose is to build on the “fundamental-level” knowledge and skills that students gain from the Certificate in Applied Digital Geography and GIS. Please see **Appendix A** for a complete description of the certificate.

While the “fundamentals” certificate has been the top-ranked certificate in the Arts program area for over twenty years (2001-21), as summarized below, its “advanced” counterpart has struggled to attract continuous learners:

- **Enrollment:** From 2016-21, the certificate attracted an average of three (3) new students per year; in this same five-year time period there were a total of 5 graduates.
- **Student Status:** From 2016-21, there were a total of fifteen (15) new student registrants in the certificate; six (6) students discontinued and one (1) cancelled.
- **Financial Viability:** Over the same five year period (2016-21), the certificate generated a cumulative loss of over \$55,000.

- **Certificate Ranking:** Based on the number of certificate student enrollments in the past five years (2016-21), the certificate is ranked 71st of the 82 Chang School certificates.

Transition Plan

Ten (10) students are considered active in the certificate; six (6) have taken at least one course in the past five years while four (4) have not taken any courses to-date. Each student will be contacted to determine a viable pathway to program completion. Note that all required courses (First Level) and all electives in the Advanced certificate are also included in the curriculum of the more popular fundamentals certificate and will therefore continue to run with regularity.

Concluding Remarks

While the advanced-level certificate offered high quality programming and excellent instruction, it did not perform well in-market. Despite the lack of uptake at the advanced level of study, The Chang School and the Department of Geography and Environmental Studies will continue to collaborate closely, maintaining the long-standing success of the Certificate in Applied Digital Geography and GIS.

Implementation: Fall 2022, with the last admit term in the certificate being Spring 2022.

Appendix A

Certificate in Advanced Applied Digital Geography and GIS

This advanced certificate builds on the Certificate in Applied Digital Geography and GIS to provide greater conceptual understanding and technical expertise in an increasingly complex industry.

Upgrade your knowledge and skills through highly technical specialty courses in:

- spatial database management systems
- advanced programming
- spatial statistics
- GIS web services

Project-based courses consolidate the in-depth conceptual knowledge and complex skills learned in your previous courses.

Take advantage of the state-of-the-art GIS facilities offered by Ryerson University's Department of Geography and Environmental Studies – a leader in GIS education in Canada.

Admission Criteria

Required:

Certificate in Advanced Applied Digital Geography and GIS or equivalent

Admission Application

You must complete an application for pre-approval and be approved before registering for your first course. To obtain an application, visit [Forms and Documents](#). The completed application, together with transcripts, may be presented to the academic coordinator during the [Open House](#) or mailed to the address on the form.

Admission Interview/Placement Assessment

You must also complete an interview with the academic coordinator to facilitate assessment of prior learning. Official documentation of English proficiency may be required if English is not your first language.

Certificate Requirements

The successful completion of six courses (four required courses and two required courses – second level, **or** four required courses, one required course – second level, and one elective). The elective category only applies if a student selects one (1) course from the Required Courses – Second Level category. If a student chooses both courses, they do not need to complete this category.

Required Courses

CODG 210 Spatial Database Management Systems
 CODG 211 Advanced GIS Programming
 CODG 212 Spatial Statistical Methods
 CODG 213 Internet GIS

Required Courses – Second Level (select 1 or 2)

You may select 1 or both of the following courses. If you choose 1, you need to complete 1 course from the Electives to fulfill the certificate requirements.

CODG 220 GIS Implementation
 CODG 221 GIS Project

Elective Courses (select 1)

This category only applies if you select 1 course from the Required Courses – Second Level. If you choose both courses, you do not need to complete this category.

CODG 130 Legal and Ethical Issues in GIS and Digital Data
 CODG 131 Issues and Innovations
 CODG 132 Customizing GIS Software: Applications and Programming
 CODG 133 Map Algebra: Topology and Overlay
 CODG 135 Digital Image Processing and Applications
 CODG 136 Web Mapping

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***That Senate approve the discontinuation of the certificate in Advanced Applied Digital Geography and GIS – Chang School.***

F. CHANG SCHOOL – Certificate Discontinuation for Advanced Architecture

The Certificate in Advanced Architecture is comprised of six courses and is delivered through The Chang School's Engineering, Architecture & Science unit. The Academic Home, the Department of Architectural Science, has approved that this certificate be discontinued due to low enrollment performance.

Table: Enrollments over the past five financial years in the Advanced Architecture required courses.

Required Course Codes and Titles	Enrollments				
	2020-21	2019-20	2018-19	2017-18	2016-17
CCMN 432 Communication in the Engineering Professions	4	4	6	10	4
CKAR 215 Computer-Aided Architectural Drawing	5	5	8	12	4
CKAR 500 Sustainable Buildings	6	0	3	0	0
CKAR 601 Building Science for Architectural Preservation and Conservation	10	9	3	8	6
Totals	25	18	20	30	14

This is a highly advanced and specialized certificate. For continuous learners to be admitted to the certificate program, they must already have a university undergraduate degree in Architecture or Architectural Science or a college degree in Architectural Technology.

This certificate has shown very minimal growth potential. There are 30 active certificate candidates currently in the certificate. There have been 36 graduates from AY2016-17 to AY2020-2021. Accordingly, once this certificate discontinuation is approved, cessation of registrations in the six-course Certificate in Advanced Architecture will take place.

The certificate candidates 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. Current certificate students will be informed that the certificate will be discontinued commencing Winter 2022 term and that they must complete the certificate's required CKAR courses. This will allow current registrants time to complete the certificate requirements.

A review of the 30 active certificate candidates', who registered since 2016/17 and have taken at least 1 course towards the certificate, records shows:

Course	Number of Students that Need to Complete
CCMN 432	8
CKAR 215	10
CKAR 500	15
CKAR 601	9
Need CKAR 201 (2016/17 Curriculum)	4

Additionally, comparing the number of electives to the number of required courses certificate candidate's need to complete resulted in the following table:

# of Electives Needed.	Needs 4 Req.	Needs 3 Req.	Needs 2 Req.	Needs 1 Req.	Needs 0 Req.
0	0	1	1	6	5
1	1	5	4	1	4
2	0	1	0	1	0
Count	1	7	5	8	9

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

Appendix

Certificate Structure

Required Courses

CCMN 432 Communication in the Engineering Professions
 CKAR 215 Computer-Aided Architectural Drawing
 CKAR 500 Sustainable Buildings
 CKAR 601 Building Science for Architectural Preservation and Conservation

Elective Courses (select 2)

CENT 500 New Venture Startup
 CKAR 203 Specifications and Contractual Documents
 CKAR 209 Digital Graphics for Architecture and Design
 CKAR 785 Building Info Modelling (REVIT)
 CKPM 214 Project Development and Control
 CTEC 210 Fundamentals of Project Management

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***That Senate approve the discontinuation of the certificate in Advanced Architecture – Chang School.***

G. CHANG SCHOOL – Certificate Discontinuation for Design Management

The Certificate in Design Management dates back to 2001, a time when the particular management needs of creative teams was starting to receive heightened academic recognition. Over the past twenty years, the program has offered students a strong foundation in design management fundamentals, complemented by introductory-level elective courses in a broad area of business functions, project management, graphic design and communications. Please see **Appendix A** for a complete description of the certificate.

As summarized below, the Certificate in Design Management attracts a healthy number of student registrations but fails to keep those students active in the program. We therefore believe that design management is an important area of study with an interested audience; however, we identify two related issues that inform this proposal to discontinue the program in its current form: curriculum design and student experience.

Curriculum design: A review of the competitive landscape in the area of design research, design thinking and design management revealed a disadvantage in our curriculum design. Requiring students to complete eight 39-hour courses demands a much longer - and more expensive - commitment from learners than most competitive programs.

Student experience: In the past five years, we have frequently cancelled offerings of the required courses due to low enrollment; this creates a poor student experience for those who register in the program keen to learn about design management. Under the current curriculum structure, we see no reasonable path to enrollment recovery which means the program marks an abdication of our Student Promise for current students and creates reputational risk for the program, more generally, which will prevent us from converting prospective students.

- **Enrollment:** From 2016-21, the certificate attracted a total of 93 new students which demonstrates a reasonably healthy demand for design management among continuous learners. That said, in the same time period, 11 students graduated from the program (approximately 2 graduates per year) which is a graduation rate of about 12%.
- **Student Status:** As mentioned, in the past five years (2016-21), there were 93 new student registrations in the certificate. However, in this same period, 56 students were discontinued from the program, and eight students cancelled. Demonstrating the “stagnation” issue discussed above, 57 students considered “actively registered” in the certificate have not taken a course and for those 11 students who graduated, their average time to completion was 4.2 years.
- **Financial Viability:** The certificate generated a modest profit over the past five years (~\$15,000); however, recent returns decline. In 2019-20, the certificate generated a profit of \$2,497 and in 2020-21, the program ran at a loss of \$4,183. The attrition rate of registered certificate students is limiting the financial returns.
- **Certificate Ranking:** Based on the number of certificate student enrollments in the past five years (2016-21), the certificate is ranked 55th of the 82 Chang School certificates.

Transition Plan

In the past five years (2016-21), 23 students took at least one course in the program. Each of these students will be contacted to determine their goals; those who want to graduate with the certificate will be offered a viable pathway to program completion. The three required courses will each run one more time after students are notified of the discontinuation. Completing the five electives will not pose any challenges; with the exception of the two CDDM courses, all elective courses run regularly as part of other certificate programs. Students with a demonstrated interest in business fundamentals, more generally, will be advised to pursue the Certificate in Business Management.

Concluding Remarks

Despite the issues identified with this particular program, effectively leveraging design resources to create strategic advantage is highly valued across industries; design theory, research and thinking are readily applied to solve business, social and environmental problems. While we explore options for potential new programming in this important area of study, the School will keep one course from this certificate - CDDM 101 Introduction to

Design Management - with plans to add it as an elective in certificate programs related to fashion and interior design.

Implementation: Fall 2022, with the last admit term in the certificate being Spring 2022.

Appendix A

Certificate in Design Management

In today's dynamic economy, the skills of designers are particularly valuable. Design management has become recognized all over the world as a core competency for companies in a variety of industry sectors. This multi-disciplinary certificate program explores how to manage design effectively to achieve economic, social, and environmental advantage in the modern business environment. It will also teach you to manage the creative skills of designers to achieve specific strategic goals. Management in design firms is also addressed.

Admission Criteria

It is recommended that applicants have an Ontario Secondary School Diploma with six Grade 12 U or M credits, or equivalent, or mature student status. Work experience and/or post-secondary education related to design or business is desirable.

Certificate Requirements

The successful completion of eight courses (three required courses and five electives), with a cumulative grade point average of 1.67 or higher, is required to graduate from the certificate program.

Required Courses

CDDM 101 Introduction to Design Management
 CDDM 102 Design Management II
 CDDM 103 Design Management Project

Elective Courses

CCMN 314 Professional Presentations
 CDDM 104 Design Awareness I
 CDDM 106 Design Research
 CDID 150 Design Theory
 CENT 500 New Venture Startup
 CGCM 110 Introduction to Graphic Communications
 CITM 100 Foundations of Information Systems
 CMHR 405 Organizational Behaviour
 CMKT 100 Principles of Marketing
 CTEC 210 Fundamentals of Project Management

Recommendation

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

H. TRSM – Modifications to the Real Estate Management Minor

Objective: The Real Estate Management (REM) Department is pleased to submit a restructured curriculum for its Minor and requests respectfully the Undergraduate Curriculum Committee's approval and then guidance in

moving the proposal through the University's established formalities. Fall 2023 is the semester when this change is planned to take place.

This proposal aims to attract more students to the REM Minor by reaching out to those, who major in any of the TRSM schools or departments (the REM Minor is not/ will not be available to the students majoring or double-majoring in REM), Economics, Geography and Urban Planning. A secondary aim is to provide to the non-REM students a platform, which can serve as a stepping stone to the REM major, should any of these students consider a transfer to a different major throughout their tenure. The existing curriculum design of the REM Minor, built in 2016 and shown below, reaches out to a relatively small segment of the student population. The Department's current faculty capacity and strengths can support easily a much larger student population in the REM Minor.

Background and Motivation: The REM Department is not quite 10 years old. Yet, it has seen considerable growth and very dynamic changes in the components that define its fabric and missions:

- The REM Department is uniquely positioned in Ontario (and possibly in Canada) as delivering the premiere and most comprehensive undergraduate curriculum in real estate. Other universities offer one or two courses in real estate (especially in a Finance or Economics department) or use their research centers to offer usually highly specialized graduate level courses (such as the Infrastructure masters program at York University);
- The real estate markets have been stellar performers for the Canadian economy for several years. This sector-wide economic strength has meant a visible increase in the demand for the individuals who attain successfully sector-specific education. One of the SBM's PPR tables documents that the real estate sector's recruitment growth outpaces all others' surveyed for this review. Thus, the employment opportunities in the real estate sector have been plenty and is expected to remain strong in the foreseeable future;
- The Real Estate sector is keenly aware of the gender imbalance and its diversity, equity and inclusion implications. This point was articulated strongly by some of the sector leaders during a meeting on April 7, 2021. Some members of the REM Department were invited to this meeting and were privy to the discussion on this important societal concern. The sector is keen to address the gender imbalance over the next few years. Thus, female students from other majors, who do the REM minor, are likely to benefit from the sector's efforts to address this fairness issue. The REM Department remains a critical, comprehensive and dynamic educational resource to the real estate businesses and governmental agencies in Ontario and beyond and to the students in TRSM and other faculties of Ryerson University;
- The student numbers in the REM Major have climbed and stabilized nicely;
- The Department has been very successful in its recruitment of highly talented scholars and in consistently producing high quality and high volume research;
- The Co-op program was initiated and has been a growing asset of the Department;
- The curriculum for the REM Major was substantially revised and has been in place for about the last two years;
- New and innovative elective courses are either introduced or being crafted for integration into the curriculum in the near future;
- Research grant applications are on the increase;
- Rebuilding a research institute, which provides public visibility to the Department and TRSM through its reach-out activities and consulting projects, has given the Department a new venue of dialogue in policymaking topics;
- Recruitment of a PhD student, who is in the program, is followed by recruitment of a second PhD student, who will begin his program in Fall 2022;

- The Real Estate Ryerson, our student association, has been very active, either organizing events with alumni or sector stakeholders and / or competing successfully in various case competitions;
- The Department, as a member department of the School of Business Management, has participated actively the School's Periodic Program Review (PPR) exercise;
- The Advisory Council is being renewed with new members joining it;
- The members are serving on the research committees of governmental or non-for-profit organizations in the real estate sector;
- The Department has formed a partnership with REALPAC, the real estate industry's association, and been holding an annual symposium for the last four years.

The Department brought its new thinking about the REM Minor to a preliminary discussion with the members of the UCC during the Winter 2021 semester. Following the UCC members' advice, the Department has held consultation meetings with Ms. Angela Beasley, the Undergraduate Publications Officer, Dr. Cynthia Holmes, the Associate Dean of Faculty and Academic, TRSM, and Dr. Tina West, the Director of Curriculum Quality Assurance. We thank all members of the UCC and Ms. Beasley, Dr. Holmes and Dr. West for their highly constructive feedback and seasoned guidance.

Based on these discussions, here are a few more points of relevance to this proposal:

- 1) We borrow a definition of coherence, which states: " the quality of forming a unified whole." (see <https://www.lexico.com/definition/coherence>). We believe that the proposed structure put together in this document forms a unified whole, especially in the spirit of open electives, which allows students the flexibility and freedom to decide what constitutes coherence for them based on their own preferences. The REM Department will soon be a member of the open electives model. In particular, the idea underlying the open electives approach empowers a student to design the set of courses s/he chooses from within the University's schools and departments. This approach allows us to be innovative and inclusive of many more students than before.
- 2) Undertaking the departmental PPR work has put forth some data for our further consideration and action. The REM Department has been offering its minor since 2016. There have been only 12 students, who has earned completed the requirements of our minor, so far. The distribution of these 12 students across majors and years is as follows:

Year	No of students
2020	5
2019	2
2018	4
2017	1

These five (5) students, who earned the REM Minor in 2020, came from the following majors:

- 2 students - Marketing
- 1 student - Law
- 1 student - Hospitality
- 1 student – Planning

- 3) Now that the REM Major has been restructured and is poised to expand with new electives over time, this is the ripe time that the Department moves to restructure its minor.

The members of the REM Department believe that:

- our minor needs a boost and that our department can easily and enthusiastically accommodate it;
- these departmental growth and dynamic changes, elaborated above, have formed a faculty team that is robust, talented, prolific, and productive and have the capacity to foster further growth;
- making our departmental offerings to a wider range of students, especially those in TRSM, is one of the growth areas that the Department is keenly focusing on. The real estate sector needs talented and knowledgeable individuals, who can transform productively their human capital to sector-needed and -specific uses. For example, all real estate firms need human resources or technology or marketing specialists, among others;
- providing an attractive minor to all students in TRSM and to students in other departments within the University underlies the motivation of our proposal.

In conclusion,

- the proposed curriculum for the REM minor expands students' choices by covering a much wider set of non REM courses;
- under the new format, students are required to take a minimum of four (4) real estate courses: REM300 and three other courses that are either members of the REM Major or LAW703. The sequence of courses plays an important role;
- the spirit of open electives is somewhat being integrated to provide greater access to students from other disciplines, both within and outside TRSM.
- it is our hope and desire that students in other fields can do a minor in Real Estate. This will guide them not only to initiate the transformation and enrichment of their human capital but to also enhance and widen considerably their employment opportunity set.

Current plan

To receive this Minor, students must complete six (6) courses from the following curriculum:

- Mandatory REM courses: REM300 Introduction to Real Estate Management
- Plus one (1) of the following:

PLX 333 City Building: Planning for Non-planners

PLG 100 Intro to Urban and Regional Planning

Note: [PLX 333](#) is not available to students in Urban and Regional Planning.

[PLG 100](#) is only open to students in Urban and Regional Planning

- Plus one (1) of the following:

REM 400 Real Estate Finance

PLE 635 Feasibility Analysis of Development

- Plus three (3) courses from the tables below, as indicated:

- **Group 1:** Minimum two (2), maximum three (3) of the following:

LAW703 Real Estate Law

REM420	Sustainability in Real Estate
REM500	Real Estate Development and Project Mgmt
REM520	Real Estate Economics
REM600	Housing and Construction Management
REM620	Real Estate Investment Analysis
REM660	Real Estate Strategic Management
REM700	Real Estate Valuation
REM750	Real Estate Research Methods

- **Group 2:** Minimum zero (0), maximum one (1) of the following:

GEO 151	Location, Location, Location
GEO 231	Principles of Demography
GEO 719	GIS in Business: Strategic Mgmt Decisions
PLE 565	Community Sustainable Development
PLE 755	Contemporary Urban Design
PLE 815	Facility Siting and Env. Risk Assessment

Students must complete six (6) courses: if **one** course is chosen from Group 2, then two courses must be chosen from Group 1. If **zero** (0) courses are chosen from Group 2, then three courses must be chosen from Group 1.

Proposed REM Minor

- Total number of courses required: 6 courses
- *Mandatory REM course:*

	Course Title	Requisite
REM300	Intro to Real Estate Management	None

- *Other courses in the REM Major:* A minimum of any of the three additional REM courses from the table below:

Group 1 courses:

	Course Title	Pre-requisite	Other
REM700	Real Estate Valuation	REM300	None
REM400	Real Estate Finance	REM 300 and (FIN300 or ECN 320 or AFF 210 or HTA602)	FIN707 (Anti-req)
REM420	Sustainability in Real Estate	REM300	None
REM520	Real Estate Economics	(ECN 104 or ECN 204) or Direct Entry	None
REM600	Housing and Construction Management	REM 400 and REM 520	None
REM620*	Real Estate Investment Analysis	REM 400	None
REM660	Real Estate Strategic Management	REM 400	None
REM750	Real Estate Research Methods	None	None
REM770^	Global Real Estate	REM 400	None
REM500	Real Estate Development and Project Mgmt	REM 400 and REM 520	None
LAW603#	Advanced Business Law	Prerequisites: LAW122	None

LAW703 [#]	Real Estate Law	Prerequisites: LAW603	None
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* Students could skip this by taking PLE 635.

^ A new elective course being added to the REM curriculum.

Students in the Business Management - Law and Business Major can use only one of LAW 603 or LAW 703 towards minor requirements.

Available Non REM courses: A maximum of two (2) courses from the table below.

(Notes: Any course that has 2 or more levels of prerequisites - e.g. a course that has a prerequisite, and that prerequisite course also has a prerequisite - is removed.)

Group 2 courses:

Course Code	Course Title	Requisites
Courses That Affect Directly the REM Curriculum		
FIN300	Managerial Finance I	Prereq: ACC 100 or ACC 110 or ACC 340 or AFA 100 or Direct Entry Antireq: AFF 210 , ECN 320 , HTA 602
AFF210	Principles of Finance I	Prereq: QMS 130
HTA602	Financial Management for Hosp/Tourism	Prereq: HTA 402 Antireq: FIN 300
HTL510	Asset Management in Hospitality	Prereq: ACC 100 and (HTL 101 or HTL 130)
ECN101	Principles of Microeconomics	Antireq: ECN 104
ECN104	Introductory Microeconomics	Antireq: ECN 101
ECN201	Principles of Macroeconomics	Antireq: ECN 101
ECN204	Introductory Macroeconomics	Antireq: ECN 201
LAW122 [#]	Business Law	None
Courses in Geography, Urban and Regional Planning and Environment, and Urban Sustainability		
GEO 151	Location, Location, Location	None
GEO 231	Principles of Demography	Not available to EUS students
GEO 719	GIS in Business: Strategic Mgmt Decisions	None
PLE 565	Community Sustainable Development	None
PLE 755	Contemporary Urban Design	None
PLE 815	Facility Siting and Env. Risk Assessment	None
PLE 635	Feasibility Analysis of Development	None
PLE 795	Local Economic Development Fundamentals	None
PLX 333	City Building: Planning for Non-Planners	N/A to URP/Arch students
PLX 599	The Human World	Not available to Planning students; Prereqs to be removed while transitioning to open electives
PLG 100	Intro to Urban and Regional Planning	Only available to URP students
EUS 102	Environment and Sustainability	None
EUS 202	Sustaining the City's Environments	None
EUS 301	Reading Neighbourhood Environments	None
EUS 450	Responses to Climate Change	None
EUS 550	Sustainable Cities: Politics and Equity	None
EUS 650	Waste and Waste Management	None
EUS 750	Energy and Transportation Transitions	None

EUS 760	Cities at Risk	None
EUS 850	Sustainability in Organizations	None
EUS 860	Measuring Sustainability	None
ENH 825	Risk Assessment	None
GEO 411	Resource and Environmental Planning	Prereq: GEO131or 303 or EUS102
GEO 514	Resource Management in Northern Canada	Prereq: GEO131 or GEO303
GEO 671	Developmental and Environmental Law	None
HIS 828	Science, Corporations and the Environment	None
IDE 309	Sustainable Design	Antireq: FCD309
POL 377	Urban Sustainability Policy	None

Students in the Business Management - Law and Business Major can use only one of LAW 603 or LAW 703 towards minor requirements.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***That Senate approve the modifications to the Real Estate Management Minor – Ted Rogers School of Management.***

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

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Hilary Evans Cameron, Lincoln Alexander School of Law, Law

Vadim Bostan, Faculty of Science, Chemistry and Biology

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