

SENATE MEETING AGENDA

TUESDAY, MAY 3, 2022



SENATE MEETING AGENDA

Tuesday, May 3, 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 May 3, 2022 meeting.*
4. Announcements
5. Minutes of the Previous Meeting
Motion: *That Senate approve the minutes of the April 5, 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 1-7

Pages 8-15

8.2 Communications Report

8.3 Report of the Secretary

Pages 16-18

8.3.1 Senate Election 2022-2023 Results

Pages 19-22

8.3.2 Standing Committees of Senate: AGPC & SPC Membership

8.4 Committee Reports

Pages 23-68

8.4.1 Report #W2022-4 of the Academic Standards Committee (ASC):

K. MacKay

Pages 23-46

8.4.1.1. Proposal for Major Curriculum Modification – Faculty of Engineering and Architectural Science (Cairo Campus)

Motion: *That Senate approve the proposal for Major Curriculum Modification – Faculty of Engineering and Architectural Science (Cairo Campus).*

Pages 46-68

8.4.1.2. For information: One year follow up reports:
i. School of Accounting and Finance

Pages 69-220

8.4.2 Report #W2022-4 of the Academic Governance and Policy Committee (AGPC): J. Simpson

8.4.2.1. Provost's Update

Pages 70-177

8.4.2.2. Revised IQAP Policies (Policy 110: Institutional Quality Assurance Process, Policy 112: Development of New Graduate and Undergraduate Programs, Policy 126: Periodic Program review of Graduate and Undergraduate, Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs) (K. MacKay)

Motion: *That Senate approve the revised IQAP Policies (Policy 110: Institutional Quality Assurance Process, Policy 112: Development of New Graduate and Undergraduate Programs, Policy 126: Periodic Program review of Graduate and Undergraduate, Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs).*

Pages 178-189

8.4.2.3. Revised Policy 2: Undergraduate Curriculum Structure
(K. MacKay)

Motion: *That Senate approve the revised Policy 2: Undergraduate Curriculum Structure.*

Pages 190-211

8.4.2.4. Revised Policy 159: Academic Accommodation of Students with Disabilities (K. MacKay & J. McMillen)

Motion: *That Senate approve the revised Policy 159: Academic Accommodation of Students with Disabilities.*

Pages 212-220

8.4.2.5. New Policy 172: Student Names (R. Parr)

Motion: *That Senate approve the new Policy 172: Student Names.*

Pages 221-248

8.4.3 Report #W2022-1 of the Yeates School of Graduate Studies Council (YSGS): C. Searcy

Pages 223-230

8.4.3.1. Periodic Program Review for the PhD in Policy Studies (C. Searcy)

Motion: *That Senate approve the Periodic Program Review for the PhD in Policy Studies.*

Pages 231-239
Pages 240-248

8.4.3.2. For Information:

- i. One Year Follow Up Report - Physics (PhD/MSc)
 - ii. One Year Follow Up Report - Spatial Analysis (MSA)
-

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

12.1 SRCAC Report to Senate –

https://www.ryerson.ca/senate/senate-meetings/reports/SRCACReports/SRCAC_Report_May3_2022.pdf

13. Adjournment

SENATE MINUTES OF MEETING
Tuesday, April 5, 2022
Via Zoom Video Conference

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

The meeting started at 5:00 p.m.

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

Motion: *That Senate approve the agenda for the April 5, 2022 meeting.*

A. McWilliams moved; N. George seconded

Motion Approved.

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

Motion: *That Senate approve the minutes of the March 1, 2022 meeting.*

D. Taras moved; H. Brahmhatt seconded

Motion Approved.

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

The President Reported:

1. Medical School

I want to start by sharing some wonderful news. On March 15, Premier Doug Ford announced the Province of Ontario's support for Ryerson's proposed School of Medicine. The school will be allocated 80 undergraduate seats and 95 postgraduate positions.

We are in discussions with the City of Brampton to confirm a location for the School, and we will also continue regular consultation with the province, in particular, the Ontario Ministry of Health, and community leaders in Brampton and our own community here. This is a proud moment for Ryerson and for the City of Brampton as this will be the first medical school in the GTA in over 100 years.

I want to take this opportunity to express my thanks and appreciation to everyone who has participated in this major project for our university. Nearly 200 people across the university are involved in developing the School of Medicine proposal, and more than 6,500 participants participated in town hall meetings in Peel region and beyond. Thank you to everyone for collaborating on this monumental project.

2. Return to Campus and Spring/Summer Semester

I want to share a quick update on our return to campus. We have been back on campus since February 28 and the entire community has been adjusting very well. It has been wonderful to see our campus filled with energy again. As the Province of Ontario relaxes public health restrictions and we continue to see other positive indicators related to COVID-19 in our province, we are suspending both our vaccination and masking policies, effective May 1, 2022. This decision is supported by direction from our government and public health authorities and is reflective of the approach to Spring/Summer semester taken by many other Ontario universities.

While this decision has been made based on the current information and advice available, as we have seen throughout the pandemic, things can change very rapidly. We will continue to monitor the impact of COVID-19 in our city and province, and will be nimble in responding to changes, and in planning for the future.

Plans for our Fall semester, including health and safety practices on campus are still underway. Further information on our Fall semester will be available in the weeks ahead. I want to thank each of you for your work in navigating our return to campus planning.

3. Spring Convocation Ceremonies

I am very pleased to report that the University plans to celebrate 2022 graduates and also graduates from 2020 and 2021 at in-person convocation ceremonies this June at the Mattamy Athletic Centre. We are planning to host more than 23 convocation ceremonies, taking place from June 13 - 24, and will be honouring more than 22,000 students.

Convocation is an important milestone for our students and I look forward to celebrating with them and their families in person this year. More information will be available closer to the dates. Of course, I encourage you to participate if you can.

4. Congratulations - Athletics

I want to share my congratulations to our Athletics teams for a very successful season.

The Women's Basketball team just completed one of the best seasons ever. This past weekend, they won their first-ever U SPORTS National Championship. This title completes the perfect 21-0 season from the Rams. They were undefeated in the regular season and won both the Ontario University Athletics (OUA) the previous weekend and U SPORTS Championship this past week.

Our men's hockey team finished fourth at the National Championship. This was their first time at the National Championship. They finished fourth in the country among the 56-member universities of U SPORTS, and were officially the second-best team in the 19-team OUA.

What amazing accomplishments from our players and coaches, we are very proud.

I'd like to end by showing a [video](#) highlight of the joy of our women's basketball team, which occurred this past Sunday in Kingston.

Congratulations to the teams and also to the two head coaches who have been selected Coaches of the Year for both the Women's Basketball and Men's Hockey.

8.2 Communications Report - None

8.3 Report of the Secretary

8.3.1 Update on Senate Elections 2022-2023

The most up-to-date membership is on the Senate website. There are a few faculty positions which are still being filled. They will be completed by the May Senate meeting. In terms of student Senate elections, due to campaign irregularities, the decision was made to reset the student portion of both the Board and the Senate elections. That voting began this week and results will be presented at the May Senate meeting.

8.4 Committee Reports

8.4.1 Report #W2022-3 of the Academic Standards Committee (ASC): K. MacKay

8.4.1.1. Discontinuing the Undeclared Science Program Option – Faculty of Science

Motion: *That Senate approve discontinuing the Undeclared Science Program Option – Faculty of Science.*

K. MacKay moved; A. McWilliams seconded

Motion Approved.

8.4.1.2. Certificate modifications to Architecture – Chang School

Motion: *That Senate approve the certificate modifications to Architecture - Chang School.*

K. MacKay moved; T. Duever seconded

Motion Approved.

8.4.1.3. Certificate modifications to Fundraising Management – Chang School

Motion: *That Senate approve the certificate modifications to Fundraising Management – Chang School.*

K. MacKay moved; G. Hepburn seconded

Motion Approved.

8.4.1.4. Certificate modifications to Project Management for Technical Professionals – Chang School.

Motion: *That Senate approve the certificate modifications to Project Management for Technical Professionals – Chang School.*

K. MacKay moved; M. Vahabi seconded

Motion Approved.

8.4.1.5. Periodic Program Review for Early Childhood Studies – Faculty of Community Services

Motion: *That Senate approve the Periodic Program Review for Early Childhood Studies – Faculty of Community Services.*

K. MacKay moved; K. Gharabaghi seconded

Motion Approved.

8.4.1.6. For information: G. Raymond Chang School of Continuing Education Certificate Revisions

i. Certificate in Nursing and Interprofessional Healthcare Leadership and Management: Course Deletion (Elective)

8.4.2 Report #W2022-3 of the Academic Governance and Policy Committee (AGPC):

J. Simpson

8.4.2.1. Provost's Update

1. Opening Remarks:

I'm glad to announce that Jason Lisi has been appointed Executive Director, Centre for Excellence in Learning and Teaching. He will begin his appointment on July 1, 2022. He is currently the Director of Quality Assurance in the Vice Provost Academic's office, and that office will commence a search for a new person to replace Jason. I would also like to take this opportunity to thank Wendy Freeman. I've worked with both Wendy and Jason for almost nine months and what I've been consistently aware of is both Wendy's and Jason's thoughtfulness around issues of teaching. I think we have been very fortunate to have had Wendy serve in that role and also very fortunate to now have Jason coming into that role.

It's great to see people on campus as we are returning. There are meetings happening in person more and more now, which is certainly great. It is also great to see the campus come alive again with students, faculty and staff as that happens. It is also really exciting news about the medical school, the provincial announcements about the spots for students, the success of the Women's Basketball team – our national champions. The men's hockey teams have also done very well. What's interesting in those two athletic accomplishments and the medical school certainly run the gamut of the ways in which Ryerson excels. All of that is going to point to and bring attention to the issue of equity, another priority for Ryerson.

2. Spring/Summer 2022 semester

There are some changes to our announcement on March 28, for the Spring and Summer terms that will take effect on May 1, 2022. We are continuing to ensure that we pay a lot of attention to safety and what's going to make sure we have a good transition back to being on campus and I want to say thank you for your continued attention to safety. We are not in the situation that we were in about a year or six months ago, but we are also still making changes, e.g. the change from the practice from Winter term and now the change starting May 1. We really appreciate many people across the university who continue to offer continued attention as to what those changes mean and what they require of us in our roles as faculty, staff and students.

3. Budget process

We've now concluded the townhalls for this fiscal year. Many of you have been at Ryerson for the past years and know the kind of budget rhythm and the different parts to the process. I've also been taking time attending those townhalls, as well as sitting in on the budget meetings with deans and the vice provosts. It's great to be a part of those conversations. Obviously, balancing the budget is complex, we're a large institution. It's even more difficult when there are reductions and constraints, so I appreciate being in those conversations with the deans and vice provosts to learn more about what your challenges are, how you are addresses those in your Faculties and your units. I said in different settings that there is a very strong connection between the university's resource commitments and issues of academic priorities – the priority of student experience – all of the values that Ryerson espouses. So, what we want to optimally see is a close integration that the resource commitments do in fact support the academic mission of the university. It's great to be in those conversations to make sure that we can keep those two things integrated.

Investments for the year ahead will support continued attention to the university strategic priorities, learning and teaching, SRC activities, and also facilities, maintenance and upgrades.

The new budget will be presented to the university's Finance Committee in April and to the Finance Committee of the Board of Governors, then to the whole Board of Governors for final approval before it is implemented.

4. Renaming Process

We've made good progress. There is a Question and Answer video session that is available on the website. In that video, I, as chair of the Renaming Committee, am in conversation with Toni De Mello, who is the Vice Chair of that committee. Toni is the Assistant Dean for Student Programming Development and Equity at the Lincoln Alexander School of Law. We get into some of the considerations of the committee and next steps. I really enjoy the process and we have excellent committee members.

I also want to express the committee's thanks for the engagement. There were over 30,000 responses to the survey at the end of the Fall term. All the questions, input and completion of the surveys has been critical to the process. We are in the final stages of work and we will provide a shortlist of potential names to President Lachemi soon. That was the mandate of the committee to provide a shortlist and then a report on the rationale and the reasons for the names presented. I want to recognize the significance of this for Ryerson and also situate the work of the Renaming Committee in terms of the ongoing process. The Standing Strong Task Force was a response to many requests for the university to consider the significance of the name and the harm that it had been causing to some members of our community. As we all know that task force met for several months and also had considerable input and engagement and offered a set of recommendations, one of which was the renaming, then the Renaming Committee stepped in. Once the Renaming process is complete, we will look forward to the process of rebranding and certainly enjoying that new name. I think what Toni and I referenced in the Q & A is the reality of once we have a new name, that overtime making that our name, and I think that's what we really hope for Ryerson is a sense of belonging and connection to the new name, so we will move forward to that process as well.

It's been really great to be a part of Ryerson's efforts to address that harm and also to find a name that holds our aspirations going forward into the next chapter for the university.

9. Old Business - None

10. New Business as Circulated - None

11. Members' Business - None

12. Consent Agenda - None

13. Adjournment

President Lachemi - Closing Remarks

I would just like to give you a heads-up that the next two meetings (May and June) will be much longer than this evenings Senate.

The meeting adjourned at 5:34 p.m.

Toronto Metropolitan University
President's Update to Senate
May 3, 2022



APPOINTMENT

Jason Lisi has been appointed executive director of the Centre for Excellence in Learning and Teaching effective July 1. Jason has been with Ryerson since 2003 and is currently director of curriculum quality assurance, as well as a professor in the School of Graphic Communication Management, of which he has previously been chair. At Ryerson, he has been instrumental in advancing universal design for learning, experiential learning, and curriculum renewal. In 2020, he received a Circle of Excellence Award from the industry association Idealliance for his work in advancing graphic communications education programs. His prior roles have included elected member of Ryerson's senate and director of the Print Media Research Centre, as well as both chair of grievance and chief grievance officer for the Ryerson Faculty Association. Jason holds a BComm in technology management from Ryerson and a master of education from the University of Southern Queensland, Australia.

BOARD OF GOVERNORS ELECTIONS

The results of the 2022 Board elections were announced on March 15. Congratulations to new Board members representing their constituencies. For faculty, Irene Gammel, former Tier I Canada Research Chair in the Humanities (2005–18), has been elected for the first time. For administrative staff, Silvana Babikian, catering manager for Ryerson Food Services, has been re-elected. Both will begin their two-year terms on September 1, 2022. For students, Kareena Bhatia (first year, The Creative School), Jasmine Fakhim (second year, Ted Rogers School of Management), and Joel Kuriakose (fourth year, Faculty of Community Services) have all been elected to one-year terms, also beginning September 1. Voting for the alumni Board member will take place July 18–25, 2022, with results announced on July 27.

CONGRATULATIONS

Kori Cheverie, formerly assistant coach of the Ryerson Rams men's hockey team, won an Olympic gold medal in Beijing as assistant coach of the Canadian women's team. Although she wasn't able to attend the Games because of a positive COVID-19 test, she connected with the players on video calls to strategize.

Melanie Feng, student at TRSM (Hospitality and Tourism Management), was part of the team "The Wanted Hoteliers" that took third prize in the Young Hoteliers Summit (YHS) Challenge, which was hosted virtually in March by EHL Hospitality Business School in Lausanne, Switzerland. Contestants worked to answer the question "How to attract and retain talents in the new normal?" and present ways for the hotel industry to recover from the COVID-19 pandemic.

Gerald Mak (Information Technology Management '13) has been awarded the Ontario Medal for Good Citizenship, the province's second-highest civilian honour. His citation noted his dedication "to improving the lives of Ontario's children and teens through many volunteer initiatives and charities" and his "involvement with Ryerson University and Princess Margaret Cancer Centre," which "has provided much-needed support for young adults."

Ojelanki Ngwenyama, professor of global management studies and director of the Institute for Innovation and Technology Management, has received a 2021 Association for Information Systems Fellow Award. The award recognizes the significant local and global contributions he has made to the field of information systems throughout his career.

Aaron Rhooms, a first-year science student and forward for the Rams men's basketball team, has become the first-ever player from the basketball program to win the Dr. Peter Mullins trophy as the Canadian U Sports Rookie of the Year. He was also named an East Division first-team all-star and a member of the East Division's all-rookie team.

Pam Sugiman, dean of the Faculty of Arts, has received the Senior Women Academic Administrators of Canada (SWAAC)'s 2022 Recognition Award in Equity, Diversity, and Inclusion. SWAAC cited her deep commitment to "a scholarly understanding of institutional racism and colonization" as well as her having "published extensively on racism and personal memory in Canada."

PARTNERSHIPS

LAUNCHPAD FOR ENTREPRENEURS – On February 15, the DMZ and the Desjardins Group unveiled the Launchpad for Entrepreneurs powered by Desjardins, a free, on-demand digital learning platform to support aspiring and early-stage Canadian entrepreneurs. It offers expert-curated content in both English and French, explaining in detail the terms, concepts, possibilities, and challenges founders will encounter during their entrepreneurial journeys. The course features modules on leadership, strategic planning, operations management, financial modelling, and goal-setting, each with instructional videos, quizzes, interactive surveys, and links to further resources. Entrepreneurs who complete the course earn a certificate.

LAB2MARKET NATIONAL COHORT – On March 14, the Centre for Engineering Innovation and Entrepreneurship, in partnership with the Natural Sciences and Engineering Research Council of Canada (NSERC), launched the first national cohort of the Lab2Market research commercialization program. Offered through the Innovation Boost Zone (IBZ), the program is offering world-class mentorship, access to a community of like-minded entrepreneurs, and \$20,000 to each of 48 participating teams of researchers from 24 universities across Canada. The cohort is industry-agnostic, with a diverse range of projects ranging from synthetic biology to artificial intelligence to innovations in healthcare.

LEGAL SUPPORT FOR STARTUPS – On March 29, the Lincoln Alexander School of Law announced the program Startup Legal Support, to be delivered in collaboration with the DMZ and MT>Ventures, a division of law firm McCarthy Tétrault. Through the program, law school students will help support Canada's innovation ecosystem by providing early-stage tech founders with valuable counsel and advice

while earning experience with work-integrated learning. Founders in the DMZ's Incubator and Black Innovation programs will be eligible for the legal support, and MT>Ventures will oversee the students' provision of legal services.

ELECTRICITY DISTRIBUTION PROJECT – On April 1, the Centre for Urban Energy (CUE) began work on the \$3.96 million research project “Demonstrating the Benefits of Simultaneously Providing Local and Provincial Capacity,” in partnership with the Ontario Energy Board, the Independent Electricity System Operator (ISEO), Toronto Hydro, and Power Advisory LLC. The three-year project aims to determine how local distribution companies can run demand-response programs to meet local needs while using the same resources to provide capacity to the provincial grid. The CUE's role will be to lead the development of two tools: an incremental distribution capacity auction platform, and dispatch scheduling algorithms and software. The project will be funded in part by the IESO's Grid Innovation Fund.

EVENTS AND INITIATIVES

MIGRATION AND THE CITY CONFERENCE – From February 15 to 17, the Canada Excellence Research Chair in Migration and Integration program, led by Prof. Anna Triandafyllidou, virtually hosted its third annual conference, this year focused on the theme “Migration and the City.” The conference attracted nearly 800 attendees from more than 150 countries and featured presenters from universities in North America, Europe, Asia, and Australia. It comprised five sessions focusing on cities around the world in relation to issues such governance, grassroots mobilization, building on diversity, advocating for inclusion, managing transit migrant and refugee populations, and the role of diasporas in urbanization.

REIMAGINING WOMEN IN LEADERSHIP – On March 4 and 5, the Ted Rogers MBA program virtually hosted its second annual Reimagining Women in Leadership (RWIL) conference and case competition. The conference focused on business topics related to women in leadership. Keynote speakers were Nicole Piggott (COO of Women in Governance), who spoke about closing the gender parity gap, and Lisa Raitt, former minister of transport, labour, and natural resources, who appeared in conversation with Rhiannon Rosalind, president and CEO of the Economic Club of Canada. The conference offered networking opportunities as well as workshops on overcoming mental hurdles, negotiating salaries, using conflict productively, and learning from the world of sports—the latter featuring retired US soccer star and Olympic gold medalist Brandi Chastain. Fifteen MBA teams from Canada, the US, and the UK competed in the case competition, whose theme was central bank digital currency.

BREAKING THE BIAS – On International Women's Day (March 8), the University hosted the virtual event “#BreaktheBias with Women in Academic Leadership.” Moderated by Provost and Vice-President, Academic Jennifer S. Simpson and Interim Vice-President, Equity and Community Inclusion Anver Saloojee, the event featured panellists from Ryerson, Dalhousie, York, and the University of California at Los Angeles. Together, they discussed how they have been breaking biases and removing barriers as women in academic leadership, and addressed the challenge of building intersectional solidarity while acknowledge and confronting specific forms of discrimination.

DMZ'S WOMEN OF THE YEAR – On March 10, the DMZ hosted the virtual event “#DMZIWD: Dare to Disrupt,” at which it revealed the inaugural winners of our new annual award: DMZ’s Women of the Year. The award honours inspirational women in the Canadian tech ecosystem for their outstanding accomplishments and impact. Drawing on nearly 600 nominations received from across Canada, the jury of experts selected 46 recipients, who come from diverse backgrounds and include startup founders, corporate leaders, non-profit trailblazers, and emerging young innovators. The event was hosted by Canadian Press business reporter Adena Ali and featured a discussion with Lisa Lisson, president of FedEx Express Canada; Lucy Ho, founder and executive director of Hackergal; and Naila Moloo, author, researcher, project intern with Pond Biomaterials, and, at 15, the youngest-ever recipient of the Canada’s Most Powerful Women: Top 100 award from the Women’s Executive Network.

CARCERAL SYSTEMS & RACIAL JUSTICE – On March 14, the Lincoln Alexander School of Law, in collaboration with the McGill University Faculty of Law and the McGill Centre for Human Rights and Legal Pluralism, virtually hosted the two-hour bilingual event “Carceral Systems & Racial Justice Canada: A Conversation on Reform and Abolition.” The six-member panel included professors from Dalhousie, McGill, McMaster, and Ryerson, as well as lawyers from the Addario Law Group and the Black Legal Action Centre, and was moderated by incoming McGill law professor Sarah Riley Case. Over 420 attendees tuned in to watch panelists discuss themes such as policing, jury selection, and sentencing, and navigate the tension and alignment between reforms and structural transformation.

VIOLA DESMOND AWARDS – On March 21, the Office of the Vice-President, Equity and Community Inclusion virtually hosted the 14th annual Viola Desmond Awards and Bursary Ceremony, celebrating the achievements of Black women at the University and in the greater Toronto community. This year’s ceremony was dedicated to Viola Desmond’s late sister, Wanda Robson (1926–2022), who was a community educator, an author, and an activist who fought to have her sister’s impact publicly acknowledged. Janelle Brady, professor of childhood studies, received the faculty award named after Robyn Maynard, Black feminist author and Vanier scholar at the University of Toronto; Shurla Charles-Forbes, manager of talent development and strategic lead EDI/ABR, received the staff award named after Nalo Hopkinson, Canadian science fiction author and youngest-ever recipient of the Damon Knight Memorial Grand Master Award from the Science Fiction and Fantasy Writers of America; Nikesha Sampson, student ambassador in the Business Career Hub at the Ted Rogers School of Management (TRSM) and in the Recruitment Office, received the student award named after Eugenia Duodu-Addy, CEO of the STEM charity Visions of Science; and Eternity Martis (MJ ‘16), who will join the University as an assistant professor this fall, received the alumna award named after Jill Andrew, MPP for Toronto-St. Paul’s. In addition, former and inaugural Vice-President, Equity and Community Inclusion Denise O’Neil Green received a special Honorary Viola Desmond award.

IN-PERSON CONVOCATIONS AHEAD – On March 22, the University announced that convocations in June will be in-person, at the Mattamy Athletic Centre, marking our first such convocations since Fall 2019. Between June 13 and 24, we will host at least 24 convocation ceremonies and honour more than 22,000 graduates—including graduands from 2022 as well as graduates from 2020 and 2021, who have been invited back to campus to celebrate their academic achievements. In April, all graduates being welcomed back will receive an invitation to register for their ceremonies. At that time, the Ceremonials Office will confirm the capacity of the ceremonies, the number of permitted guests, safety protocols, and other details.

BUG PUSH – On March 24, Ryerson engineering students undertook their 20th anniversary Bug Push, during which they, and supportive faculty and staff, pushed a Volkswagen around the Kerr Hall Quad for 24 hours. Having been hosted virtually in 2020 and 2021, the event took place in-person this year, with money raised going to the SickKids Foundation to support its “Be a Light” campaign. The Ryerson Engineering Student Society completed 644 laps of the quad and donated \$5000, while raising over \$1000 through donations.

MICROCREDENTIAL PROGRAM – On March 30, The Chang School announced the Digital Accessibility Specialist Microcredential Program to develop skills in digital accessibility. The five microcredentials will help learners develop proficiency in identifying and addressing digital accessibility requirements for web content and related electronic document dissemination. By addressing the needs of employers and jobseekers alike in this regard, the program will support a more disability-inclusive workforce. The microcredentials have been supported by \$300,000 from the Ontario Microcredentials Challenge Fund, and developed in collaboration with community partner organizations CivicAction and ACCES Employment.

WOMEN’S BASKETBALL CHAMPIONSHIP + MEN’S HOCKEY SUCCESS – The women’s basketball Rams won their first-ever national title, completing a remarkable unbeaten season and playoffs in April by beating the University of Winnipeg 70–48 in Kingston. Forward Jama Bin-Edward was named the tournament MVP. On the way, they also earned a provincial championship by beating the Brock Badgers in the Ontario Universities Athletics (OUA) Critelli Cup final, which saw them complete an incredible 22-point fourth-quarter comeback to win 72–70. Coach Carly Clarke was named Ontario Universities Athletics (OUA) Fox40 Coach of the Year for women’s basketball, and guard Mikaela Dodig was named second-team All-Canadian. The men’s hockey team travelled to Acadia University to compete in their first-ever national championships, where they finished fourth in the country. Rams coach Johnny Ducco was named OUA Coach of the Year, and forward Kyle Boilers received the Canadian Interuniversity Sport Dr. Randy Gregg award for community service.

from the President’s Calendar

March 2, 2022: I participated in the University’s second Budget Town Hall of 2022, which was hosted virtually, and during which students, faculty, and staff provided input on priorities for the budget for the 2022–23 academic year.

March 3, 2022: Along with Assistant Vice-President, Business Development & Strategic Initiatives Johannes Dyring; Assistant Vice-President, Zone Learning & Strategic Initiatives John MacRitchie; and Vice-Provost, Students Jen McMillen, I met with Mitacs CEO John Hepburn and members of his leadership team to discuss our ongoing partnership on Lab2Market in the context of Ryerson’s overall innovation strategy.

March 3, 2022: I participated in the University’s third Budget Town Hall of 2022, which was held in person at the Victoria Building.

March 3, 2022: As a member, I attended a regular meeting of the Council of Ontario Universities (COU)’s government and community relations committee.

March 4, 2022: Over coffee, I met with the University's team of student success navigators—staff members who have helped support first-year students during the pandemic—to thank them for their hard work.

March 7, 2022: Along with Deputy Provost and Vice-Provost, International and University Planning Glenn Craney, I met with representatives of Navitas to continue our discussion about our ongoing collaboration on Ryerson University International College.

March 7, 2022: I had an introductory meeting with the University's new ombudsperson, Maureen Helt.

March 8, 2022: I dropped into the Student Learning Centre to meet and greet students, to thank staff for their work in keeping the SLC safe and accessible to students, and to observe some of Student Life and Learning Support's activities to help students de-stress.

March 9, 2022: I had an introductory call with Nouredine Bardad-Daidj, the new Algerian ambassador to Canada.

March 10, 2022: I attended an online meeting of the McConnell Foundation's Collective Climate Action Taskforce, during which we continued our discussion about climate action that can be taken collaboratively by all Canadian universities.

March 11, 2022: I co-chaired a regular meeting of COU joint chairs and executive heads.

March 11, 2022: I was delighted to host Marci Ien (RTA '91), Canada's minister for women, gender equality, and youth, for a campus tour. We visited The Conduit, the Red Bull eSports Gaming Lab, the Creative Technologies Lab, and the Nursing Simulation Lab, and discussed the Lincoln Alexander School of Law with Dean Donna E. Young.

March 11, 2022: I recorded remarks for the Toronto Regional Board of Trade (TRBOT) Workforce Summit 2.0, which was held on March 29. At the event, my remarks were played to introduce the panel "Competing for Talent: Brain Drain or Brain Gain?" Panellists included Vivek Goel, president and vice-chancellor of the University of Waterloo, and Goldy Hyder, president and CEO of the Business Council of Canada. I spoke about the need for an integrated strategy of education and training built by universities and employers.

March 14, 2022: Along with Paul Morrison, interim chief administrative officer for the City of Brampton, I toured the Etobicoke office of textile computing company Myant. We discussed Ryerson's ongoing collaboration on The Creative School's Myant Lab.

March 14, 2022: I spoke with Minister of Colleges and Universities Jill Dunlop and Deputy Premier and Minister of Health Christine Elliott about the University's proposal for a medical school in Brampton.

March 15, 2022: At Rogers Cybersecure Catalyst in Brampton, I was proud to attend the provincial government's announcement of its approval for our planned medical school.

March 16, 2022: I met with the Ryerson Rams women's and men's basketball teams and men's hockey teams to wish them good luck in the playoffs, and then I attended the men's hockey Ontario first-round game against Western, which they won 5–4 in double overtime, and the men's basketball Ontario first-round game against Laurentian, which they won in a blowout, 92–61.

March 17, 2022: I met online with two representatives of the University of Doha for Science and Technology (UDST)—President Salem Al-Naemi and Vice-President Rachid Benlamri—to discuss their institution's recent evolution from the College of the North Atlantic – Qatar and the potential for collaboration between our universities.

March 17, 2022: As part of the University's March Break Open House, I met with groups of prospective students who were taking guided tours of campus.

March 17, 2022: I participated in the University's fourth Budget Town Hall of 2022, which was hosted virtually.

March 18, 2022: At the DMZ Sandbox, I met prospective international students and current International Student Ambassadors, as part of the University's March Break Open House programming.

March 18, 2022: I had an introductory virtual meeting with Marjory Kerr, president and vice-chancellor of Tyndale University.

March 18, 2022: I chaired a special meeting of COU executive heads to discuss vaccination policies for Spring 2022 and beyond.

March 19, 2022: I attended the women's basketball playoff game against Queen's, which the Rams won 67–58.

March 21, 2022: At an appreciation lunch for the Johnson Scholarship Foundation, I was happy to deliver remarks thanking the foundation for supporting the Indigenous Student Excellence program, which is led by Ryerson Aboriginal Student Services and Monica McKay, director of aboriginal initiatives.

March 21, 2022: During the virtual ceremony for the 14th annual Viola Desmond Awards, I was privileged to deliver remarks welcoming and congratulating the recipients.

March 22, 2022: Along with Glenn Craney and Associate Director, Government Relations Matthew Baker, I toured a potential site in Brampton for the medical school.

March 23, 2022: During the MENA Higher Education Leadership Forum, I participated virtually in the panel discussion "Lessons Learned From COVID-19: How to Adapt, Overcome & Enhance a Sustainable Higher Education Model." The panel was moderated by Yusra Mouzughy, president of Royal University for Women in Bahrain, and my fellow panelists were Mohamed Loutfi, president and vice-chancellor of the British University in Egypt; Susan Mumm, chancellor of the American University of Sharjah, United Arab Emirates; and Maurits Van Rooijen, chief academic officer of Global University Systems UK and president of the University of Europe, Germany.

March 23, 2022: I attended the men's hockey playoff game against Brock, which they lost 5–2, and the women's basketball Ontario University Athletics semi-final game against Carleton, which they won 62–47, guaranteeing them a berth in the national Final 8.

March 24, 2022: I attended the Ryerson Engineering Student Society's 20th anniversary Bug Push, at which I helped to push a Volkswagen Beetle around the Kerr Hall Quad to raise money for the SickKids Foundation.

March 24, 2022: I took part in a virtual budget consultation with representatives of union groups.

March 24, 2022: I took part in a virtual budget consultation with the Ryerson Students' Union.

March 24, 2022: At the CVL 423 (Geology for Engineers) Awards Night, for which teams of students had built and exhibited models demonstrating geological events and features, I met with the students and gave remarks praising their teamwork.

March 25, 2022: I chaired a regular virtual executive committee meeting of the COU.

March 25, 2022: I had lunch with Rachid Benlamri to continue our discussion about potential collaboration between Ryerson and the UDST.

March 25, 2022: I met online with Toronto City Councillor Kristyn Wong-Tam to discuss ways of working together to better support our community.

March 25, 2022: I spoke with Mayor John Tory about ways we can work together to better support our community.

March 28, 2022: At City Hall in Brampton, I recorded a video with Councillor Charmaine Williams to celebrate the provincial governments' approval of the medical school.

March 28, 2022: In Brampton, Matthew Baker, Glenn Craney, Jennifer Simpson, and I met with representatives of the William Osler Health System to discuss advancing our collaboration on the medical school.

March 28, 2022: In Brampton, Matthew Baker, Glenn Craney, Jennifer Simpson, and I visited three potential sites for the medical school.

March 30, 2022: I participated in a virtual budget consultation with the Continuing Education Students' Association.

March 30, 2022: Along with Glenn Craney and Todd Carmichael, interim executive director of Ryerson International and interim senior international officer, I met with J. Prospero E. De Vera III, chair of the Philippines' Commission on Higher Education (CHED). We signed a Joint Statement on Higher Education Cooperation declaring our shared commitment to developing institutional linkages, and to dialogue on higher education cooperation between the Republic of the Philippines and Canada.

March 30, 2022: I participated in a virtual budget consultation with student members of the Board.

March 31, 2022: Along with Todd Carmichael and Glenn Craney, I had an introductory meeting with Bafétigué Ouattara, ambassador of Côte d'Ivoire in Canada, to discuss the potential for collaboration with universities in his country.

March 31, 2021: I was pleased to deliver congratulatory remarks at Ryerson University International College's One-Year Anniversary Celebration.

March 31, 2022: I spoke with writer Diane Peters about the medical school for a story on TVO.org.

April 1, 2022: Over breakfast, I met with senior leaders from Navitas to continue discussion about our ongoing collaboration.

April 1, 2022: Over lunch, I met with Brian Gallant, former special advisor to the president for innovation, cybersecurity, and law, to discuss his new role as CEO of Space Canada and the potential for partnership with Ryerson.

April 1, 2022: I met with Rod Phillips, former provincial minister of long term care, minister of finance, and minister of the environment, conservation, and parks, to discuss his endeavours since leaving the Ontario government.

**SENATE MEMBERSHIP (2022-2023)
FACULTY (New members)***

<u>TERM NUMBER</u>	<u>YEAR IN TERM</u>	<u>DEPARTMENT/SCHOOL</u>	
<u>Arts</u>			
David Checkland	(2)	(1 st)	Philosophy
Anne-Marie Lee-Loy	(1)	(2 nd)	Chair, English
*Joshua Price	(1)	(1 st)	Criminology
Julia Spaniol	(1)	(2 nd)	Psychology
<u>Community Services</u>			
Esther Ignagni	(2)	(1 st)	Director, Disability Studies
*Kristine Newman	(1)	(1 st)	Daphne Cockwell School of Nursing
*Petra Roberts	(1)	(1 st)	Child & Youth Care
Mandana Vahabi	(2)	(1 st)	Daphne Cockwell School of Nursing
<u>The Creative School</u>			
*Michael Bergmann	(1)	(1 st)	School of Performance
*Nicole Forrester	(1)	(1 st)	RTA School of Media
Robert Ott	(2)	(1 st)	Chair, Image Arts
Loyal Shuman	(1)	(2 nd)	Graphic Communications Management
<u>Engineering and Architectural Science</u>			
*Jennifer McArthur	(1)	(1 st)	Architectural Science
Donatus Oguamanam	(2)	(1 st)	Chair, Mechanical & Industrial Engineering
Ravi Ravindran	(2)	(1 st)	Mechanical & Industrial Engineering
Karthi Umapathy	(1)	(2 nd)	Biomedical Engineering
<u>Science</u>			
*Dejan Delic	(1)	(1 st)	Chair, Mathematics
Noel George	(1)	(2 nd)	Chemistry & Biology
*Pedro Goldman	(1)	(1 st)	Physics
Lawrence Kolasa	(2)	(1 st)	Mathematics
<u>Ted Rogers School of Management</u>			
*Chris MacDonald	(1)	(1 st)	Chair, Law & Business
*Youngme Seo	(1)	(1 st)	Real Estate Management
Sergiy Rakhmayil	(1)	(1 st)	Accounting & Finance
*Boza Tasic	(1)	(1 st)	Global Management
<u>G. Raymond Chang School of Continuing Education</u>			
Amy Clements-Cortes	(1)	(2 nd)	Interdisciplinary Studies
Sam Benvie	(2)	(2 nd)	Architectural Science, FEAS
<u>Lincoln Alexander School of Law</u>			
Angela Lee	(1)	(2 nd)	
<u>Librarian</u>			
Jane Schmidt	(2)	(1 st)	
<u>At-Large</u>			
*Alex Ferworn	(1)	(1 st)	Computer Science, Faculty of Science
*Kateryna Metersky	(1)	(1 st)	Nursing, Faculty Community Services
<u>Canadian Union of Public Employees</u>			
Laurie Jacklin			
<u>Ryerson Faculty Association</u>			
Ian Sakinofsky			
<u>Indigenous Faculty</u>			
Michael Doxtater			

**SENATE MEMBERSHIP (2022-2023)
STUDENTS AND ALUMNI (New members)***

<u>NAME</u>	<u>DEPARTMENT/SCHOOL</u>	<u>TERM</u>
<u>Arts</u>		
*Nathan Sugunalan	Geographic Analysis	1 st
<u>Community Services</u>		
*Maheer Islam	Occupational health & Safety	1 st
<u>The Creative School</u>		
*Jenny Kim	RTA – Media Production	1 st
<u>Engineering and Architectural Science</u>		
*Aram Ebadi Fard Azar	Civil Engineering	1 st
<u>Science</u>		
*Shirin Kalavi	Biomedical Sciences	1 st
<u>Ted Rogers School of Management</u>		
*Shahram Farhadi	Business Technology Management	1 st
<u>School of Graduate Studies</u>		
*Mughanum Butt	MBA	1 st
*Arshia Mukherjee	MBA	1 st
<u>G. Raymond Chang School of Continuing Education</u>		
*Sean Penwarden	Spanning the Gaps	1 st
*Shanta A. Ifeonu	Community Engagement, Development Leadership Certificate	1 st
<u>Lincoln Alexander School of Law</u>		
*Fatima Sheikh		
<u>At-Large</u>		
*Maimuna Islam		
*Srijan Sahu		
<u>RSU/CESAR/RGSU Representatives</u>		
*Umar Abdhullah (<i>effective May 1</i>)	Vice-President Education, Ryerson Students' Union (RSU)	
*Maya Taylor (<i>effective May 1</i>)	Vice President, Internal, Continuing Education Students Association of Ryerson (CESAR)	
Charlotte Ferworn	Ryerson Graduate Students' Union (RGSU)	
<u>Alumni</u>		
Meghan Clarke Rodriguez		2 nd
Syeda Jaana Ali		2 nd

**SENATE MEMBERSHIP (2022-2023)
EX OFFICIO**

Janice Fukakusa	Chancellor
Mohamed Lachemi	President, Vice-Chancellor and Chair of Senate
Jennifer S. Simpson	Provost and Vice-President Academic
Saeed Zolfaghari	Vice-President, Administration and Operations
Steven Liss	Vice-President, Research and Innovation
Ian Mishkel	Vice-President, University Advancement and Alumni Relations
Anver Saloojee (<i>Interim</i>)	Vice-President, Equity and Community Inclusion
TBD	Vice-Provost, Academic (<i>Search Committee in progress</i>)
Roberta Iannacito-Provenzano	Vice-Provost, Faculty Affairs
Jen McMillen	Vice-Provost, Students
Glenn Craney	Deputy Provost and Vice-Provost, University Planning
Pam Sugiman	Dean, Faculty of Arts
Charles Falzon	Dean, The Creative School
Kiaras Gharabaghi	Dean, Faculty of Community Services
Tom Duever	Dean, Faculty of Engineering and Architectural Science
Donna Young	Dean, Lincoln Alexander School of Law
David Cramb	Dean, Faculty of Science
Daphne Taras	Dean, Ted Rogers School of Management
Cory Searcy	Vice-Provost and Dean, Yeates School of Graduate Studies
Gary Hepburn	Dean, G. Raymond Chang School of Continuing Education
Robyn Parr	Registrar
TBD	Chief Librarian (<i>Search Committee in progress</i>)
Donna Bell	Secretary of Senate (Non-Voting)

SENATE ASSOCIATES (non-voting)

Anne-Marie Brinsmead	Chang School of Continuing Education
Lena Patterson	Chang School of Continuing Education
Kelly Train	Canadian Union of Public Employees (Unit 1)
Michael Frchetti	Canadian Union of Public Employees (Unit 3)
Shawn McFadden	Canadian Union of Public Employees (Unit 2)
Elder Joanne Dallaire	Indigenous
Jeremie Caribou	Indigenous

ACADEMIC GOVERNANCE AND POLICY COMMITTEE (AGPC)**2022-2023****16 MEMBERS**

	NAME	POSITION	TERM EXPIRES	TERM #
EX-OFFICIO				
Provost and Vice President Academic (Chair)	Jennifer S. Simpson			
Vice Provost, Academic (Vice Chair)	TBD			
Vice Provost & Dean, Yeates School of Graduate Studies	Cory Searcy			
Vice Provost, Students	Jen McMillen			
Registrar	Robyn Parr			
Secretary of Senate (non-voting)	Donna Bell			
SENATORS				
	TBD	Dean, FEAS	2023	1
	Dejan Delic	Faculty, Science	2023	1
	David Checkland	Faculty, Arts	2023	3
	Robert Ott	Faculty, The Creative School	2023	2
	Kateryna Metersky	Faculty, FCS	2023	2
	Ravi Ravindran	Faculty, FEAS	2023	3
	Sergiy Rakhmayil	Faculty, TRSM	2023	1
	Mandana Vahabi	Faculty, FCS	2023	2
	TBD	Chang School Program Director	2023	1
	Esther Ignagni	Senate Chairs' Representative	2023	1
	TBD	Graduate Student Senator	2023	1
	TBD	Undergraduate Student Senator	2023	1
	TBD	Undergraduate Student Senator	2023	1

Terms of Reference

- To propose, oversee, and periodically review Senate bylaws, policies and University procedures regarding any matter within the purview of Senate, except those matters for which responsibility is specifically assigned by this Bylaw to another entity;
- To recommend to Senate the establishment of Policy Review Committees, each mandated by Senate to undertake a periodic review or special review of an existing policy or policies in a policy area; to ensure that such Review Committees draw substantially on appropriate experience and expertise in the policy area; and to ensure that appropriate coordination with other existing policies occurs by, as appropriate, having a Policy Review Committee report to the AGPC rather than directly to Senate;
- to propose new Senate policy in areas when and where there is no current policy and it is advisable, prudent and/or necessary that there be policy; and to nominate to Senate a special sub-committee of the AGPC to research and draft such policy; and to forward the draft policy to Senate for consideration;
- to report to Senate with a Committee recommendation on all matters referred to AGPC by Senate or any Senate Committee; and
- to request reports from other University committees, sub-committees or departments whose business has an academic policy dimension, or a substantial effect on the academic mandate or performance of the University.

Composition

- There shall be ex officio members, and members selected in accordance with the provisions of Article 3.3 as follows:
- the Provost and Vice President Academic, who shall serve as Chair;
- the Vice Provost Academic, who shall serve as Vice Chair;
- the Vice Provost, Students;
- the Vice-Provost and Dean, Yeates School of Graduate Studies;

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- the Registrar;
- one (1) Faculty Dean elected by and from the Faculty Deans;
- seven (7) faculty Senators representing at least five (5) of the Faculties, at least one of whom is a Chair/Director, elected by faculty Senators;
- one (1) Senate Associate Chang School Representative;
- two (2) undergraduate student Senators elected by and from all undergraduate student Senators in accordance with Article 3.3.1.1;
- one (1) graduate student Senator elected by and from all graduate student Senators in accordance with Article 3.3.1.1; and
- the Secretary of Senate (non-voting).

SENATE PRIORITIES COMMITTEE (SPC)				
2022-2023				
14 MEMBERS				
	NAME	POSITION	TERM EXPIRES	TERM #
EX-OFFICIO				
President (Chair)	Mohamed Lachemi			
Vice Chair, Senate (Vice Chair)	TBD			
Provost and Vice-President, Academic	Jennifer S. Simpson			
Deputy Provost & Vice-Provost, University Planning	Glenn Craney			
Vice-Provost, Academic	TBD			
Secretary of Senate (non-voting)	Donna Bell			
ELECTED SENATORS				
	TBD	Dean	2023	1
	David Checkland	Faculty Senator	2023	3
	Alex Ferworn	Faculty Senator	2023	1
	Jennifer McArthur	Faculty Senator	2023	1
	Kateryna Metersky	Faculty Senator	2023	1
	Donatus Oguamanam	Faculty Senator	2023	1
	TBD	Undergraduate/Law Student Senator	2023	1
	TBD	Undergraduate/Law Student Senator	2023	1
	TBD	Graduate Student Senator	2023	1

Terms of Reference:

- To take responsibility to formulate, in consultation with the Secretary, the agenda for each Senate meeting, together with supporting documentation;
- To select, for at least two Senate meetings per year, topics of importance and interest to the Ryerson community, and relevant to the responsibilities of Senate:
 - Such topics shall be open for discussion in Committee of the Whole for an extended period, not normally to exceed one hour;
 - The SPC shall notify Senate in advance of such topics and arrange for their presentation;
- To bring to the attention of Senate, and to consult with Senior administration regarding, emergent issues facing the university and, when appropriate, to recommend to Senate the referral of such issues to a Standing Committee, or to recommend to Senate the creation of an *ad hoc* Committee to address such an issue, or to recommend some other course of action;
- To establish a sub-committee, if desired either by Senate or the SPC, to examine and review the state of the University's overall finances and priorities with respect to their impact on academic programs and activities in light of the Academic Plan, and to present to Senate its findings and recommendations;

- To represent Senate in meetings with the Board of Governors (representatives) that may be agreed upon from time to time regarding matters of mutual concern; and to report back to Senate as appropriate on the nature of, and any outcomes from such meetings;
- To explore the implications and sustainability of the creation of new Faculties and/or Departments/Schools, and to advise Senate accordingly; and,
- To act on behalf of Senate, if needed, during the summer months, and to report to Senate at the first meeting of the following Session any actions taken on its behalf.

Composition:

- The President and Vice-Chancellor, who shall serve as Chair;
- The Vice-Chair (who is the Vice-Chair of Senate);
- The Provost and Vice-President, Academic;
- The Deputy Provost and Vice-Provost, University Planning;
- The Vice-Provost, Academic
- One member elected by and from the Deans (including Chang, YSGS and Library);
- Five members elected by and from the faculty Senators (in accordance with Senate Bylaw#1, Article 3.3.1.1);
 - one (1) student Senator elected by and from all undergraduate (Faculty and At-Large) and Law student Senators in accordance with the Senate Bylaw#1, Article 3.3.1.1;
 - one (1) student Senator elected by and from all undergraduate (Faculty and At-Large), Law, Continuing Education and any union-elected student Senators in accordance with Senate Bylaw, Article 3.3.1.1;
 - one (1) graduate student Senator elected by and from all student Senators in accordance with Senate Bylaw, Article 3.3.1.1; and
- The Secretary of Senate (non-voting)

REPORT OF ACADEMIC STANDARDS COMMITTEE**Report #W2022-4; May 2022**

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

- A. FEAS – Proposal for Major Curriculum Modification – (Cairo Campus) 2022
- B. *For Information:* 1-year follow-up report for Periodic Program Review: Accounting and Finance

A. FEAS – Proposal for Major Curriculum Modification – (Cairo Campus) 2022**Executive Summary**

In accordance with Ryerson's 2020-2025 Academic Plan, the Faculty of Engineering and Architectural Science (FEAS) has embarked on an ambitious opportunity to immediately demonstrate Ryerson's Global Leadership and the goal of expanded Internationalization. Working with respected and trusted partners within the Middle East and North African (MENA) region, FEAS has been undertaking a bold initiative that would firmly establish Ryerson and FEAS experientially learning-based academic programming in engineering which is in high demand in the MENA educational market. As an anchor partner within the Universities of Canada in Egypt (UCE) campus, in the new administrative capital in New Cairo, FEAS has been invited to provide a unique experiential learning educational experience.

In 2018, the Egyptian Government ratified a new educational model that allows hosting institutions such as UCE to host key Canadian partner universities, with each Partner providing its own unique area of expertise. UCE provides the campus facilities and infrastructure, marketing and student recruitment, health, wellbeing, and student services under the guidance and direction of Canadian norms and standards, while the University partners themselves maintain total academic control of their respective program offerings, policies, and norms. Essentially, MENA students can work towards completing and receiving a Canadian degree within Egypt.

The University of Prince Edward Island is the first Canadian partner to establish itself on the UCE campus, offering undergraduate degrees in Business, Computer Science, Sustainable Engineering and a Master's in Business Administration. The partnership is entering into UCE's fourth year of operation and the enrollment already exceeds 1,000 undergraduate and graduate students. The addition of The Creative School and FEAS's Civil, Electrical and Mechanical Engineering programs from Ryerson, which were approved by Senate in 2020, and FEAS's Computer and Aerospace engineering programs, will allow for unique programming suited for Egyptian and MENA students. As such, student enrollment is targeted to quadruple in the next several years.

Accordingly, in this submission, FEAS proposes to expand the formal partnership with UCE in order to offer the undergraduate Computer and Aerospace Engineering programs, which meet the needs and demands of a new generation of engineering students in Egypt. The Faculty has completed a review of this opportunity in Egypt and has assessed the operations at present to validate the specific programming that could be pursued. Presently, FEAS is recommending to add to the partnership by offering its BEng in Computer and Aerospace Engineering programs commencing in Fall 2022 for Computer Engineering and Fall 2023 for Aerospace Engineering.

1. Proposal Summary (summary of the proposed changes and rationale in light of stated program learning outcomes)

In this submission, the Faculty of Engineering and Architectural Science (FEAS) proposes the offering of its undergraduate Computer and Aerospace Engineering academic programs, through the partnership with the Universities of Canada in Egypt (UCE), at their campus in the New Administrative Capital, Egypt. In particular, the following programs would replicate the current Toronto campus offerings:

1. FEAS, Department of Electrical, Computer and Biomedical Engineering, BEng in Computer Engineering.
2. FEAS, Department of Aerospace Engineering, BEng in Aerospace Engineering.

Senate approved FEAS's submission of offering its Civil, Electrical, and Mechanical Engineering undergraduate programs at the UCE campus in 2020.

There are no proposed changes to the structure or the mode of delivery of the curriculum of the selected programs. This proposal only requests that the same program offering be allowed to be offered in partnership with UCE and their logistical infrastructure, in Egypt. Faculty members hired in Cairo will build course material within the defined course sequence and structure, following Ryerson Engineering course outlines and Canadian Engineering Accreditation Board (CEAB) materials.

Delivery of programs and courses will run 13 weeks per semester, with new academic cohorts starting in September of every year. Semesters will include Fall, Winter and Spring/Summer. Start dates and holidays will vary from the Canadian calendar due to variance in Egyptian secular and religious holidays. However, all efforts will be made to closely align Canadian and Egyptian student and operational calendars.

In the combined FEAS @ UCE first year cohort, it is anticipated that Computer and Aerospace Engineering will have up to 50 students.

Academic governance, including applicable Senate Policies (see Appendix E), will remain vested with Ryerson through existing decanal structures. This will include establishing and empowering localized committees led by the FEAS @ UCE Associate Dean as well as Computer and Aerospace Engineering Program Directors to be appointed, when required and under the guidance of Ryerson FEAS's relevant program Chair and Dean. Further, committees would liaise with pertinent Ryerson offices (e.g. the Office of Academic Integrity) to ensure a fully harmonized application of policies for Cairo-based students. All efforts will be made to ensure a fair, open and equitable process within Egypt, designed to mirror student experiences at Ryerson in Canada. After the proposal is approved and implemented, opportunities to engage students and student groups between the two campuses will be identified and implemented.

All classes will be taught in English and as per UCE Admissions policy. All students will require an overall IELTS Score of 6.5 or a TOEFL Score of 80+ for admission, which mirrors Ryerson's own English Proficiency requirements (any adjustments to Ryerson's admission criteria/thresholds in Canada would be simultaneously adjusted for admission to study in Cairo).

2. Effect on the Undergraduate Degree Level Expectations (UDLEs) and program learning outcomes, illustrated through an analysis of curricular mapping

There are no anticipated effects on UDLEs or program learning outcomes.

3. An indication of those changes that are the result of a previous periodic program review

The proposed changes were not generated through previous periodic program review (PPR) and accreditation processes. For future periodic program reviews, the Cairo offered programs will incorporate all program adjustments articulated through the Toronto-led PPR process, and these adjustments will be governed by the established processes and governance of the Toronto programs.

4. A list of the added resources that are needed including space, faculty, and staff

The partnership agreement will entrench clear obligations on the part of UCE in their campus development to ensure the requisite physical plant and equipment infrastructure. These expected resources include Computer and Aerospace Engineering labs and information technology infrastructure. Additional support systems will include library resources (both physical and digital as well as staffing), student services, cafeteria and student government, which will be shared among the UCE Canadian University partners, such as The Creative School, FEAS's Civil, Electrical, and Mechanical Engineering programs, and UPEI. The requisite partnership agreement would also outline the requirements for ongoing investment in the maintenance, updating and evolution of infrastructural support required to align with study conditions at Ryerson in Toronto.

With respect to faculty and staff required for managing programming on the UCE campus, all faculty and staff will be recruited at the discretion of hiring committees as designated under the authority of the pertinent Ryerson Dean and actioned by local and Toronto based Departmental Hiring Committees (see Appendix D). Ryerson will retain full control of both the faculty and staff profiles sought and will have authority for all hiring decisions. As per UCE hiring policy, all faculty and staff will be employed on a contract basis under Egyptian Law. There are no tenure stream or tenured positions.

The Associate Dean, with support from the FEAS Operations Manager (OM), will manage the daily academic and operational needs of the programs, facilities, and partnerships (see Appendix C). The Associate Dean will report directly to the Dean of FEAS in Canada. The Chairs of Aerospace Engineering, Civil Engineering, and Electrical, Computer and Biomedical Engineering as approved, will provide consultative support to the Associate Dean with respect to academic and operational management of their program offerings at FEAS @ UCE. Computer and Aerospace Program Directors will coordinate the Teaching Faculty and Teaching Assistants and will also coordinate with the Chair of their departments, alongside the Associate Dean, on the delivery of the academic programming. The facility, workshop/lab, and IT Network will be managed by the FEAS Operations Manager.

Initial projected faculty and staff for the added programs will be a complement of 5-7 faculty per program, with additional increases as required. A faculty to student ratio will be negotiated with UCE as part of the future partnership agreement. Faculty and staff requirements will meet the CEAB accreditation requirements.

Recruitment of highly qualified educators and professionals for placement within Egypt will require specific targeting of PhD degree holding and Canadian PEng designated instructors to meet the CEAB accreditation requirements. As with any potential international teaching assignment, these candidates will need to possess a desire to work internationally, seeking the challenges and rewards of being within a culture with which they may not be familiar.

There is no intent to acquire Lecturers from existing RFA Faculty, or staff from existing full time Ryerson staffing positions, however, if RFA or staff express a desire to partake in short-term or limited roles within FEAS @ UCE, FEAS will address those opportunities on a case-by-case basis and within the Ryerson HR policy and procedures that allow for leave of absence or RFA member sabbaticals.

5. A table permitting easy comparison of the existing curriculum with the curriculum of the proposed amended program by year and term, including course numbers and titles, course hours in lecture, lab or studio and course designation by program categories (core, open electives, and liberal studies)

There will be no changes to the core curriculum or program sequencing. However, the intent is to provide an abbreviated roster of offerings in the list of current popular liberal studies electives regularly taken by FEAS students (see, for example, Appendix A). Should the partnership continue, an element of the planning will be to coordinate with the University Planning Office (UPO) on the balance of electives to be offered to optimize student experience with the efficiency of implementation.

6. A rationale if there are changes to electives, with comments on the actual availability of electives

Pending the outcome of this process, FEAS would design a streamlined suite of Ryerson liberal studies electives from selected Table A/B courses. The Computer and Aerospace Engineering programs under consideration of this proposal require a total of four liberal studies courses to be completed (two Table A and two Table B).

As part of the detailed planning process, FEAS, working with The Creative School, would seek consultation with additional Faculties (most notably the Faculty of Arts) in order to identify liberal studies offerings that could be included for consideration in Egypt. This would be guided by the observed top enrolments of current FEAS students at Ryerson. For example, a list of potential courses which are consistently taken by FEAS students is provided in Appendix A. This list of Table A/B liberal studies electives reflects courses typically taken by FEAS students. Where additional course offerings are identified that would involve an additional Ryerson Faculty, the associated DHC structure would adjust to include representation by the pertinent Faculty (which would be negotiated by the relevant Deans if and when agreement on course offerings would be determined). It is worthwhile to mention that The Creative School currently houses 11 liberal studies courses.

Additionally, there is an opportunity in the future to share electives between other partner institutions at the UCE Campus, such as UPEI. In such a case, a bilateral credit transfer agreement would be established between Ryerson and the partner institution with course equivalencies assessed by the pertinent School.

Please note that in the first year of program offerings at FEAS @ UCE, all Engineering programs require only one lower level liberal studies elective.

7. A description of each new or amended course, in calendar format

There are no new or amended course requirements. All courses offered at FEAS @ UCE will mirror exactly those offered at Ryerson in Canada.

8. A statement of program balance (among core, open electives, and liberal studies) for existing and amended programs

The program balance between core, open electives and liberal studies would remain the same as they are currently offered.

9. A statement of how and when changes will be implemented and the strategy for communicating the changes to students

No changes will be experienced by students already enrolled, save for the possibility of future optional global learning experiences.

Should this proposal be approved, the opportunity to apply for earning a Ryerson degree in Egypt would be communicated to prospective students pre-application such that all details would be understood prior to enrollment.

10. A summary of the implications for external recognition and/or professional accreditation

The Computer and Aerospace Engineering programs are accredited by the Canadian Engineering Accreditation Board (CEAB). CEAB's accreditation criteria are grouped in five main areas:

- (1) Graduate Attributes (Learning Outcomes): There are no proposed changes to the curriculum and delivery of the selected programs. Therefore, there are no changes to the curriculum maps, indicators, and assessment tools of the selected programs. The organization and engagement processes will mirror that of the Toronto campus.
- (2) Continual Improvement: The continual improvement and engagement processes will mirror that of the Toronto campus.
- (3) Students: The admission, promotion, and graduation processes are the same as that of Toronto campus. Academic advising will mirror that of the Toronto campus.
- (4) Curriculum Content: There are no proposed changes to the curriculum and delivery.
- (5) Program Environment: The partners are committed to provide a program environment which mirrors that of the Toronto campus, including faculty and staff resources, professional (PEng) status of faculty members, laboratories, library, information technology infrastructure, and student counselling and guidance.

11. A summary, in the case of extensive changes, of view of the Program Advisory Council

There are no new or amended course requirements. As such, this proposal has yet to be tabled at a meeting of the Program Advisory Councils (PAC) for the proposed Egypt offerings. If this committee recommends proceeding with the partnership discussion, the opportunity will be

raised with the PAC for consideration at the next scheduled meeting of the Department of Electrical, Computer, and Biomedical Engineering and the Department of Aerospace Engineering.

12. A list of any other programs affected by the changes

The Computer and Aerospace Engineering programs have a number of core courses (mathematics, physics, chemistry, and computer science) offered by the Faculty of Science (FOS), one core course (engineering economics) by the Faculty of Arts (FOA), and one core course (professional communication) by The Creative School. No other programs will be affected by this request. With regard to the core courses offered by FOS, FOA, and The Creative School, and similar to our approach with liberal studies elective offerings, FEAS will work with FOS, FOA, and The Creative School to strike an adaptive DHC locally to support the offering of these required courses. Locally recruited faculty members would report to the FEAS leadership in place. A process for quality control and management of the courses will be developed jointly by FEAS and FOS, FOA, and The Creative School. Pending approval and successful implementation of the program detailed in this proposal as well as the programs approved earlier, Ryerson may consider future programs also being submitted to this committee for consideration.

Appendix A

This is a sample list of potential courses which are consistently taken by FEAS students and is intended as a guide in determining which potential electives to offer in Egypt when moving forward.

<i>Table A Lower Level Liberal Studies Courses</i>	<i>Table B Upper Level Liberal Studies Courses</i>
<ul style="list-style-type: none"> ● CRM 101 Understanding Crime in Canadian Society ● ECN 110 The Economy and Society ● GEO 106 Geography of Everyday Life ● GEO 110 The Physical Environment ● PHL 214 Critical Thinking I ● POL 128 Politics and Film ● POL 203 Politics of the Environment ● PSY 105 Perspectives in Psychology ● SOC 103 How Society Works ● SOC 202 Popular Culture 	<ul style="list-style-type: none"> ● ECN 722 The Economics of Sports ● ENG 503 Science Fiction* ● GEO 702 Technology and the Contemporary Environment* ● GEO 793 The Geography of Toronto ● HST 701 Scientific Technology and Modern Society* ● PHL 709 Region, Science and Philosophy* ● POL 507 Power, Change and Technology* ● SOC 808 Sociology of Food and Eating <p>*Impact of technology and/or engineering on society electives</p>

This is a sample list of The Creative School Table A/B courses available.

<i>Table A Lower Level Liberal Studies Courses</i>	<i>Table B Upper Level Liberal Studies Courses</i>
<ul style="list-style-type: none"> ● IRL 100 Intro to World Art I: Pictorial Arts ● IRL 200 Introduction to World Textile History ● NPF 188 From Page to Screen ● RTA 180 Music and Film ● RTA 406 Chinese Instrumental Music ● RTA 441 Music of India ● RTA 474 Gospel Music: Songs for the Spirit ● RTA 484 Music of the African Diaspora ● THL 100 Theatre and the Canadian Identity 	<ul style="list-style-type: none"> ● IRL 500 Modern and Contemporary Art, Design ● RTA 530 Chinese Music

Appendix B

The following condensed program outline provides a brief description of the Bachelor of Engineering in Computer Engineering and Aerospace Engineering programs and the courses required over a normal program cohort cycle.

2022-2023 Undergraduate Calendar

Computer Engineering

Faculty of Engineering and Architectural Science

Degree Awarded: Bachelor of Engineering (BEng)

Administered by: Department of Electrical, Computer and Biomedical Engineering

Program Format: Full-time, four-year program.

Full-time, five-year co-op program.

The Computer Engineering BEng degree program is accredited by the Canadian Engineering Accreditation Board.

Computer engineers distinguish themselves with their versatile set of skills: they can design and build computers, interface them with the outside world and make them talk to each other, develop firmware and also create system-level and user/application-level software.

Computer Engineering - Common First Two Years

1st & 2nd Semester

1st Semester

Common to Aerospace, Biomedical, Chemical, Civil, Computer, Electrical, Industrial and Mechanical Engineering Programs.

REQUIRED:

CEN 100 Introduction to Engineering
 CEN 199* Writing Skills
 CHY 102 General Chemistry
 MTH 140 Calculus I
 MTH 141 Linear Algebra
 PCS 211 Physics: Mechanics

LIBERAL STUDIES:

One course from Table A - Lower Level Liberal Studies.

* This course is graded on a pass/fail basis.

3rd & 4th Semester

Common to all students in Computer Engineering.

3rd Semester

REQUIRED:

COE 318 Software Systems
 COE 328 Digital Systems
 ELE 302 Electric Networks
 MTH 312 Differential Equations and Vector Calculus
 PCS 224 Solid State Physics

2nd Semester

Common to Computer and Electrical Engineering Programs

REQUIRED:

CPS 188 Computer Programming Fundamentals
 ECN 801 Principles of Engineering Economics
 ELE 202 Electric Circuit Analysis
 MTH 240 Calculus II
 PCS 125 Physics: Waves and Fields

4th Semester

REQUIRED:

CMN 432 Communication in the Engineering Professions
 COE 428 Engineering Algorithms and Data Structures
 COE 528 Object Oriented Eng Analysis and Design
 ELE 404 Electronic Circuits I
 MTH 314 Discrete Mathematics for Engineers

Full-Time, Four-Year Program

5th & 6th Semester

5th Semester

REQUIRED:

COE 501 Electromagnetism: Theory and Effects
 COE 538 Microprocessor Systems
 ELE 532 Signals and Systems I
 MEC 511 Thermodynamics and Fluids
 MTH 514 Probability and Stochastic Processes

LIBERAL STUDIES:

One course from Table A - Lower Level Liberal Studies.

6th Semester

REQUIRED:

COE 608 Computer Organization and Architecture
 COE 628 Operating Systems
 ELE 632 Signals and Systems II

REQUIRED GROUP 1:

Two courses from the following:
 ELE 635 Communication Systems
 ELE 639 Control Systems
 CPS 688 Advanced Algorithms

LIBERAL STUDIES:

One course from Table B - Upper Level Liberal Studies.

NOTE: Students after the 6th semester have options of continuing with the regular program (including, if eligible, enrolling in the Optional Internship Program) or, if eligible, enrolling in the Computer Engineering Co-operative Program.

7th & 8th Semester

7th Semester

REQUIRED:

COE 70A/B* Computer Engineering Capstone Design
 COE 758 Digital Systems Engineering
 COE 768 Computer Networks

CORE ELECTIVE:

Two courses from Table I.

LIBERAL STUDIES:

One course from the following:
 ENG 503 Science Fiction
 GEO 702 Technology and the Contemporary Environment
 HST 701 Scientific Technology and Modern Society
 PHL 709 Religion, Science and Philosophy
 POL 507 Power, Change and Technology

8th Semester

REQUIRED:

CEN 800 Law and Ethics in Engineering Practice
 COE 70A/B* Computer Engineering Capstone Design

CORE ELECTIVE:

Four courses from Table II.

* COE 70 A/B is a two-term course with a GPA Weight of 2.0.

Full-Time, Four-Year Program - Software Engineering Option

5th & 6th Semester

5th Semester

REQUIRED:

CPS 510 Database Systems I
 COE 538 Microprocessor Systems
 ELE 532 Signals and Systems I
 MEC 511 Thermodynamics and Fluids
 MTH 514 Probability and Stochastic Processes

LIBERAL STUDIES:

One course from Table A - Lower Level Liberal Studies.

6th Semester

REQUIRED:

COE 608 Computer Organization and Architecture
 COE 628 Operating Systems
 CPS 688 Advanced Algorithms
 COE 691 Software Requirement Analysis and SPEC
 COE 692 Software Design and Architecture

LIBERAL STUDIES:

One course from Table B - Upper Level Liberal Studies.

Note: Students after the 6th semester have options of continuing with the regular program (including, if eligible, enrolling in the Optional Internship Program) or, if eligible, enrolling in the Computer Engineering Co-operative Program - Software Engineering option.

7th & 8th Semester

7th Semester

REQUIRED:

COE 70A/B* Computer Engineering Capstone Design
 COE 768 Computer Networks
 CPS 714 Software Project Management

CORE ELECTIVE:

Two courses from Table III

LIBERAL STUDIES:

One course from the following:
 ENG 503 Science Fiction
 GEO 702 Technology and the Contemporary Environment
 HST 701 Scientific Technology and Modern Society
 PHL 709 Religion, Science and Philosophy
 POL 507 Power, Change and Technology

8th Semester

REQUIRED:

CEN 800 Law and Ethics in Engineering Practice
 COE 70A/B* Computer Engineering Capstone Design
 COE 891 Software Testing and Quality Assurance
 COE 892 Distributed & Cloud Computing

CORE ELECTIVE:

Two courses from Table IV

* COE 70 A/B is a two-term course with a GPA Weight of 2.0.

Computer Engineering - Core Elective Table I

Computer Engineering

A total of **two** courses is required from Table I.

A **minimum of one** of COE 718 and ELE 734 must be completed; students may take both.

COE 718 Embedded Systems Design

CPS 710 Compilers and Interpreters

CPS 843 Introduction to Computer Vision

ELE 531 Electromagnetics

ELE 707 Sensors and Measurement

ELE 724 CMOS Mixed-Mode Circuits and Systems

ELE 734 Low Power Digital Integrated Circuits

ELE 745 Digital Communication Systems

ELE 792 Digital Signal Processing

ELE 809 Digital Control System Design

ELE 829 System Models and Identification

Computer Engineering Core Elective Table II

Computer Engineering

A **total of four courses** is required from Table II as grouped and noted below.

Group 1

A minimum of **two** to a maximum of **three** courses from the following:

COE 817 Network Security

COE 818 Advanced Computer Architecture

COE 838 Systems-on-Chip Design

COE 848 Fundamentals of Data Engineering

COE 865 Advanced Computer Networks

CPS 888 Software Engineering

Group 2

A minimum of **one** to a maximum of **two** courses from the following:

CEN 810 Selected Topics in Engineering

ELE 709 Real-Time Computer Control Systems

ELE 815 Wireless Communications

ELE 863 VLSI Circuits for Data Communications

ELE 882 Intro to Digital Image Processing

ELE 885 Optical Communication Systems

ELE 888 Intelligent Systems

Computer Engineering Core Elective Table III

Computer Engineering

Professional Table III is for students completing the Option in Software Engineering.

A total of **two** courses is required from Table III.

A **minimum of one** of COE 718 and COE 758 must be completed; students may take both.

COE 718 Embedded Systems Design

COE 758 Digital Systems Engineering

CPS 710 Compilers and Interpreters

CPS 843 Introduction to Computer Vision

ELE 734 Low Power Digital Integrated Circuits

Computer Engineering Core Elective Table IV

Computer Engineering

Professional Table IV is for students completing the Option in Software Engineering.

A total of **two** courses is required from Table IV.

Students must complete **one** course from Group 1, and **one** course from Group 2.

Group 1

COE 817 Network Security

COE 838 Systems-on-Chip Design

COE 848 Fundamentals of Data Engineering

COE 865 Advanced Computer Networks

Group 2

CEN 810 Selected Topics in Engineering

ELE 632 Signal and Systems II

ELE 635 Communication Systems

ELE 639 Control Systems

ELE 888 Intelligent Systems

2022-2023 Undergraduate Calendar

Aerospace Engineering

Faculty of Engineering and Architectural Science

Degree Awarded: Bachelor of Engineering (BEng)

Administered by: Department of Aerospace Engineering

Program Format: Full-time, four-year program.

Full-time, five-year co-op program.

The Aerospace Engineering BEng degree program is accredited by the Canadian Engineering Accreditation Board.

The aerospace industry encompasses a broad spectrum of technological activity in aviation and space transportation. This includes manufacturing and support operations related to airframes, propulsion systems, controls and avionics.

Full-Time, Four-Year Program

1st & 2nd Semester

Common to Aerospace, Chemical and Civil Engineering Programs.

1st Semester

REQUIRED:

CEN 100 Introduction to Engineering

CEN 199* Writing Skills

CHY 102 General Chemistry

MTH 140 Calculus I

MTH 141 Linear Algebra

PCS 211 Physics: Mechanics

LIBERAL STUDIES:

One course from Table A - Lower Level Liberal Studies.

* This course is graded on a pass/fail basis.

2nd Semester

REQUIRED:

AER 222 Engineering Design and Graphical Communication

CPS 125 Digital Computation and Programming

ECN 801 Principles of Engineering Economics

MTH 240 Calculus II

MTL 200 Materials Science Fundamentals

PCS 125 Physics: Waves and Fields

3rd & 4th Semester

3rd Semester

REQUIRED:

AER 309 Basic Thermodynamics

AER 316 Fluid Mechanics

AER 318 Dynamics

AER 320 Statics and Intro to Strength of Materials

CMN 432 Communication in the Engineering Professions

MTH 425 Differential Equations and Vector Calculus

4th Semester

REQUIRED:

AER 403 Mechanisms and Vibrations

AER 404 Intro to Aerospace Engineering Design

AER 416 Flight Mechanics

AER 423 Thermodynamics and Heat Transfer

EES 512 Electric Circuits

MTH 410 Statistics

NOTE: All required courses in 1st and 2nd semester are prerequisites to all required courses in 3rd & 4th Semester.

5th & 6th Semester

Revised curriculum begins 2022-2023 for students admitted Fall 2020 and after.

5th Semester

REQUIRED:

AER 504 Aerodynamics

AER 507 Materials and Manufacturing

AER 520 Stress Analysis

EES 612 Electric Machines and Actuators

MTH 510 Numerical Analysis

LIBERAL STUDIES:

One course from Table A - Lower Level Liberal Studies.

6th Semester

REQUIRED:

AER 509 Control Systems

AER 606 Component Design and Material Selection

AER 615 Aircraft Performance

AER 621 Aerospace Structural Design

AER 622 Gas Dynamics

CORE ELECTIVE:

One course from the following. Students must complete the requirements for one of the following Streams:

Aircraft Stream

AER 626 Applied Finite Elements

Avionics Stream

AER 699 Avionics and Sensors

Spacecraft Stream

AER 721 Orbital Dynamics

All required courses in 1st and 2nd semester are prerequisites to all required courses in 5th & 6th Semester.

NOTE: Students after the 6th semester have options of continuing with the regular program (including, if eligible, enrolling in the Optional Internship Program) or, if eligible, enrolling in the Aerospace Engineering Co-operative Program.

7th & 8th Semester

Last offered 2022-2023 for students admitted Fall 2019. Students admitted Fall 2020 and after see revised curriculum below.

7th Semester**REQUIRED:**

AER 715 Avionics and Systems

AER 817 Systems Engineering

LIBERAL STUDIES:

One course from the following:

ENG 503 Science Fiction

GEO 702 Technology and the Contemporary Environment

HST 701 Scientific Technology and Modern Society

PHL 709 Religion, Science and Philosophy

POL 507 Power, Change and Technology

CORE ELECTIVE:

Two courses from the following. Students must complete the requirements for the Stream chosen in 6th semester.

Aircraft Stream:

AER 716 Aircraft Stability and Control

AER 722 Aeroelasticity

Avionics Stream:

EES 508 Digital Systems

AER 716 Aircraft Stability and Control

Spacecraft Stream:**8th Semester****REQUIRED:**

AER 710 Propulsion

CEN 800 Law and Ethics in Engineering Practice

LIBERAL STUDIES:

One course from Table B - Upper Level Liberal Studies.

CORE ELECTIVE:

One course from the following:

AER 818 Manufacturing Management

AER 821 Spacecraft Attitude Dynamics and Control

AER 827 Composite Materials

AER 850 Introduction to Machine Learning

AER 870 Aerospace Engineering Thesis

CEN 810 Selected Topics in Engineering

CORE ELECTIVE:

One from the following Streams. Students must complete the requirements of the Stream chosen previously.

Aircraft Stream:

AER 814 Aircraft Design Project

Avionics Stream:

AER 822 Avionics Design Project

Last offered 2022-2023 to students admitted Fall 2019. Students admitted Fall 2020 and after see revised curriculum below.

AER 721 Orbital Dynamics

AER 723 Introduction to Space Systems Design

Spacecraft Stream:

AER 813 Space Systems Design Project

7th & 8th Semester

Revised curriculum begins 2023-2024 for students admitted Fall 2020 and after.

7th Semester

REQUIRED:

AER 715 Avionics and Systems

AER 817 Systems Engineering

LIBERAL STUDIES:

One course from the following:

ENG 503 Science Fiction

GEO 702 Technology and the Contemporary Environment

HST 701 Scientific Technology and Modern Society

PHL 709 Religion, Science and Philosophy

POL 507 Power, Change and Technology

CORE ELECTIVE†:

Two courses from the following. Students must complete the requirements for the Stream chosen in 6th semester.

Aircraft Stream:

AER 716 Aircraft Stability and Control

AER 722 Aeroelasticity

Avionics Stream:

EES 508 Digital Systems

8th Semester

REQUIRED:

AER 710 Propulsion

CEN 800 Law and Ethics in Engineering Practice

LIBERAL STUDIES:

One course from Table B - Upper Level Liberal Studies.

CORE ELECTIVE†:

One course from the following:

AER 627 Introduction to Space Robotics

AER 818 Manufacturing Management

AER 827 Composite Materials

AER 850 Introduction to Machine Learning

AER 870 Aerospace Engineering Thesis

CEN 810 Selected Topics in Engineering

CORE ELECTIVE:

One from the following Streams. Students must complete the requirements of the Stream chosen previously.

Aircraft Stream:

AER 716 Aircraft Stability and Control

AER 814 Aircraft Design Project

Spacecraft Stream:

Avionics Stream:

AER 723 Introduction to Space Systems Design

AER 822 Avionics Design Project

AER 821 Spacecraft Attitude Dynamics and Control

Spacecraft Stream:

AER 813 Space Systems Design Project

All required courses in 1st through 4th semester are prerequisites to all required courses in 7th & 8th Semester.

NOTE: Students after the 6th semester have options of continuing with the regular program (including, if eligible, enrolling in the Optional Internship Program) or, if eligible, enrolling in the Aerospace Engineering Co-operative Program.

† Not every course will be offered every semester.

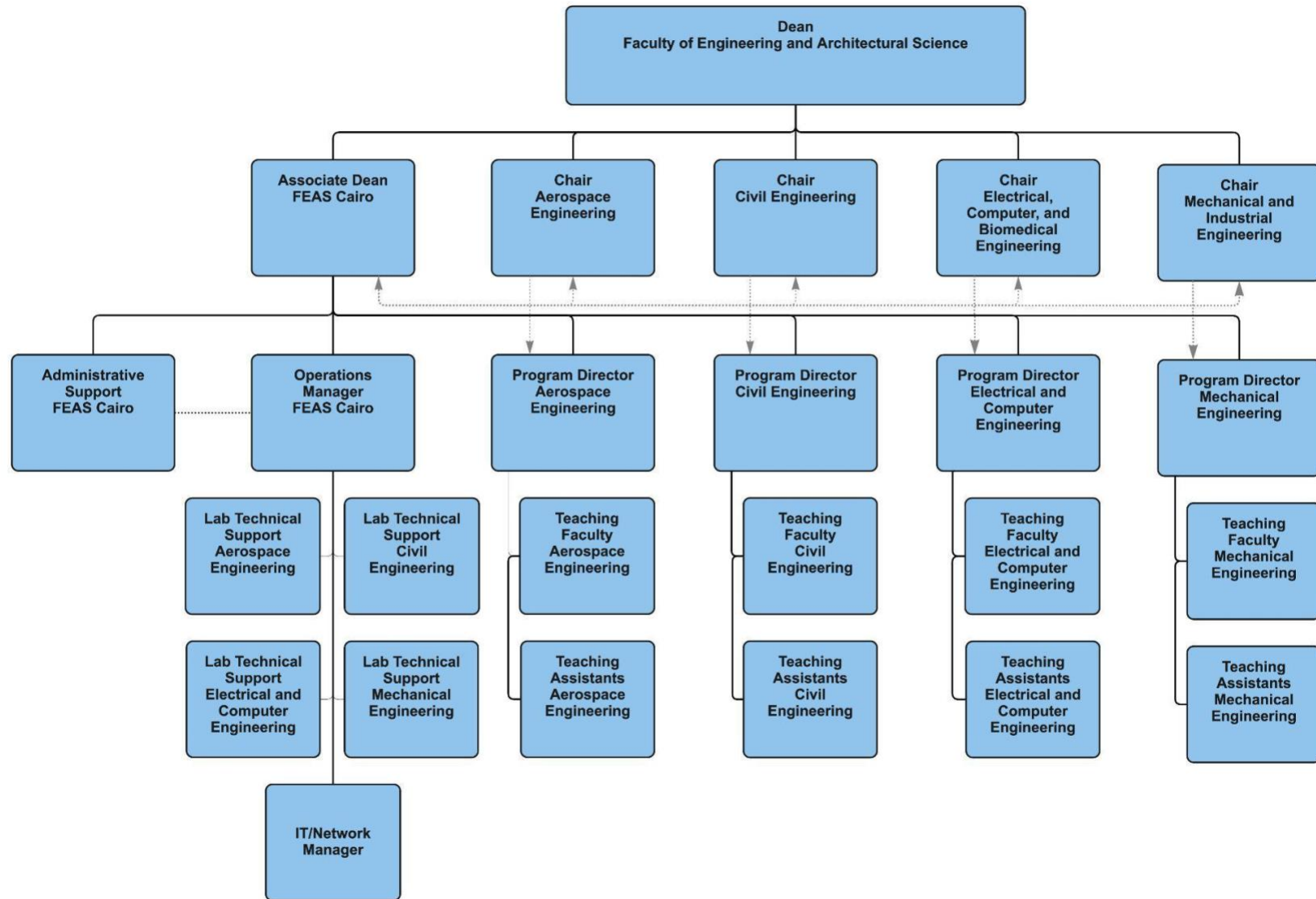
Appendix C

The following organizational chart is the proposed Operational Reporting Structure for FEAS @

UCE:

- The proposals to offer the Civil, Electrical, and Mechanical Engineering programs were approved by Senate in 2020.
- The proposed organizational chart is for the Civil, Electrical, Mechanical, Computer, and Aerospace Engineering programs.
- Operational direction at the local level will fall under the direction of the Associate Dean in accordance with Ryerson Senate Policies, the direction of the Dean of FEAS with guidance from Ryerson University FEAS Program Chairs.
- All academic programmatic authority still resides with the Ryerson University FEAS Program Chairs whose programs are being offered at FEAS @ UCE and the Dean of FEAS in accordance with Ryerson Senate Policies.
- For each program offered, a Program Director will coordinate daily operational and academic needs for the Teaching Faculty and Teaching Assistants.
- The Operations Manager will manage staff associated with the operational coordination of the facilities, specialized labs, and IT network

Proposed Operational Reporting Structure for FEAS @ UCE

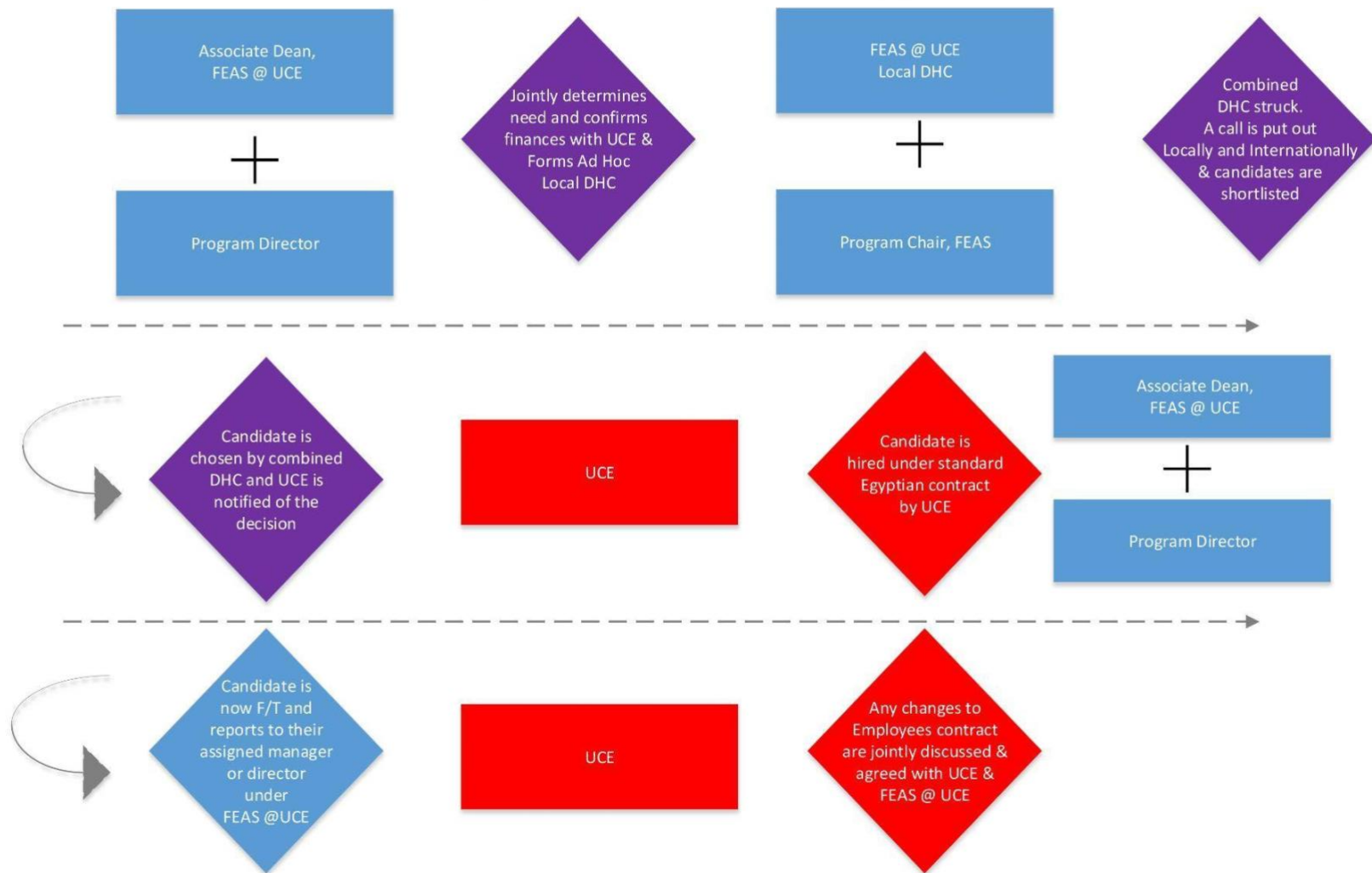


Appendix D

The following hiring process chart is the proposed decision making procedure for key academic or administrative hiring:

- Please note that faculty hired for FEAS @ UCE will be non-tenured, teaching stream, contract employees.
- Ryerson FEAS and associated programs will have full control over candidate selection. All candidates and their selection and hiring processes will be subject to Ryerson's hiring policies and procedures.
- Ad hoc joint local and Ryerson DHCs will be formed when required to review and select candidates. When a candidate is selected, they will be put forward, along with a suggested hiring remuneration level, to UCE for final contract negotiations. When there is a contract agreement, the employee will then be managed operationally by FEAS @ UCE.
- All employees will be subject to Egyptian Employment Law.

Proposed Faculty & Specialized Staff Hiring Process for FEAS @ UCE



Appendix E

The following chart is a list of specific Ryerson Policies that have a direct impact on the operational and academic administration of FEAS @ UCE:

- In all cases, the policies as stated would remain and be exercised in the same manner as they would in Canada.
- The Dean of FEAS would assign the FEAS @ UCE Associate Dean as their proxy for all policy issues in Egypt with the exception of Senate Appeal Committee (SAC) specific cases.
- The FEAS Program Chairs would assign the FEAS Program Directors as their proxy for all policy issues in Egypt with the exception of escalation of specific cases.
- For Senate Policy 159, a FEAS @ UCE staff member(s) will require training and certification from the Ryerson Academic Accommodations Support Department to perform these services locally. However, all existing Ryerson systems will be used by FEAS @ UCE students.

Ryerson Policies Applicable to FEAS @ UCE Partnership		
Policy #	Title	Notes
1	Admission to Undergraduate Programs	Egyptian students would fall under Section 3.0.
45	Governance Councils	Department/School Councils (D/SCs) and Undergraduate Program Councils (UPCs) will be based on local norms. Chairs of FEAS @ UCE local councils will sit as members within D/SCs and UPCs of FEAS proper in Toronto.
46	Policy on Undergraduate Grading, Promotion, and Academic Standing ("GPA Policy")	Policy would remain the same.
48	Undergraduate Academic Term	Policy in principle would remain the same. However local norms would change specifically around holiday/start times.
60	Academic Integrity	The Associate Dean will take on the role of Dean and the Program Director that of Chair locally. If no resolution is found then the situation is moved to the requisite FEAS Chair, then Dean, then Senate.
61	Student Code of Non-academic Conduct	Policy 61 process applies. The Vice Provost Students or their designate will handle these cases.
96	Approval of Candidates for Degrees, Diplomas and Certificates	Policy would remain the same.
110, 112,	IQAP Policy – Institutional Quality Assurance Process; Development	Policies would remain the same. Upcoming program reviews would include the program at the UCE campus.

126, 127	of New Graduate and Undergraduate Programs; Periodic Program Review of Graduate and Undergraduate Programs; and Curriculum Modifications: Graduate and Undergraduate Programs	
135	Final Examinations	Policy would remain the same.
150	Accommodation of Student Religious, Aboriginal and Spiritual Observance	The Associate Dean will take on the role of Dean and the Program Director that of Chair locally. If no resolution is found then the situation is moved to the requisite FEAS Chair, then Dean, then Senate.
159	Academic Accommodation of Students with Disabilities	A member of the FEAS @ UCE staff will receive proper training from the Academic Accommodation Support Department in order to provide localized accommodation approvals. Local norms will dictate that AODA requirements when not represented within Egyptian policy/law will then be adopted to support similar consideration with students in Ontario.
162	Grade Reassessment and Grade Recalculation Policy	The Associate Dean will take on the role of Dean and the Program Director that of Chair locally. If no resolution is found then the situation is moved to the requisite FEAS Chair, then Dean, then Senate.
166	Course Management Policy	Policy would remain the same.
167	Academic Consideration	The Associate Dean will take on the role of Dean and the Program Director that of Chair locally. If no resolution is found then the situation is moved to the requisite FEAS Chair, then Dean, then Senate.
168	Grade and Standing Appeals	The Associate Dean will take on the role of Dean and the Program Director that of Chair locally. If no resolution is found then the situation is moved to the requisite FEAS Chair, then Dean, then Senate.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: ***that Senate approve this Proposal for Major Curriculum Modification – (Cairo Campus) 2022 – Faculty of Engineering and Architectural Science.***

B. For Information: 1-year follow-up report for Periodic Program Review: Accounting and Finance

Summary

As mandated by Ryerson Senate Policy 126: Periodic Program Review of Undergraduate Programs, within one year of Senate approval of the PPR, require a 1 Year Follow-Up Report. This report is to be submitted

to the Faculty Dean or Dean of Record and the Vice-Provost, on the progress of the implementation plan and any further recommendations.

What follows are the responses to the recommendations and implementation plan put forward by the School of Accounting and Finance as part of its Periodic Program Review. This follow up report takes into consideration feedback received by the Peer Review Team (PRT) and is part of a larger collaboration on the part of faculty, staff, students and Advisory Council members to ensure the school maintains a commitment to continuous improvement and program renewal.

There was a total of 26 recommendations that not only reflects the school’s past and current unwavering commitment to the University’s mission but highlights future areas that need focus and attention for continued growth and development.

Proposed Recommendations – Combined School of Accounting and Finance

RECOMMENDATION AND IMPLEMENTATION PLAN
<p>Recommendation # 1: Reinstatement of the SAF Curriculum Committee within the School of Accounting and Finance. The committee will serve to facilitate the curriculum decision making of the School of Accounting and Finance as permitted by Senate Policy #45 and SAF bylaws.</p>
<p>Rationale: Curriculum committees are the consultative and collegial bodies responsible for academic matters. The reinstatement of the SAF Curriculum Committee will allow both the Accounting and Finance departments to collaborate in a transparent manner when consulting on matters of curriculum.</p>
<p>Objective:</p> <ul style="list-style-type: none"> ● Improve cross-departmental sharing of information related to curriculum content and design. ● Develop and implement policies regarding content and curricular design. ● Shared advising on curricular implementation and ongoing management of curriculum. ● Improve oversight of ongoing evaluation and revision of the curricular content and design.
<p>Actions:</p> <ul style="list-style-type: none"> ● Clarify roles and responsibilities of members of the council. ● Recommend procedures for the implementation of the committee covered by policy 45. ● Constitute the committee in a manner most appropriate for the needs of the respective Departments providing program majors. ● Determine mechanism for the selection of a Chair.
<p>Timeline: High/0-9 months</p>
<p>Responsibility for leading initiative: Program Chairs</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Program Chairs, TRSM Governance Committee and Senate</p>
<p>Progress Update: While we have established a curriculum committee in both the Accounting Department and Finance Department, there continues to be a need to create a School wide curriculum committee. Due to leadership changes at the chair level this priority has been deferred until such time that a permanent chair can be identified in both departments. This is on our to do list for the 2022-2023 academic year, with a goal of establishing a SAF Curriculum Committee in the fall 2022.</p>

<p>Recommendation # 2: To focus marketing of the SAF program on highlighting the opportunities for co-op and professional designations.</p>
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<p>Rationale: Student survey feedback suggests that co-op opportunities and the unique nature/content of a degree that specializes in accounting and finance are the most important factors for prospective applicants when considering program choice. This will enhance students' understanding about what a career in accounting and finance could mean and demonstrate the diversity of career possibilities.</p>
<p>Objective:</p> <ul style="list-style-type: none"> ● Overcome perceptions about what a career in accounting and finance means. ● Focus on the relevance of the degree and interest in specific careers once individuals are made aware of the opportunities. ● Develop a consistent stream of content and messaging that highlights the diversity of career possibilities and skills to prospective students at the high school level. ● Improve employer relations and generate a greater number of co-op placements for students especially in the Finance major.
<p>Actions:</p> <ul style="list-style-type: none"> ● Develop a plan to highlight new alumni each year that match the interests stated by students and employer partners in annual surveys. ● Include focus on unique potential paths (or potential future concentrations) within the curriculum (i.e., investment banking) and certifications (e.g., Certified Financial Planner). ● Explore the value of targeted marketing of the degree beyond Ontario. ● Measure relevance / popularity of specific social media posts and online content with respect to career roles and employer brands. ● Survey new students each Winter inquiring top reasons for selecting the SAF program
<p>Timeline: High/0-9 months</p>
<p>Responsibility for leading initiative: Program Chairs in consultation with TRSM Marketing and Communications team and TRSM Business Career Hub</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Program Chairs</p>
<p>Progress Update: The Department Chair had a meeting in Fall 2021 to discuss a plan with the TRSM Business Career Hub to promote alumni success stories in both our website and a newsletter. Discussions continue on this priority. We have also consulted with Program Advisory Council members regarding the promotion of the Finance program externally. The school is currently working on a survey to be released to faculty to better understand their perspectives on how to best promote the program to secondary school students during the recruitment cycle. We want the focus of this consultation to be on the finance side of the program rather than on the accounting side, as it has been in the past. Marketing collateral and communications associated with a school wide promotion of the programming is prioritized by the Office of the Dean.</p>

<p>Recommendation # 3: Hire more RFA faculty members to address high student-faculty ratios.</p>
<p>Rationale: Similar to other programs at the Ted Rogers School, overall average class sizes in Accounting and Finance are relatively high (above 50), with accounting program classes slightly larger than finance program classes across all four years. The size of lower-level program classes in both Accounting and Finance tends to be in line with equivalent classes across Ryerson, but upper-level program class sizes are comparatively higher than is typical throughout the rest of the University. Comparing program and service classes, lower-level Accounting program and service classes are roughly the same size, whereas lower-level Finance service courses are much larger than lower-level Finance program courses. Regarding upper-level classes, Finance service classes are slightly smaller than program classes and accounting service classes are much smaller than program classes.</p> <p>A basic measure of faculty qualification employed at universities is the proportion of full-time tenured/tenure-track faculty members with a doctoral or equivalent terminal degree. The proportion of full-time Accounting faculty with doctoral degrees has trended significantly below Finance and slightly below Ryerson as a whole. Notably, where Accounting had similar proportions to the Ted Rogers School as a whole in 2013 and 2014, there has been a growing divergence between the two measures, with the percentage for the Ted Rogers School steadily growing while Accounting's proportion remained the same. Notably, Accounting saw a decrease in the proportion of</p>

full-time faculty with doctoral degrees in 2018 to 75%

Objective:

- Reduce the number of accounting sections taught by contract lecturers (42%)
- Reduce the average student-to-faculty ratio across SAF departments to be equal to the average level for Ryerson. (Currently, the SAF average is above 50.0 and the Ryerson average is 27.9).

Actions:

- Prepare hiring plan proposals for submission to the offices of the TRSM Dean and Provost.

Timeline: Moderate 1 – 2 years

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

Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Program Chairs, Office of the Dean, TRSM and Ryerson Provost

Progress Update: The Periodic Program Review highlighted the need for the hiring of highly qualified tenure- stream faculty within the Accounting department to further increase research intensity and to bring SAF more in line with Ryerson averages with respect to class sizes and the proportion of classes taught by tenured and tenure - stream faculty. In response to the above recommendation, the SAF has hired 12 additional academically qualified tenure-track faculty members since 2017 and six faculty since the submission of the PPR. The department is looking to secure approval for several other academically qualified tenure-track positions over the next three years.

New Tenure-Track/Tenured Faculty Hires in Accounting Since 2017 (Last Five Years)

Okafor, Oliver	2017	Tenure-Track	PhD	CPA, FCCA
Deng, Claire	2018	Tenure-Track	PhD	
Hong, Minna	2019	Tenure-Track	PhD	CPA
Wakil, Gulraze	2019	Tenure-Track	PhD	CPA
Yu, Dongning	2020	Tenure-Track	PhD	
Li, John	2020	Tenure-Track	PhD	
Luo, Yi	2021	Tenure-Track	PhD	CPA
Wang, Ye	2022	Tenure-Track	PhD	

Note: New faculty hires since submission of the PPR are highlighted in blue.

All but one hire has completed their PhD, with the remaining doctoral candidate expected to defend later this academic year. In addition to their degrees, over half of the new hires also possess CPA designations, demonstrating both scholarly and professional expertise. The majority of new hires have at least one peer-reviewed journal article, over half have research grants, and all hires also have numerous other intellectual contributions (OICs) such as books, chapters, conference presentations, and reports. Hiring research-focused faculty is an important and effective way of advancing scholarly activity and is expected to further enhance the research culture within the Accounting department moving forward.

New Tenure-Track/Tenured Faculty Hires in Finance Since 2017 (Last Five Years)

Yoontae Jeon	2017	Tenure-Track	PhD
Yanfei Sun	2019	Tenure-Track	PhD
Daniel Tut	2020	Tenure-Track	PhD
Carène Boucher	2022	Tenure Track	PhD

In addition to replacing faculty upon their retirement, the Dean is enacting the following strategies to address the concerns in the Finance department:

- Prioritizing Finance department for the allocation of new tenure-track positions, including a new hire starting summer 2022
- Cross-appointing two qualified faculty from other departments both within and outside TRS who have expertise in Finance related areas

Recommendation # 4: In light of the curriculum mapping analysis, review and optimize program learning outcomes and/or revisit whether program learning outcomes are aligned with SAF mission.

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

Objective:

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

Actions:

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

Timeline: High 0 – 9 months

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

Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Program Chairs, Associate dean, Faculty and Academic, and TRSM Manager, Accreditations

Progress Update: The TRSM Undergraduate Curriculum Committee (UCC) meets several times over the year to discuss the program learning outcomes. While the SAF awaits feedback from its most recent CPA Accreditation submission and anticipated changes to the professional designation learning outcomes, the school is monitoring discussions of the UCC as it revises learning outcomes related to the School of Business Management (SBM). The learning outcomes previously proposed in SBM served as a foundation for the SAF as both programs offer a Bachelor of Commerce degree. The school is pleased to see that the revised list of learning outcomes being proposed in SBM are a more concise articulation of the skills, knowledge and values expected of graduates.

Recommendation # 5: Review alternative delivery formats and schedules of all SAF courses.

Rationale: SAF instructors predominantly use a lecture style format in their course delivery. Given the number of students taught, the school believes that respecting different learning styles as well as content requirements encourage a move beyond lecture style to a more balanced approach. There were a number of comments in the Dean's survey from students that indicate that lecture style should only be one method, not 'the' method to convey information.

Objective:

- Free resources from courses that can be commoditized; SAF would have more resources to commit to research-based teaching and activities, personalized problem solving, and student mentorship.
- Increase the flexibility of training delivery, which has been shown to prepare young workers for environments that increasingly reward independence and self-direction.
- Employ alternative delivery methods to offer opportunities for students who would otherwise have limited access to education, as well as a new paradigm for faculty in which dynamic courses of the highest quality can be developed.
- Create interactive learning environments that contribute to self-direction and critical thinking.

Actions:

- Review current course syllabi to identify alternative pedagogical opportunities, including but not limited to the further use of technology and online opportunities, as it relates to any of information sharing, activities, discussions, assessments, etc.
- Create an engagement plan thinking about how students might interact with faculty, course material, using alternative pedagogies, including, but not limited to the on-line environment.
- Examine student outcomes in terms of module outcomes and technology.

Timeline: Moderate 1 – 3 years

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

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

Progress Update: In light of the pandemic, the school has had to flip to a remote learning model. Most of the lectures were done using zoom, document cameras, etc. and some new ways of teaching emerged. Very popular amongst some of the SAF courses was a use of breakout rooms in the zoom room. These breakout rooms were instrumental in fostering community for the students. It is important to note that many year one and year two students have never been on campus in TRSM. Covid has delayed progress in this area.

Recommendation #6: Ensure that the program includes active and experiential learning for every student. Identify appropriate core and major-specific courses to embed active and experiential learning. Work with faculty to develop new learning opportunities for students, while ensuring that there are sufficient physical resources to support these initiatives.

Rationale: While the program identified several experiential learning opportunities for students, many of these learning opportunities are only available through extra-curricular and elective courses. The program desires to enhance the current array of programming available to students. This would include embedding more active and experiential learning opportunities in required courses across the core and major-specific curricula.

<p>Objective:</p> <ul style="list-style-type: none"> Identify appropriate core and major-specific courses to embed active and experiential learning. Work with faculty to develop new learning opportunities for students, while ensuring that there are sufficient physical resources to support these initiatives.
<p>Actions:</p> <ul style="list-style-type: none"> Consult with the TRSM Learning and Innovative Teaching Committee, as well as the Centre for Excellence in Learning and Teaching, in order to identify best practices across the faculty. Present ideas to SAF Curriculum Committee, discuss findings, and reach consensus on viable options for expanding experiential learning in the SAF program.
<p>Timeline: Moderate 1 – 3 years</p>
<p>Responsibility for leading initiative: Program Chairs in consultation with the Associate Dean, Faculty and Academic</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: SBM Curriculum Sub- Committee, Dean’s Office, Learning and Innovative Teaching Committee, Centre for Excellence in Learning and Teaching</p>
<p>Progress Update: Due to the ongoing pandemic and the Omicron variant that has disrupted our return to campus, the school has not made significant progress on this recommendation. As we make our full return to campus, the school will begin examining ways to enhance and expand experiential learning in program and major-specific courses.</p>

<p>Recommendation # 7: Examine how to address Learning Outcome 8b (sustainability) at the reinforcement level in the curriculum.</p>
<p>Rationale: The curriculum mapping exercise revealed that Learning Outcome 8b is not currently addressed at the reinforcement level of the curriculum. In an effort to ensure consistency and progression across the curriculum, an examination should be conducted of the current lesson plans relating to this topic and a plan developed to reinforce this learning outcome in (an) appropriate mid-level course(s).</p>
<p>Objective:</p> <ul style="list-style-type: none"> Shift the students' thinking by engaging with sustainability from different perspectives in accounting and finance, rather than presenting one version of sustainability to them. Help students understand the economic and marketplace trends related to sustainability. Demonstrate that sustainable business strategies must ultimately yield profits. Integrate the teaching of sustainable development with finance and accounting courses.
<p>Actions:</p> <ul style="list-style-type: none"> Establish a working group to examine current best practices relating to sustainability pedagogy and curriculum at TRSM. Establish a working group to conduct analysis and present findings to SAF Curriculum Committee. Develop plan to implement curricular revisions relating to LO 8b.
<p>Timeline: Moderate 1 – 3 years</p>
<p>Responsibility for leading initiative: Program Chairs in consultation with the Associate Dean, Faculty and Academic</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Program Chairs, Associate dean, Faculty and Academic, and Ryerson Centre for Learning and Teaching.</p>

Progress Update: In the Accounting Department, we have brought forward to our faculty a suggestion of incorporating the idea of sustainability and EDI when writing cases, and when choosing the cases that are used for assignments and in discussions of different areas across the accounting curriculum. In particular, the Accounting department has a course called AFA615, Ethics in Accounting and it has sustainability issues imbedded in its course. As part of the TRSM action plan it is the goal of the school over the next 3 years to add sustainability and EDI topic coverage across 10% of its courses.

Recommendation # 8: Examine how to address Learning Outcome 9a (Entrepreneurial Orientation) at the reinforcement level in the curriculum.

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

Objective:

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

Actions:

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

Timeline: Moderate 1 – 3 years

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

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

Progress Update: The Entrepreneurship department has proposed a first-year course, ENT 101 Building an Entrepreneurial Mindset, that will be required for all SBM students. The new course will be primarily focused on developing students’ entrepreneurial and communication skills by using a flipped classroom format and utilizing the TedPack communities already built into the first-year experience of the program. The course will replace CMN 279, which is currently taught by the School of Professional Communication. The SAF is evaluating whether this course is a suitable option for its students and will continue discussions this term.

Recommendation #9: Examine how to address Learning Outcome 5b (Deliver Oral Presentations) at the reinforcement level in the curriculum.

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

Objective:

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

Actions:

- Establish a working group to examine current best practices relating to oral communication and curriculum at TRSM.
- Establish a working group to conduct analysis and present findings to SAF Curriculum Committee. Develop plan to implement curricular revisions relating to LO 5b.

Timeline: Moderate 1 – 3 years

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

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

Progress Update: Due to the ongoing pandemic and the Omicron variant that has disrupted our return to campus, the school has not made significant progress on this recommendation. Due to the fact that course delivery for the past two years has been primarily virtual, incorporating or expanding oral presentations as part of the course work would prove challenging for both instructors and students. Currently the undergraduate curriculum committee of TRSM is examining oral and written communication learning outcomes across all schools and departments. A communications subcommittee has been formed and has hosted two meetings thus far. To date subcommittee conversations have been focused on CMN courses offered at TRSM and future discussions will include how to better advance this learning outcome for all students. The School of Accounting and Finance is actively monitoring the progress of this committee work and look forward to recommendations that may be implemented in our own curriculum.

Recommendation #10: Entry into Year One of the School of Accounting and Finance should not exceed the recommended target set by the Office of Dean in consultation with the Chairs of both departments.

Rationale: Year one entry into the School of Accounting and Finance continues to grow year over year with the University routinely exceeding targets set by the Departments. Secondary school applications remain steady at approximately 4,000 applicants per year since 2015 and year one confirmations have grown from 289 admits in 2015 to 412 in 2019.

<p>Objective:</p> <ul style="list-style-type: none"> ● Personalize the teaching and learning experience. ● Deliver the learning outcomes that students and instructors aspire to. ● With fewer students, the instructor is more capable of ensuring students participate and engage with course material. ● Implement in-class group activities as an integral part of the learning environment.
<p>Actions:</p> <ul style="list-style-type: none"> ● Prepare admission targets proposal that align with faculty resources for consideration to the Office of the Dean.
<p>Timeline: High 0-9 months</p>
<p>Responsibility for leading initiative: Program Chairs in consultation with the Associate Dean, Faculty and Academic and Faculty Dean.</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean</p>
<p>Progress Update: Intake targets remain within the domain of the Office of the Dean to negotiate with the Registrar's Office. The school continues to raise concerns over the growing year one intake.</p>

<p>Recommendation #11: Reinforce the importance of research and scholarship in Accounting and Finance by emphasizing intellectual productivity and contributions in both hiring and faculty promotion processes, and through embedding research-focused activities with the classroom and departmental functions.</p>
<p>Rationale: In terms of meeting AACSB (Association to Advance Collegiate Schools of Business) qualification standards Finance handily meets two of the three research qualification thresholds outlined in AACSB standards. Although it technically meets the third criterion of having 10% or less of faculty resources classified as Other (10%), the department is at risk of breaching this important threshold.</p> <p>With respect to accounting, the faculty complement meets the overall AACSB criteria of having no more than 10% of faculty resources classified as Other (5%), but does not meet the 60% SA (Scholarly Academic), PA (Practice Academic), or SP (Scholarly Practitioner) threshold (41%), and is at risk of not meeting the 40% SA threshold (41%).</p>
<p>Objective:</p> <ul style="list-style-type: none"> ● Ensure AACSB faculty qualifications meet minimum standards for accreditation. ● Solve various difficult problems faced by organizations in modern society. ● Return research results to society and promote industry-academic-government research. ● Highlight various issues that are being prevalent in the discipline. ● Help students learn how to identify a problem and reach a possible solution or develop a point of view on a specific topic.
<p>Actions:</p> <ul style="list-style-type: none"> ● Increase collaboration with the Associate Dean, Research to make faculty aware of research support services and funding opportunities. ● Consider multi-disciplinary team of faculty members from both departments focused on a common theme and provides a mechanism for sharing research related resources. ● Hiring research active faculty with reduced teaching loads. ● Cultivating researchers from within SAF and expand mentoring opportunities
<p>Timeline: High 0-9 months</p>
<p>Responsibility for leading initiative: Program Chairs in consultation with the Associate Dean, Research and Faculty Dean.</p>

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

Progress Update: TRS (Ted Rogers School) is committed to sustaining recommended faculty thresholds in all disciplinary areas. To this end, since AACSB (Association to Advance Collegiate Schools of Business) re-accreditation in early 2017, TRS has hired 55 new tenure stream faculty of which six are tenure stream Accounting professors and three are Finance tenure stream professors. All new tenured and tenure-track hires in Accounting are Scholarly Academics (SA). Additionally, TRS has hired one additional tenure stream faculty in Accounting to begin July 1, 2022, and there is a commitment for an additional hire in Finance in 2022. Going forward, with retirements of tenured faculty expected to increase, TRS is committed to replacing all retirees with SA qualified faculty. The Accounting Department presently meets all AACSB qualification ratios, however the Finance department does not.

Summary of AACSB Faculty Qualifications in Accounting 2021

Department	SA	PA	SP	IP	Additional	Grand Total
ACC 2021	51%	-	-	49%	-	100%

Noteworthy, the Accounting department is now eligible for Tier 1 Post-Secondary Institution Funding from CPA Ontario (\$108,000/year for three years) and will establish its own research centre. Additionally, there has been increased investment in the library's collection, and electronic resources in the form of databases, indices, and other collections providing significant accounting and finance coverage. Including the purchase of CRSP/Compustat Merged (CCM) Database (quarterly distribution); Datastream, including ESG data; and I/B/E/S full package, including IBES Detail & Summary, IBES Global Aggregates, IBES Guidance, and IBES KPIs.

At the academic department/school level, all units exceed the 40% SA threshold and all, but Finance meet or exceed the 90% SA-PA-SP-IP threshold. At present, 14% of Finance faculty FTE are classified as Additional, amounting to three full-time faculty headcounts. Following a confirmed retirement, the percentage of faculty FTE classified as Additional in Finance will drop to 9.7%.

Summary of AACSB Faculty Qualifications in Finance 2021

Department	SA	PA	SP	IP	Additional	Grand Total
FIN 2021	67%	9%		10%	14%	100%

In addition to replacing unqualified faculty upon their retirement, the Dean is enacting the following strategies to address the qualification concerns in the Finance department:

- Prioritizing Finance department for the allocation of new tenure-track positions, including a new hire starting summer 2022
- Cross-appointing two qualified faculty from other departments both within and outside TRS who have expertise in Finance related areas
- Currently working with unqualified faculty to develop individual research productivity and/or professional engagement and currency plans. In addition to several identified avenues for potential intellectual contributions, preliminary discussions with faculty have identified 2 PRJs in submission, 2 conference papers, 1 case, 2 certifications, and 1 professional engagement activity amongst four of the faculty in Finance. Additional activities will be monitored and encouraged to support qualification in the next reporting period.

9.2 Proposed Recommendations – School of Accounting and Finance – Accounting Major

RECOMMENDATION AND IMPLEMENTATION PLAN Accounting Major Specific
Recommendation #1: The School of Accounting and Finance (SAF) should have a Course Coordinator for each course; one coordinator for each functional area (audit, tax, financial, managerial) to cover off CPA Competency Map compliance, material coordination, and subject matter continuity through the courses.
Rationale: Several courses in the program do not cover the same content and/ or are not assessed consistently in each section of the course. Students may not obtain the same technical and enabling competencies in the course leading to poor transitioning into the next level course/ professional career. A course co-ordinator should be one of the instructors of the course that approves the course outline, the mid-term and the final examination (with input from the other course instructors). The course outline should allow for academic freedom but not in the area of course content coverage and examinations.
Objective: <ul style="list-style-type: none"> ● Provide direction for the development, expansion, and administration of multi section courses. ● Better manage the growth, development, implementation, promotion, and administration of courses. ● Enhance cooperation with the Faculty to coordinate course development and design and facilitate student access to courses. ● Improve oversight and monitoring of courses throughout the instructional period by responding to student and faculty issues.
Actions: <ul style="list-style-type: none"> ● Communicate proposed change to the Accounting and Finance Departments. ● Formally vote on the proposed change at the Department level. ● Prepare a proposal and budget for consideration to the Office of the Dean.
Timeline: High 0-9 months
Responsibility for leading initiative: Program Chair in consultation with the Associate Dean, Faculty and Academic and Faculty Dean
Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Associate Dean, Faculty and Academic
Progress Update: The School of Accounting and Finance approved the hiring of course coordinators. The Accounting Department has diligently worked with the Accounting faculty in the previous academic year on a guideline on coordinators' responsibilities. This is to be used by faculty members and contract lecturers who teach the same course in the same term and the aim is to improve the quality of teaching in the Accounting program. The development of the guideline is to fulfill the first proposed recommendation for Accounting majors in the SAF Periodic Program Review. This fall (2021), SAF has formally assigned a course coordinator for AFA 200 and AFA 300. We will continue this approach for any other courses in the future as the need arises. A copy of the Accounting Department course coordinator responsibilities guidelines can be found in <i>Appendix X: Course Coordinator Responsibilities</i> .
Recommendation #2: Consider adding a laboratory (“lab”) session for more technically challenging courses (examples: AFA 100, AFA 300, AFA 400, AFA 500, AFA 716, AFA 717, and AFA 817).

Rationale: Students that are enrolled in courses that are technically challenging may find it useful to have an additional one-hour session led by a lab instructor (not the instructor of the course). In advance of the lab session, the students will be assigned problems from the textbook and will take up the problems in the lab session. The addition of lab sessions could also allow for in-class quizzes in applicable courses to be moved to the lab session. The addition of lab sessions will allow students to get a better grasp on the technical knowledge (be better prepared for class) and free up some teaching time in the classroom to address more complex concepts.

Objective:

- Personalize the teaching and learning experience.
- Deliver the learning outcomes that students and instructors aspire to.
- Allow students to practice and master class material.

Actions:

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

Timeline: High 0-9 months

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

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

Progress Update: In the Winter 2021 semester, the Accounting department offered lab sessions for AFA 200, AFA 300 and AFA 619. In this Fall 2021 semester, AFA 200 and AFA 300 have a lab session component. In the Winter 2022 semester, in addition to AFA 200 and AFA 619 for which the department will offer lab sessions, we may add a lab session to AFA 716 too. SAF is exploring to add a mandatory lab session that is focused on taxation for AFA 717 and AFA 817.

Recommendation #3: Intermediate and Advanced-level courses should have a classroom size capped at 40-50 students if sufficient resources are available.

Rationale: Many instructors noted that group work is a challenge in the classroom because of class size. In the intermediate and advanced-level courses, students should be working in groups to help develop skills required in their professional careers. Both students and instructors will benefit from a smaller class size.

Objective:

- Personalize the teaching and learning experience.
- Deliver the learning outcomes that students and instructors aspire to.
- With fewer students, the instructor is more capable of ensuring students participate and engage with course material.
- Implement in-class group activities as an integral part of the learning environment.
- Ensure class sizes are at disciplinary norms and comparable to accredited peer institutions.

Actions:

- Prepare a proposal and budget for consideration to the Office of the Dean.

Timeline: High 0-9 months
Responsibility for leading initiative: Program Chairs in consultation with the Associate Dean, Faculty and Academic and Faculty Dean.
Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
Progress Update: Year over year the number of overall sections taught in the Accounting Department remains consistent. However, ongoing increases in year one enrollment has driven student to faculty ratios to concerning levels. So, in order to decrease the class sizes in one section, we have to increase it in another. In order to maintain section sizes of 40-50 students, which the school believes pedagogically is the optimum section size, additional faculty hires are needed. The department continues to advocate for additional resources as the School of Accounting and Finance program at TRSM is the most applied to, per available spot. Some of our sections (AFA300, AFA400, and AFA500) will become Accounting major specific. As finance majors are offered alternative courses this may result in more manageable class sizes in these courses in particular. It is important, as well, that our RFA faculty are teaching the School specific (AFA) courses, and until now we have not had the full complement of faculty teaching.

Recommendation #4: Break-out rooms should be available to instructors to help facilitate group work during class time.
Rationale: To help facilitate group work in class, access to facilities with break-out rooms would be helpful. This would allow students to work in a contained and more private/quiet environment as the instructor moves from one room to the next to help facilitate the assignment. Examples of courses that could benefit from break-out rooms are courses that would benefit with the inclusion of in-class group work. These courses would be AFA 300, AFA 400, AFA 500, AFA 511, AFA 518, AFA 708, AFA 716, AFA 817, AFA 819, BUS 800, AFF 420, and AFF 713.
Objective: <ul style="list-style-type: none"> ● Personalize the teaching and learning experience. ● Deliver the learning outcomes that students and instructors aspire to. ● With fewer students, the instructor is more capable of ensuring students participate and engage with course material. ● Implement in-class group activities as an integral part of the learning environment.
Actions: <ul style="list-style-type: none"> ● Communicate proposed change to the Accounting and Finance Departments. ● Formally vote on the proposed change at the Department level. ● Prepare a proposal and budget for consideration to the Office of the Dean.

Timeline: Moderate 1 – 2 years
Responsibility for leading initiative: Program Chairs in consultation with the Associate Dean, Faculty and Academic and Faculty Dean.
Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
Progress Update: Due to the ongoing pandemic and the Omicron variant that has disrupted our return to campus, the School has not made significant progress on this recommendation. During the pandemic closure TRSM has undertaken considerable renovations within its building, these renovations include the creation of flexible/hotel workstation spaces that have freed up individual offices. We anticipate that further renovations may allow for more additional breakout rooms to be added for course delivery purposes. We will continue to work with our facilities manager to lobby for this space. Many instructors during the pandemic participated in zoom facilitation training offered by TRSM's IT department and became skilled at facilitating breakout room functionality to support team based learning and small group discussion.

<p>Recommendation #5: Computers should be used in the classroom and for examinations and other assessments. Computer labs should be available to instructors to allow students to write their examinations on a computer in a secure environment.</p>
<p>Rationale: Upon completion of the program (or during the program if the student is in co-op program) most students will find a job that requires them to use the computer to successfully complete their work. Students should be provided with the opportunity to use computers in class and on examinations to prepare them for their professional careers. Students should write their examinations in a computer lab on computers with no access to the Internet or programs except for what is required to complete the examination.</p>
<p>Objective:</p> <ul style="list-style-type: none"> ● Students can take multiple, short, reliable assessments administered throughout the span of the course. ● Deliver the learning outcomes that students and instructors aspire to. ● Allow instructors to instantly visualize student on an assessment to make real-time instructional changes based on assessment evidence. ● Allow for automated scoring of rubrics and ongoing assessment of learning outcomes. ● Reduce instructor reliance on multiple choice testing through the use of quiz-based video programs, video-notation tools etc. making assessments more engaging.
<p>Actions:</p> <ul style="list-style-type: none"> ● Communicate proposed change to the Accounting and Finance Departments. ● Prepare a proposal and budget for consideration to the Office of the Dean.
<p>Timeline: Moderate 1 – 2 years</p>
<p>Responsibility for leading initiative: Program Chairs in consultation with the Associate Dean, Faculty and Academic.</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Associate Dean, Faculty and Academic.</p>
<p>Progress Update: Due to the Pandemic and ongoing issues with the omicron variant, most courses went remote, therefore most testing was done on a laptop or home computer. As a result, we do feel that this initiative has been fulfilled. Also, during zoom classes, students are polled and at that time the faculty teaching the courses can give instant feedback. More recently the Associate Dean, Faculty and Academic, has advised school leaders that computer lab bookings for course-based instruction exceeds available lab space. We will continue to explore alternative options, such as AZURE.</p>

<p>Recommendation #6: Consider reintroducing AFA706 (Financial Accounting Theory) course to the program. This will be accommodated by reducing the number of Professionally Related electives from five to four.</p>
<p>Rationale: The Accounting Theory course would be an excellent finish to the program. The course would focus on critical thinking and communication while addressing more complex real-life issues referencing both IFRS and ASPE. The course would also have a group project and presentation component. This course would help develop enabling skills that will prepare students for CPA PEP as well as their professional careers.</p>
<p>Objective:</p> <ul style="list-style-type: none"> ● Meet designation body competency standards for enabling and technical competencies. ● Deliver the learning outcomes that students and instructors aspire to.

<p>Actions:</p> <ul style="list-style-type: none"> • Communicate proposed change to the Accounting and Finance Departments. • Formally vote on the proposed change at the Department level. • Pending approval may require consideration at the Undergraduate Curriculum Committee level and a formal vote on the proposed change at the Faculty Council (FC) level.
<p>Timeline: High 0 – 9 months</p>
<p>Responsibility for leading initiative: Program Chairs in consultation with the Associate Dean, Faculty and Academic.</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Appropriate Curriculum Committees</p>
<p>Progress Update: AFA 706 was reintroduced in the 2021-2022 academic year as a Year 4 required course for Accounting majors. This was accommodated by reducing the number of open electives from five to four. The course will focus on critical thinking and communication (CPA Enabling Competencies 4 & 7) while addressing more complex real-life issues, referencing both IFRS and ASPE. The course will also have a group project and presentation component. This will help develop students' enabling competencies, preparing them for CPA PEP as well as their professional careers.</p>

Recommendation #7: Faculty are supportive of keeping ITM102 in first year, to give students a grounding in IT. They were also in favour of the department investigating the creation of a specialized course that combines the necessary parts of ITM696 and ITM595 into a stand-alone course that would meet all of the CPA requirements and be delivered by the SAF.

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

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

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

Objective:

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

Actions:

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

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

Responsibility for leading initiative: Program Chairs in consultation with the Associate Dean, Faculty and Academic.
Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Appropriate Curriculum Committees
Progress Update: To address the new changes to the CPA Competency Map, the Accounting Department and TRSM Undergraduate Curriculum Committee approved the creation of a specialized course that combines the necessary parts of ITM 696 (Accounting Information Systems) and ITM 595 (Auditing of Information Systems) into a stand-alone course that meets all of the CPA requirements and will be delivered by instructors in SAF. This change comes also as a response to the updated CPA requirement for Data Analytic and Information Systems (DAIS) competencies. From this new course (course code to be determined), students will have met most of the pure information technology/information systems competencies in the CPA Canada Competency Map required for entry into CPA PEP. Also, the new RFA hired by the Accounting Department will be teaching the course starting in Fall 2022.

Recommendation #8: Add the Data Analytics and Information Systems (“DAIS”) CPA Canada financial reporting competencies to courses that are required for entry into the CPA Professional Education Program (PEP).
Rationale: CPA Ontario requires that post-secondary institutions with students that plan on entering the PEP add/ update DAIS competencies to the courses that are required for entry to PEP by September 2021. All the DAIS competencies can be added to one course, but it is recommended that it would best to add it to various courses so that students see the integration of technical knowledge and DAIS.
<p>Objective:</p> <ul style="list-style-type: none"> • Meet designation body competency standards for enabling and technical competencies • Deliver the learning outcomes that students and instructors aspire to. • The competencies relating to IT/IS that may not be addressed in the current courses are as follows: <ul style="list-style-type: none"> • Quality of Information for Decision-Making: <ul style="list-style-type: none"> • Dimensions of information quality – relevance, ease of use, integrity and timeliness • Types of data and their attributes (nature, sources, format, timing, extent and level of aggregation) • Professional skepticism re: data • Information quality and the impact of processing models • Data cleansing
<p>Actions:</p> <ul style="list-style-type: none"> • Communicate proposed change to the Accounting and Finance Departments • Formally vote on the proposed change at the Department level
Timeline: No later than September 2022 as required for accreditation purposes.
Responsibility for leading initiative: Program Chairs in consultation with the Associate Dean, Faculty and Academic.
Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Appropriate Curriculum Committees

Progress Update: Currently, CPA requires students to take ITM 102 + ITM 595 + ITM 696 (currently, these are taken as Open Electives). The School's Consultant has recommended combining the content of ITM 595 and ITM 696 into a single course (ITM 595 and ITM 696 will be retired). The Department of Accounting has developed a new course (AFA 620 Data Analytics and Information Systems) meeting this objective and will address specific CPA competencies relating to IT systems, e.g., auditing IT systems, security and access control. The course will be offered as an open elective; due to requisite structure, Accounting students can only take the course in 8th semester.

Note: The new course (AFA 620: Data Analytics and Information Systems) has been approved for inclusion in the 2022-2023 Ryerson University Calendar..

In addition to developing the new IT course, we have incorporated the Data Analytics topic in the CPA required courses as appropriate. Further, the financial and management accounting courses textbooks have already been updated for this purpose.

9.3 Proposed Recommendations – School of Accounting and Finance – Finance Major

RECOMMENDATION AND IMPLEMENTATION PLAN Finance Major Specific
Recommendation #1: Explore possible mixed majors concentrations in finance such as Corporate Financial Analysis or an Investment stream and provide clear pathways for finance students to pursue their goals.
Rationale: While Accounting majors have a clear goal to pursue CPAs, Finance students often feel lack of guidance after they choose finance as their major. If we can officially establish various finance concentrations and package finance professional electives accordingly, that would help finance students figure out what goals they would pursue and how to get there. This may promote greater interest in the Finance major which is currently experiencing a decreasing proportion of SAF enrolments.
Objective: <ul style="list-style-type: none"> ● Provide a program of high-quality finance education that enables graduates to become contributing members to the finance community and to provide graduates with a foundation upon which continued life-long learning can be built. ● Provide students with greater flexibility to choose between a program that has more breadth or a program that has more depth. ● Prepare graduates for global career opportunities in finance that are relevant and on trend.
Actions: <ul style="list-style-type: none"> ● Communicate proposed change to the Accounting and Finance Departments. ● Formally vote on the proposed change at the Department level. ● Pending approval may require consideration at the Undergraduate Curriculum Committee level and a formal vote on the proposed change at the Faculty Council (FC) level.
Timeline: Moderate 1 – 3 Years
Responsibility for leading initiative: Program Chairs in consultation with the Associate Dean, Faculty and Academic.
Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Appropriate Curriculum Committees

Progress Update: Due to several changes in the Chairship of the Finance department, progress on this recommendation has been delayed. Furthermore, this would be a topic for the broader School level Curriculum Committee and work is underway for the establishment of said committee.

Recommendation #2: Introduce a new Applied Investment Management course; FIN 65A/B – Applied Investment Management I (Analyst) and FIN 75A/B – Applied Investment Management II (Portfolio Manager) providing students with an investment management experience in an institutional setting.

Rationale: The mission of the TRSM Student-managed Investment Fund is to complement student in class knowledge with real-life learning in equity research, analysis, selection, and management through hands-on experience with a real-money portfolio. For each offering, Fall and Winter, or Spring/Summer, there will be at least one faculty member taking on the role of faculty supervisor.

Objective:

- Engage students in an experiential learning environment that bridges the gap between the academic theory of finance and industry practice.
- Prepare graduates for global career opportunities in finance that are relevant and on trend.
- Provide a platform for the brightest and most ambitious finance students with experience in all stages of the portfolio management process, from research and trading, to reporting and compliance, effectively preparing them for a career in global capital markets.
- Build partnerships with industry and Advisory Council volunteers to provide guidance and mentorship to students.

Actions:

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

Timeline: High 0 – 9 Months

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

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

Progress Update: Through hands-on experience with a real-money portfolio (\$500,000 Student Investment Fund provided by TRS), students in FIN65/75 learn about and practice portfolio management, asset allocation, governance and compliance. Students take on the role of Analysts and Portfolio Managers, updating holdings, providing research reports, and making investment decisions. This course was first offered in Fall 2020.
COMPLETE.

Recommendation #3: Introduce a new financial technology course FIN 699 (Introduction to FinTech and Machine Learning in Finance)

Rationale: Financial technology is at the forefront of economic development and is paving the way for tectonic shifts in long established orders. It is giving rise to rapid changes in the way we make, manage, interact with, and even define, money. This new course will provide students with a broad overview of the FinTech industry and lay the groundwork for students to analyze and identify opportunities in this emerging sector. This course is based around education through experiential learning, inquiry and case studies. The course will include collaborative group work and an individual presentation; both learning outcomes that require further reinforcement in the Department's mapping.

<p>Objective:</p> <ul style="list-style-type: none"> ● Engage students in an experiential learning environment that bridges the gap between the academic theory of finance and industry practice. ● Prepare graduates for global career opportunities in finance that are relevant and on trend. ● Ensure graduates are aware of how technology is transforming finance as fintech moves from an upstart movement into the mainstream. ● Address the global talent shortage within finance and grow the next generation of financial professionals who are well versed in technology and its potential and who will help propel the industry into the future.
<p>Actions:</p> <ul style="list-style-type: none"> ● Communicate proposed change to the Accounting and Finance Departments. ● Formally vote on the proposed change at the Department level. ● Pending approval may require consideration at the Undergraduate Curriculum Committee level and a formal vote on the proposed change at the Faculty Council (FC) level.
<p>Timeline: High 0 – 9 Months</p>
<p>Responsibility for leading initiative: Program Chairs in consultation with the Associate Dean, Faculty and Academic.</p>
<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Appropriate Curriculum Committees</p>
<p>Progress Update: This course serves as an introduction to the various topics in Financial Technology (FinTech). Rather than covering a single topic in detail, this course aims to provide a broad introduction to the different areas of FinTech. Topics to be covered include the current role of FinTech in financial services industry, blockchain and distributed ledgers from a technology perspective, the cryptocurrency market as an emerging asset class, and newly developed methods in financial decision making. The course was approved by the TRS UCC in Fall 2019 and first offered in Winter 2021. COMPLETE</p>

<p>Recommendation #5: AFF713 - Advanced Corporate Finance - Short cases should be included in class and in both the mid-term and final examinations.</p>
<p>Rationale: The undergraduate program does not provide students with many opportunities to develop their communication skills in the analysis and recommendations required by a finance business case study. The AFF 713 - Advanced Corporate Finance course was developed for students to develop case writing and analysis skills in finance. This intermediate-level course would be an ideal course to start developing the students' skills in finance case-writing, so they are better prepared for the more advanced finance course. Students need to develop their technical knowledge but in addition to their written communication skills. If the skill is taught in class, it should also be evaluated on the examinations, so students get feedback on their performance during a time-constrained task. The feedback should be in terms of comments (on the mid-term) and a grade (mid-term and final examinations).</p>
<p>Objective:</p> <ul style="list-style-type: none"> ● Meet designation body competency standards for enabling and technical competencies. ● Deliver the learning outcomes that students and instructors aspire to.
<p>Actions:</p> <ul style="list-style-type: none"> ● Communicate proposed change to the Accounting and Finance Departments. ● Formally vote on the proposed change at the Department level.
<p>Timeline: High 0 – 9 Months</p>

Responsibility for leading initiative: Program Chairs
Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Appropriate Curriculum Committees
<p>Progress Update: There has been no particular progress on this initiative. Students develop their case cutting (but not case writing) skills in the course. The time frame of the course will not allow for case writing, in addition to the other activities in the course.</p> <p>There are already cases used regularly in class. There are no particular plans to incorporate more cases into the course. There is still some discussion on the subject of using cases for examinations. This would require a great deal of resources and would require us to use TAGA (Teaching Assistant/Graduate Assistants) for exam grading. Topic coverage is sufficient to cover the competency areas without adding in cases at this time. This may be revisited as resources are made available.</p>
<p>Recommendation #6: Design one intermediate Accounting course, specifically for Finance Majors, and use that course as a substitute for the current three courses in the regimen. This recommendation has already been explored by the SAF and got so far as to be suggested but it has not yet been approved</p>
Rationale:
<p>Objective:</p> <ul style="list-style-type: none"> ● Provide a more balanced curriculum that currently is more heavily focused on Accounting in the early years of the program. ● Provide our Finance Majors with the right amount of Financial Accounting detail given their specific needs and give them space to further concentrate on their desired Finance area. ● Provide potential finance majors with a wider variety of elective course options.
<p>Actions:</p> <ul style="list-style-type: none"> ● Communicate proposed change to the Accounting and Finance Departments ● Formally vote on the proposed change at the Department level. ● Pending approval may require consideration at the Undergraduate Curriculum Committee level and a formal vote on the proposed change at the Faculty Council (FC) level.
Timeline: Moderate 1 – 2 Years
Responsibility for leading initiative: Program Chairs and Associate Dean, Faculty and Academic
Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Appropriate Curriculum Committees
<p>Progress Update: A curriculum change proposal brought forward by the finance department to the Accounting department to reduce the number of accounting courses a finance major has to take from five to three. This would result in an overall reduction of two intermediate accounting courses for finance students.</p> <p>The Finance department informed the Accounting department about the proposal in an email at the end of January 2021 and then followed up with the finance proposal outline at the beginning of April 2021. The proposal was collectively supported by the Accounting RFA faculty members.</p> <p>The exact curricular changes that will occur as a result of the implementation of the proposal as well as the draft course outline for the new intermediate course.</p> <p>Description of the Changes:</p>

- Maintain a common SAF curriculum up to and including the 3rd semester, including AFA100, AFA200, AFF210, and AFF310;
- Changing the semester that the SAF student would choose their major from the end of the 4th semester to the end of the 3rd semester;
- Require finance majors to take a stand-alone Intermediate Accounting course after the 3rd semester;
- Require accounting majors to complete the current version of AFA300, 400, and 500 starting the 4th semester, i.e. delaying each course by one semester.

This new proposal will require the Accounting department to move each of the existing Intermediate Accounting courses back one semester.

The Accounting department would continue to run AFA300, AFA400 and AFA500 without any modification to the content. In place of where AFA300 now sits, the third semester, a liberal studies course would be placed. And in place of the liberal studies course in the fourth semester, an Open Elective course will be put.

AFA300 would now be offered in the 4th semester, AFA400 would be offered in the 5th semester and AFA500 would be offered in the 6th semester. In the 6th semester one of the Open Electives would be removed.

It would impact the prerequisites for AFA511 and AFA708, however, both of the subject matter experts believe that the prerequisite change would not impact the knowledge requirements for the course in a negative way.

The curricular changes have been implemented for all SAF students admitted in the 2022/2023 academic year, and phased in, so the first cohort taking the new course AFA350 would be taking the course in 2023-2024.

COMPLETE

Recommendation # 7: Explore opportunities to identify and offer relevant paths of study within the curriculum. As such, the school will actively monitor course enrolment, student interests, and industry needs to identify potential paths within the accounting and finance curriculum that align with career fields and specialized topics.

Rationale: Many prospective students consider the SAF program specifically due to CPA career aspirations. Current and prospective students may benefit from clearer suggestions about how courses relate to each other and to prospective career paths.

Objective:

- To outline paths through the SAF curriculum that relate to specific career interests. This may include special notation in the Undergraduate Course Calendar to show clusters of courses for specific streams/pathways.
- Provide a point of reference that may be useful in marketing to prospective students and advising current students.
- Explore the opportunity to develop a concentration in a field of finance with growing student interest and employer demand (e.g., Fintech, Blockchain etc.).

Actions:

- Review curriculum clusters with career paths during faculty meeting.
- Conduct iterative research with students, alumni and employers in an ongoing basis about the positioning of these paths and currency/relevance with industry.
- Identify potential for one additional area of concentration within the finance major.

Timeline: Moderate 1 - 3 years

Responsibility for leading initiative: Program Chairs

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

Progress Update: The finance department continues to engage in discussions on how to best grow the program major enrollments by highlighting certain finance areas such as: corporate and personal finance, portfolio management, fintech, etc. The department will be reviewing university planning office data to determine trends and opportunities to advance this priority. In addition, the annual dean's survey released February 2022 will provide insightful information from finance majors about their career aspirations and program satisfaction and suggestions for program improvement.

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

ASC Members:

Robyn Parr, Registrar

Donna Bell, Secretary of Senate

Kelly MacKay, Chair and Vice-Provost Academic

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

Jason Lisi, Director, Curriculum Quality Assurance

Andrea Migone, Faculty of Arts, Politics and Public Administration

Andrew Hunter, Faculty of Arts, Philosophy

Christopher Gibbs, The Creative School, Creative Industries

Abhay Sharma, The Creative School, Graphic Communications Management

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

Diane Pirner, Faculty of Community Services, Nursing

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

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

Hilary Evans Cameron, Lincoln Alexander School of Law, Law

Vadim Bostan, Faculty of Science, Chemistry and Biology

Gagan Gupta, Faculty of Science, Chemistry and Biology

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

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

John Papadopoulos, Library

Linda Koehli, Chang School of Continuing Education

Kimberly Carter, Chang School of Continuing Education

Zaima Aurony, Student

Ambika Nicky Jaipersaud, Student



**Academic Governance and Policy Committee (AGPC)
Report #W2022-4 to Senate**

Academic Governance and Policy Committee Report – J. Simpson

1. Provost's Update
2. Revised IQAP Policies (Policy 110: Institutional Quality Assurance Process, Policy 112: Development of New Graduate and Undergraduate Programs, Policy 126: Periodic Program review of Graduate and Undergraduate, Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs) (K. MacKay)
3. Revised Policy 2: Undergraduate Curriculum Structure (K. MacKay)
4. Revised Policy 159: Academic Accommodation of Students with Disabilities (K. MacKay & J. McMillen)
5. New Policy 172: Student Names (R. Parr)

Respectfully submitted,

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

On behalf of the Committee:

- K. MacKay, Vice-Provost, Academic
- J. McMillen, Vice-Provost, Students
- R. Parr, Interim Registrar
- D. Bell, Secretary of Senate
- T. Duever, Dean, Faculty of Engineering & Architectural Science
- D. Checkland, Faculty Senator, Faculty of Arts
- R. Ott, Faculty Senator, Faculty of Communication & Design
- E. Ignagni, Faculty Senator, Faculty of Community Services
- R. Ravindran, Faculty Senator, Faculty of Engineering and Architectural Science
- S. Sabatinos, Faculty Senator, Faculty of Science
- C. Searcy, Vice Provost & Dean, Yeates School of Graduate Studies
- A. McWilliams, Senate Chairs' Representative
- S. Rakhmayil, Faculty Senator, Ted Rogers School of Management
- A. M. Brinsmead, Program Director, G. Raymond Chang School of Continuing Education
- A. S. Ali, Undergraduate Student Senator
- H. S. Makawi, Undergraduate Student Senator
- H. Brahmhatt, Yeates School of Graduate Studies Student Senator

RYERSON UNIVERSITY POLICY OF SENATE

INSTITUTIONAL QUALITY ASSURANCE PROCESS

Policy Number: 110

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

Policy Approval Date: TBD

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

Responsible Committee or Office: Provost and Vice-President Academic

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

The University's IQAP includes the following policies:

Policy 110: Institutional Quality Assurance Process

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs Policy

127: Curriculum Modifications: Graduate and Undergraduate Programs

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

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

1. PURPOSE

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

2. SCOPE

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

[Intra-institutional steps that apply to the creation, review, and modification of microcredentials are detailed in Senate Policy 76 – Development & Review of Certificate Programs \(title under review\).](#)

3. DEFINITIONS

See also Appendix 3 - Glossary

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

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

3.1. Cyclical Audit

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

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

3.2. Dean of Record

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

3.3. Designated Academic Unit

Faculty groups that comprise faculty from a single School/Department, from several Schools and/or Departments within a Faculty, from Schools/Departments from different Faculties, from other internal Ryerson units, or from collaborative structures involving other post-secondary institutions.

3.4. Final Assessment Report (FAR)

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

3.5. Focused Audit

A close examination of a specific aspect of an institution's quality assurance processes and practices that have not met the standards/requirements set out by the Quality Council in the QAF or in the institution's IQAP. A Focused Audit does not replace a Cyclical Audit.

3.6. Letter of Intent

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

3.7. Program

For the purpose of the IQAP, "program" refers to the credential(s)³ under review, including undergraduate degree, graduate degree, professional master's degree, or graduate diploma.

4. EXTERNAL AUTHORITY AND RESPONSIBILITY

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

- 4.1.1. Has ultimate authority for the approval of Ryerson University's IQAP and any subsequent revisions.
- 4.1.2. Reviews and approves proposals for all new undergraduate and graduate programs.
- 4.1.3. Reviews undergraduate and graduate periodic program review FARs and major modifications.

³ Only those credentials that fall within the jurisdiction of the Quality Assurance Framework of Quality Council.

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

5. INTERNAL AUTHORITY AND RESPONSIBILITY

5.1. Ryerson University Board of Governors

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

5.2. Senate

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

5.3. Standing Committees and Governance Council of Senate

- 5.3.1. **Academic Governance and Policy Committee (AGPC):** A Standing Committee of Senate that proposes, oversees, and periodically reviews Senate policies and University procedures regarding any matter within the purview of Senate.

5.3.2. **Academic Standards Committee (ASC)**⁴: A Standing Committee of Senate that assesses and provides recommendations to Senate for approval of new undergraduate program proposals, undergraduate periodic program reviews, minor curriculum modifications (Category 3), and major curriculum modifications to undergraduate programs.

5.3.3. **Yeates School of Graduate Studies Council (YSGS Council)**: A Governance Council of Senate that assesses and provides recommendations to Senate for approval of new graduate program proposals, graduate periodic program reviews, and major curriculum modifications to graduate programs.

5.3.3.1. **YSGS Programs and Planning Committee (PPC)**: Assesses and makes recommendations to YSGS Council on new graduate program proposals, graduate periodic program reviews, and major curriculum modifications to graduate programs.

5.4. Provost and Vice-President Academic

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

5.4.2. Authorizes new program Letters of Intent, development of new program proposals, and the commencement, implementation and budget of new programs.

5.4.3. Following Senate approval, reports to the Board of Governors (i) new program proposals for review of their financial viability; and (ii) outcomes of periodic program reviews.

5.4.4. Should there be a disagreement between Faculty Deans or Dean of Record or between a Faculty Dean and a Department/School or Faculty Council, where appropriate, the Provost and Vice-President Academic will decide how to proceed.

5.4.5. Submits Senate approved new program proposals, including a brief commentary on the qualifications of external reviewers, to the Quality Council for approval.

5.4.6. Serves as the primary (key) contact for communication between the University and Quality Council. Reports to the Quality Council, as required. This responsibility may be delegated to the Vice-Provost Academic.

5.4.7. Approves any budget allocations related to academic programs.

5.4.8. Is responsible for the University's participation in the Quality Council cyclical audit process⁵.

⁴ ASC assesses Chang School certificate proposals, revisions, and reviews within the parameters of Ryerson Senate Policy 76.

⁵ Information about the Quality Council cyclical audit process is available at: <https://oucqa.ca/framework/6-audit-protocol/>

5.5. Deputy Provost and Vice-Provost University Planning

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

5.6. Vice-Provost Academic

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

- 5.6.6. Implements the Quality Council Audit process, as outlined in the Quality Assurance Framework, including the institutional self-study.
- 5.6.7. Oversees the undergraduate requirements of the Cyclical Audit, including the briefing with the Secretariat and an Audit Team member approximately one-year prior to a scheduled Cyclical Audit. Ensures active and willing participation in a Focused Audit, should one be required.
- 5.6.8. Posts the Executive Summary of new undergraduate and graduate programs and the Final Assessment Report of undergraduate and graduate periodic program reviews on the Ryerson University Curriculum Quality Assurance website with links to the Senate website and the Provost and Vice-President Academic's website.
- 5.6.9. Posts the approved Audit Report, the university's Follow-up Response Report, and the auditors' report on the scope and adequacy of the university's response, as well as any Focused Audit Reports, if required, on the Ryerson University Curriculum Quality Assurance website with links to the Provost and Vice-President Academic's website.

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

- 5.7.1. Submits new graduate program Letters of Intent to the Provost and Vice-President Academic; submits new graduate program proposals to the YSGS Council for approval to recommend to Senate; submits to Senate a brief of the new graduate program proposal and YSGS Council's recommendation for approval; and, in collaboration with relevant offices, supports new program development, implementation and monitoring.
- 5.7.2. Maintains periodic program review schedules for graduate programs; communicates, advises, and monitors the periodic program review process; gives permission for a peer review team site visit following the YSGS Programs and Planning Committee's (PPC) assessment of the graduate periodic program review self-study and appendices for completeness, and submits graduate periodic program reviews and subsequent follow-up reports to the YSGS PPC, followed by the YSGS Council. Submits to Senate a graduate periodic program review FAR and the YSGS Council's recommendations; submits periodic program review follow-up reports to Senate, for information.
- 5.7.3. Advises graduate programs on curriculum modifications and has final authority, where necessary, to determine if a modification to a graduate program is considered minor, major or a new program; submits minor curriculum modification proposals to the Programs and Planning Committee for review; submits major curriculum modification proposals to the Programs and Planning Committee followed by the YSGS Council for approval to recommend to Senate, followed by submission to Senate.

- 5.7.4. Submits to Senate the YSGS Council's recommendations regarding new graduate programs, periodic program reviews for graduate programs, Category 3 minor curriculum modifications (for information), and major curriculum modifications.
- 5.7.5. Resolves disputes between Faculty Deans or Dean of Record or between a Faculty Dean or Dean of Record and a Department/School/Faculty Council with respect to graduate curriculum modifications.
- 5.7.6. Appoints arms-length Peer Review Teams for graduate programs, as appropriate, in consultation with the Faculty Dean or Dean of Record.
- 5.7.7. Responds to the Peer Review Team Report as well as to the Program Response and the Faculty Dean's Response to the Peer Review Team Report for new graduate degree program proposals and for periodic program reviews of graduate programs, as applicable.
- 5.7.8. In collaboration with the Vice-Provost Academic, implements the Quality Council Audit process, as outlined in the Quality Assurance Framework, including the institutional self-study.
- 5.7.9. Oversees the graduate requirements of the Quality Council cyclical audit process, as outlined in the Quality Assurance Framework, including the briefing with the Secretariat and an Audit Team member approximately one-year prior to a scheduled Cyclical Audit. Ensures active and willing participation in a Focused Audit, should one be required.

5.8. Faculty Dean or Dean of Record

- 5.8.1. Submits Letters of Intent for new program proposals to the Vice-Provost Academic or the Vice-Provost and Dean, YSGS, as appropriate.
- 5.8.2. Submits full new program proposals to the Vice-Provost Academic or the Vice-Provost and Dean of the YSGS, as appropriate, and, in collaboration with relevant offices, supports new program development and implementation.
- 5.8.3. Reviews an undergraduate periodic program review self-study and appendices prior to submission to Department/School/Faculty Council(s) and endorses following Council endorsement.
- 5.8.4. Endorses a periodic program review self-study and appendices of graduate programs in consultation with the Vice-Provost and Dean, YSGS.
- 5.8.5. Appoints Peer Review Teams for undergraduate programs.
- 5.8.6. Provides consultation to the Vice-Provost and Dean, YSGS regarding the appointment of Peer Review Teams for graduate programs, where applicable.

- 5.8.7. Reviews mandated Follow-up Reports to ensure progress with the recommendations from ASC or YSGS Council. If it is believed that there has not been sufficient progress, an additional update and course of action by a specified date may be required.
- 5.8.8. Endorses minor modifications (Category 2 and Category 3) and major modifications to undergraduate programs.
- 5.8.9. Endorses minor modifications (Category 2 and Category 3) and major modifications to graduate programs, in consultation with the Vice-Provost and Dean, YSGS.
- 5.8.10. Resolves disputes between a Department/School/Program Council and Faculty Council, if applicable, and Chair/ Director with respect to curriculum modification, as required.
- 5.8.11. Responds to reports of the periodic program review and/or new program Peer Review Team and subsequent program responses, as applicable.

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

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

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

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

6. REVIEW OF IQAP POLICIES AND PROCEDURES

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

APPENDIX 1: DEGREE LEVEL EXPECTATIONS FOR UNDERGRADUATE PROGRAMS

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

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

APPENDIX 2: DEGREE LEVEL EXPECTATIONS FOR GRADUATE PROGRAMS

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

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

APPENDIX 3: GLOSSARY

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

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

	<p>appointed to an interdisciplinary academic unit – for example, an Institute of American Studies – that provides the anchor for the specialization).</p> <ul style="list-style-type: none"> • Appropriate administrative and academic oversight/governance to ensure requirements associated with the specialization are being met.
Combined Programs	<p>A program of study that combines two existing degree programs of different types. The combination may, for example, consist of two existing graduate programs, or a graduate and an undergraduate program. In most cases, the combination will involve at least one professionally oriented program. As students normally pursue one degree program at a time, and if two qualifications are sought, the degree programs would best be pursued consecutively. However, there are cases where the combination of two programs may be advantageous from a student's point of view.</p> <p>If a combined program is proposed, there must be a demonstration that it provides such advantages to students through time efficiency, benefits to scholarship, professional development, or other considerations. Students must be made fully aware of the requirements and the schedule for completion of both programs, before embarking upon the combined degree.</p>
Degree	<p>An academic credential awarded on successful completion of a prescribed set and sequence of requirements at a specified standard of performance consistent with the OCAV's Degree Level Expectations and the university's own expression of those Expectations (see Appendix 1 and Appendix 2) and achievement of the degree's associated learning outcomes.</p>
Degree Level Expectations (DLEs)	<p>Academic standards that identify the knowledge and skill outcome competencies that reflect progressive levels of intellectual and creative development (See Appendix 1 and Appendix 2). Degree Level Expectations may be expressed in subject-specific or in generic terms. Graduates at specified degree levels (e.g. BA, MSc, PhD) are expected to demonstrate these competencies. DLEs have been established by the Ontario Council of Academic Vice-Presidents and serve as Ontario universities' academic standards.</p>
Degree Program	<p>The complete set and sequence of courses, combination of courses and/or other units of study, research and practice prescribed by the University for the fulfillment of the requirements for each particular degree.</p>
Desk Audit	<p>The process associated with the Audit Team's auditing of documents that have been submitted for a university's audit, as required as a preliminary step of the Cyclical Audit. A desk audit is one part of the process to determine an institution's compliance with its own IQAP and/or the Quality Assurance Framework.</p>
Desk Review	<p>A review of a New Program Proposal or Self-study conducted by</p>

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

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

	outcomes, and/or human and other resources associated with a degree program or program of specialization, as defined by Ryerson Senate Policy 127.
Micro-credentials	A designation of achievement of a coherent set of skills and knowledge, specified by a statement of purpose, learning outcomes, and strong evidence of need by industry, employers, and/or the community. They have fewer requirements and are of shorter duration than a qualification and focus on learning outcomes that are distinct from diploma/degree programs. While requiring recognition in the IQAP, proposals for the introduction or modification of a micro-credential do not require reference to the Quality Council unless they are part of a New Program.
Mode of Delivery	The means or medium used in delivering a program (e.g., lecture format, distance, online, synchronous/asynchronous, problem-based, compressed part-time, multi-campus, inter- institutional collaboration or other non-standard forms of delivery).
New Program	Any degree credential (e.g., BMus, Bachelor of Integrated Studies) or degree program (within an existing degree credential), or graduate diploma program, currently approved by Senate, which has not been previously approved for Ryerson University by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied. A change of name, only, does not constitute a new program; nor does the inclusion of a new program of specialization where another with the same designation already exists (e.g., a new honours program where a major with the same designation already exists). A new program has substantially different program objectives, program requirements and substantially different program-level learning outcomes from those of any existing approved programs offered by the institution.
Professional Master's Program	Typically, a professional master's degree is a terminal degree that does not lead to entry into a doctoral program. Such programs are designed to help students to prepare for a career in specific fields, such as occupational therapy, physical therapy, finance or business, among others. A professional master's degree often puts a great deal of focus on real-world application, with many requiring students to complete internships or projects in their field of study before graduation. In contrast, a research master's degree provides experience in research and scholarship, and may be either the final degree or a step toward entry into a doctoral program.
Program-Level Student Learning Outcomes	Clear and concise statements that describe what successful students should have achieved and the knowledge, skills, and abilities that they should have acquired by the end of the program, however an institution defines 'program' in its IQAP. Program-level student learning outcomes emphasize the application and integration of knowledge – both in the context of the program and more broadly –

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

RYERSON UNIVERSITY POLICY OF SENATE

DEVELOPMENT OF NEW GRADUATE AND UNDERGRADUATE PROGRAMS

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

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

Policy 110: Institutional Quality Assurance Process

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

Together, the policies that constitute the IQAP serve to promote a culture of continuous improvement, striving to achieve the highest possible standards of academic quality.

1. PURPOSE

This policy governs the creation of new programs at the undergraduate and graduate levels that require Quality Council approval. Expedited Approvals (when appropriate) are included under Policy 112.

2. SCOPE

This policy includes all undergraduate and graduate programs, both full and part-time, type 2 and type 3 graduate diplomas, offered solely by Ryerson or in partnership with any other post-secondary institutions.

3. DEFINITIONS

A New Program is defined as any degree credential, degree program, or graduate diploma program, currently approved by Ryerson's Senate, which has not been previously approved for Ryerson University by the Quality Council, its predecessors, or any intra-institutional approval processes that previously applied. A change of name, only, does not constitute a new program;

nor does the addition of a new program of specialization where another with the same designation already exists (e.g., a new honours program where a major with the same designation already exists). A new program has substantially different program objectives, program requirements and program-level learning outcomes from those of any existing approved programs offered by the institution.

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

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

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

4. EXTERNAL AUTHORITY AND RESPONSIBILITY

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

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

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

5. INTERNAL AUTHORITY AND RESPONSIBILITY

5.1. Ryerson University Board of Governors

Approves new program proposals based on financial viability.

5.2. Senate

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

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

5.3. Standing Committees and Governance Council of Senate

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

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

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

5.4. Provost and Vice-President Academic

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

5.5. Deputy Provost and Vice-Provost University Planning

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

5.6. Vice-Provost Academic

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

development, implementation and monitoring.

- 5.6.7. Posts an Executive Summary of new undergraduate and graduate programs on the Ryerson University Curriculum Quality Assurance website with links to the Senate website and the Provost and Vice-President Academic's website.
- 5.6.8. Develops a manual that details the process and supports the preparation of new undergraduate degree program proposals.

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

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

5.8. Faculty Dean or Dean of Record¹

- 5.8.1. Submits Letters of Intent for new program proposals to the Vice-Provost Academic or to the Vice-Provost and Dean, YSGS, as appropriate.
- 5.8.2. Submits new program proposals to the Vice-Provost Academic or to the Vice-Provost and Dean, YSGS, as appropriate.

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

- 5.8.3. In collaboration with the relevant offices, supports new program development and implementation.
- 5.8.4. Appoints PRTs for undergraduate programs.
- 5.8.5. Provides consultation to the Vice-Provost and Dean, YSGS regarding the appointment of PRTs for graduate programs.
- 5.8.6. Responds to the PRT Report as well as to the designated academic unit's response to the PRT Report for undergraduate and graduate programs.

5.9. Designated Academic Unit

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

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

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

6. IMPLEMENTATION

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

7. MONITORING

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

monitoring report and its outcomes will be incorporated into the program's first periodic program review.

8. REVIEW OF IQAP POLICIES AND PROCEDURES

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

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

PROCEDURES

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

[Templates for Undergraduate and Graduate Letters of Intent and New Program Proposals are provided in the new Program Proposal Guidelines documents found on the University's Curriculum Development website:](https://www.ryerson.ca/curriculumquality/curriculum-development/)

[\(https://www.ryerson.ca/curriculumquality/curriculum-development/\)](https://www.ryerson.ca/curriculumquality/curriculum-development/)

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

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

1. LETTER OF INTENT

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

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

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

1.1. LETTER OF INTENT CONTENT

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

Basic information

- 1.1.1. Name and brief description of the proposed program, the proposed degree

² Refer to Senate Policy 110 for definition

designation(s), identification of the designated academic unit, and the program governance structure; and

- 1.1.2. Discussion of the overlap between, and/or integration of, the program with other existing or planned programs at Ryerson.

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

1.1.3. Program Objectives

1.1.3.1. A clear set of program objectives;

1.1.3.2. Appropriateness of degree nomenclature given the program's objectives; and

1.1.3.3. Consistency of the program objectives with the University's mission and academic plan.

1.1.4. Societal Need

1.1.4.1. Evidence of societal need and labour market demand;

1.1.4.2. Evidence of student demand; and

1.1.4.3. Comparison of the proposed program with the most similar programs in Ontario or beyond and indicating that the proposed program differs from others in one or more significant ways. If there are significant similarities between the proposed program and existing programs, a case for duplication should be made.

1.1.5. Program Requirements

1.1.5.1. Presentation of the program curriculum in a clear table format;

1.1.5.2. Appropriateness of the program's structure and the requirements to meet its objectives and program-level learning outcomes;

1.1.5.3. Appropriateness of the program's structure, requirements, and program-level learning outcomes in meeting the institution's undergraduate or graduate Degree Level Expectations;

1.1.5.4. Discussion of how an EDI/anti-racism lens has been applied in the development of the program;

1.1.5.5. Appropriateness of the proposed mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes;

1.1.5.6. For graduate programs, a clear rationale for program length that ensures that students can complete the program-level learning outcomes and requirements within the proposed time;

- 1.1.5.7. For undergraduate programs, a rationale for any deviations from the program balance requirements outlined in Ryerson Senate Policy #2.

1.1.6. Admission Requirements

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

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

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

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

1.1.8. Appendices

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

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

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

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

1.3. AUTHORIZATION TO PROCEED

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

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

2. NEW PROGRAM PROPOSAL

2.1. Full New Program Proposal

2.1.1. Letter of Intent

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

2.1.2. Program Requirements

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

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

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

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

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

2.1.3. Assessment of teaching and learning

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

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

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

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

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

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

Resources for graduate programs only

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

2.1.5. Quality and other indicators

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

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

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

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

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

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

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

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

2.1.8. Preliminary External Review for Graduate Programs

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

3. ENDORSEMENT AND REVIEW OF NEW PROGRAM PROPOSAL

3.1. Faculty Dean or Dean of Record Endorsement

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

3.2. Departmental/School/Faculty Council Endorsement

3.2.1. The full proposal for a new undergraduate or graduate program will be presented to the relevant Departmental/School/Program Council(s) and Faculty Councils, where appropriate, for review and endorsement. The appropriate Council(s) will

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

be determined in accordance with Senate policies. Where such a Council does not exist, the Faculty Dean or Dean of Record shall establish an appropriate committee, comprising members of related Department/School/Program Councils and Faculty Councils, where appropriate.

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

3.3. Undergraduate Review for Completeness

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

3.4. Graduate Review for Completeness

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

4. PEER REVIEW

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

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

4.1. SELECTION OF PEER REVIEW TEAM (PRT) MEMBERS

- 4.1.1. All members of the PRT will be at arm's length⁵ from the program under review. The Dean of Record or Vice-Provost and Dean YSGS, as appropriate, is responsible for verifying members of the PRT meet this criterion.
- 4.1.2. The external and internal reviewers will be active and respected in their field, and normally associate or full professors with program management experience, including an appreciation of pedagogy and learning outcomes.
- 4.1.3. If graduate and undergraduate reviews are done simultaneously, the Faculty Dean or Dean of Record, and the Vice-Provost Academic and the Vice-Provost

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

and Dean, YSGS may authorize a combined PRT, if appropriate. However, separate PRT reports are required.

4.1.4. PRT for Undergraduate New Program Proposals

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

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

4.1.5. PRT for Graduate New Program Proposals

The PRT for graduate new program proposals will consist of:

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

for all other proposed master's programs.

4.2. APPOINTMENT OF PEER REVIEW TEAM (PRT) MEMBERS

4.2.1. Undergraduate

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

4.2.2. Graduate

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

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

The general mandate of the PRT is to evaluate and report in writing on the academic quality of the proposed program and the capacity of the designated academic unit to deliver it in an appropriate manner. The report of the PRT will evaluate the new proposed program, and make explicit recommendations on any essential or otherwise desirable modifications to the proposed program. The evaluation will be based against the following criteria (Note: PRT members will be provided with a template for guidance in completing their report):

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

4.3.9. Acknowledge any clearly innovative aspects of the proposed program together with recommendations on any essential or otherwise desirable modifications to it.

4.3.10. Any additional assessment of the New Program Proposal as a whole or related issues, as appropriate.

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

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

4.5. THE PEER REVIEW TEAM (PRT) SITE VISIT

The PRT will be provided with:

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

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

4.5.3. Undergraduate

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

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

4.5.4. Graduate

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

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

4.6. PEER REVIEW TEAM (PRT) REPORT

4.6.1. Undergraduate

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

4.6.2. Graduate

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

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

5.1. DESIGNATED ACADEMIC UNIT'S RESPONSE

5.1.1. Undergraduate and Graduate

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

5.2. FACULTY DEAN OR DEAN OF RECORD'S RESPONSE

5.2.1. Undergraduate

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

5.2.1.1.1. the recommendations of the PRT;

5.2.1.1.2. the designated academic unit's response to the PRT Report; and

- 5.2.1.1.3. any changes in organization, policy or governance required to meet the recommendations.
- 5.2.1.1.4. If the new program proposal is revised following, or as a result of, the PRT's Report, the original and the revised documents must be resubmitted through the Faculty Dean or Dean of Record to the Vice-Provost Academic.
- 5.2.1.1.5. If the Faculty Dean or Dean of Record and the Vice-Provost Academic believe that this document differs substantially from the original, it must be resubmitted to the Department/School/Program Council(s) and Faculty Councils, where appropriate, for further endorsement before providing decanal endorsement.

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

5.3.1. Graduate

- 5.3.1.1. Within four weeks of receipt of the designated academic unit's response, a written response to the PRT Report must be provided by the Faculty Dean or Dean of Record and by the Vice-Provost and Dean, YSGS. The Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS will each provide a response to the following:
 - 5.3.1.1.1. the recommendations of the PRT;
 - 5.3.1.1.2. the designated academic unit's response to the PRT Report;
 - 5.3.1.1.3. any changes in organization, policy or governance required to meet the recommendations; and
 - 5.3.1.1.4. the Vice-Provost and Dean, YSGS will also provide a response to the Faculty Dean or Dean of Record's Response.
- 5.3.1.2. If the new program proposal is revised following, or as a result of, the PRT's Report, the original and the revised documents must be resubmitted through the Faculty Dean or Dean of Record to the Vice-Provost and Dean, YSGS.
- 5.3.1.3. If the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS believe that this document differs substantially from the original, it must be resubmitted to the Department/School/Program Council(s) for further endorsement before providing decanal endorsement.

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

6.1. Undergraduate

- 6.1.1. The designated academic unit submits to the Vice-Provost Academic the new program proposal, with any revisions, together with the PRT Report, the responses to the PRT Report by the designated academic unit and by the Faculty Dean or Dean of Record, and the associated documentation (see Section 2.2.7). The Vice-Provost Academic will submit the full new program proposal to the ASC.
- 6.1.2. The ASC will assess the proposal for academic quality and societal need and make one of the following recommendations:
 - 6.1.2.1. that the new program proposal be recommended for approval by Senate, with or without qualification;
 - 6.1.2.2. that the new program proposal be returned to the designated academic unit for further revision; or
 - 6.1.2.3. that the new program proposal not be recommended for approval by Senate.

6.2. Graduate

- 6.2.1. The designated academic unit submits to the YSGS, for submission to the PPC, the new program proposal, with any revisions, together with the PRT Report, the responses to the PRT Report by the Designated Academic Unit, the Faculty Dean or Dean of Record, and the Vice-Provost and Dean, YSGS, and the associated documentation (see Section 2.2.7). The PPC will make one the following recommendations:
 - 6.2.1.1. that the new program proposal be sent to the YSGS Council with or without qualification; or
 - 6.2.1.2. that the new program proposal be returned to the designated academic unit for further revision.
- 6.2.2. Upon recommendation by the PPC, the Vice-Provost and Dean, YSGS will submit the new program proposal, to the YSGS Council.
- 6.2.3. The YSGS Council will assess the proposal for academic quality and societal need and make one of the following recommendations:
 - 6.2.3.1. that the new program proposal be recommended for approval by Senate, with or without qualification;
 - 6.2.3.2. that the new program proposal be returned to the designated academic unit for further revision; or

6.2.3.3. that the new program proposal not be recommended for approval by Senate.

7. SENATE APPROVAL

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

8. QUALITY COUNCIL APPROVAL

8.1. Once approved by Senate, the new program proposal, together with all required reports and documents, including a brief commentary on the qualifications of external reviewers, as outlined in the Ontario Universities Council on Quality Assurance Framework, will be submitted to the Quality Council for appraisal and approval as per the process outlined in the Quality Assurance Framework⁶. In the event that the university disagrees with the Appraisal Committee's recommendation, the University can opt to appeal as per the procedures under 2.7.2 of the Quality Assurance Framework.

9. PRESENTATION TO THE BOARD OF GOVERNORS

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

10. PUBLIC ANNOUNCEMENT OF NEW PROGRAMS

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

11. PROGRAM IMPLEMENTATION

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

12. MONITORING

No later than the end of the fourth academic year after a new program has commenced, an interim report from the academic unit will be filed with the Office of the Vice Provost Academic (for undergraduate programs) or the Office of the Vice-Provost and Dean, YSGS

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

(for graduate programs) for submission to Senate. The report will carefully evaluate the program's success in realizing its objectives, requirements and outcomes, as originally proposed and approved; summarizing student registrations compared to projections; student retention; the status of issues raised in the implementation plan; any changes that have occurred in the interim; any challenges faced by the program together with how these challenges are being addressed; and, a response to any note(s) issued from the Quality Council's Appraisal Committee at the time of the program's approval. The interim monitoring report and its outcomes will be incorporated into the program's first periodic program review.

13. PERIODIC PROGRAM REVIEW

All new undergraduate and graduate degree programs, and graduate diploma programs will be reviewed no more than eight years after implementation and in accordance with Ryerson University Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs. Note that new undergraduate and/or graduate programs that have been approved within the period since the conduct of the previous Audit are eligible for selection for the university's next Cyclical Audit.

APPENDIX A

Choosing Arm's Length Reviewers

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

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

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

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

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

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

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

ADDITIONAL ADVICE FOR CHOOSING EXTERNAL REVIEWERS

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

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

RYERSON UNIVERSITY POLICY OF SENATE

PERIODIC PROGRAM REVIEW OF GRADUATE AND UNDERGRADUATE PROGRAMS

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

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

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

Policy 110: Institutional Quality Assurance Process

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

[Together, the policies that constitute the IQAP serve to promote a culture of continuous improvement, striving to achieve the highest possible standards of academic quality.](#)

1. PURPOSE

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

2. SCOPE

This policy includes all undergraduate and graduate programs¹, both full and part-time, offered solely by Ryerson or in partnership with any other post-secondary institutions, [including multi-disciplinary and interdisciplinary programs, offered across all modes of delivery](#). Programs offered jointly with other post-secondary institutions will be subject to the periodic program review policies of all the institutions. Programs which have been closed or for which admission has been suspended are out of scope for a PPR.

3. DEFINITIONS

3.1. Refer to Policy 110 for definitions related to this policy.

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

4. EXTERNAL AUTHORITY AND RESPONSIBILITY

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

4.1.1. The Quality Council reviews PPR Final Assessment Reports (FARs) on an annual basis.

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

5. INTERNAL AUTHORITY AND RESPONSIBILITY

5.1. Senate

5.1.1. Senate has the final authority for the approval of PPRs of all Ryerson programs.

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

5.2. Standing Committees and Governance Council of Senate

5.2.1. **Academic Standards Committee (ASC):** A Standing Committee of Senate that assesses and provides recommendations to Senate for approval of undergraduate PPRs and assesses PPR follow-up reports as an information item for Senate. An additional update and course of action by a specified date may be requested of the program if ASC believes that

¹ [For the purpose of the IQAP, program refers to the credential\(s\) under review, including undergraduate degree, graduate degree, professional master's degree, or graduate diploma.](#)

there has not been sufficient progress.

5.2.2. **Yeates School of Graduate Studies Council (YSGSC):** A Governance Council of Senate that assesses and provides recommendations to Senate for approval of graduate program PPRs, and assesses PPR follow-up reports as an information item for Senate. An additional update and course of action by a specified date may be requested of the program if the YSGSC believes that there has not been sufficient progress.

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

5.3. Provost and Vice-President Academic

5.3.1. Following Senate approval, reports the outcomes of a PPR to the Board of Governors.

5.3.2. Submits FARs, including Implementation Plans and Executive Summaries, for all undergraduate and graduate PPRs to Quality Council annually, as per Quality Council's required process.

5.3.3. Is responsible for the University's participation in the Quality Council cyclical audit process.

5.4. Deputy Provost and Vice-Provost University Planning

5.4.1. Provides institutional data for PPRs.

5.5. Vice-Provost Academic

5.5.1. Has authority for PPRs of all undergraduate degree programs.

5.5.2. Is responsible for the undergraduate PPR schedule, for informing programs in written format of their forthcoming review, including the specific program or programs that will be reviewed and identifying, where there is more than one mode or site involved in delivering a specific program, the distinct versions of each program that are to be reviewed.

~~5.5.2.~~5.5.3. Is responsible for providing an orientation to PPR.

~~5.5.3.~~5.5.4. Is responsible for advising and monitoring throughout the PPR process.

~~5.5.4.~~5.5.5. Assesses PPR self-studies and appendices for completeness and determines if there are any issues prior to submission to a Peer Review Team (PRT).

~~5.5.5.5.5.6.~~ Forwards complete PPRs to the ASC for their review and recommendation for approval to Senate.

~~5.5.6.5.5.7.~~ Ensures that there is a FAR, Implementation Plan, and Executive Summary for each PPR.

~~5.5.7.5.5.8.~~ Submits an undergraduate program FAR, including recommendations from ASC, for assessment and approval by Senate.

~~5.5.8.5.5.9.~~ Forwards mandated follow-up reports to the ASC for their information, assessment, and report to Senate, then forwards to Senate for information.

~~5.5.9.5.5.10.~~ Develops a manual that details the process and supports the preparation of the PPR of undergraduate degree programs.

5.6. Vice-Provost and Dean, YSGS

5.6.1. Has authority for PPRs of all graduate programs.

5.6.2. Is responsible for the graduate PPR schedule, for informing graduate programs in written format of their forthcoming review, including the specific program or programs that will be reviewed and identifying, where there is more than one mode or site involved in delivering a specific program, the distinct versions of each program that are to be reviewed.

~~5.6.2.5.6.3.~~ Is responsible for providing an orientation to PPR.

5.6.4. Is responsible for advising and monitoring throughout the PPR process.

~~5.6.3.5.6.5.~~ Appoints Peer Review Teams (PRT) for graduate programs.

~~5.6.4.5.6.6.~~ Responds to the PRT Report as well as to the Program Response and the Faculty Dean's Response to the PRT Report for graduate programs.

~~5.6.5.5.6.7.~~ Ensures that there is a FAR, Implementation Plan, and Executive Summary for each graduate PPR.

~~5.6.6.5.6.8.~~ Submits graduate program FARs, including recommendations, to Senate for assessment and approval.

~~5.6.7.5.6.9.~~ Forwards mandated follow-up reports to YSGSC for its information, assessment, and report to Senate, then forwards to Senate for information.

~~5.6.8.5.6.10.~~ Develops a manual that details the process and supports the preparation of the PPR of graduate degree programs.

5.7. Faculty Dean or Dean of Record²³

- 5.7.1. Reviews the undergraduate PPR self-study and appendices prior to submission to Department/School/Program/Faculty Council(s) and endorses the self-study and appendices following Council endorsement.
- 5.7.2. Appoints Peer Review Teams (PRT) for undergraduate programs.
- 5.7.3. Provides consultation to the Vice-Provost and Dean, YSGS regarding the appointment of PRTs for graduate programs.
- 5.7.4. Receives the PRT report for initial review. Where appropriate, requests further input or clarification from the PRT if the PRT Report does not address the requirements as outlined in the IQAP . Distributes to the program for response.
- 5.7.5. Responds to the PRT Report as well as to the Program Response to the PRT Report for undergraduate and graduate programs.
- 5.7.6. For undergraduate programs, reviews mandated follow-up reports to ensure progress with the recommendations from ASC and ensures that the implementation plan is effectively accomplished in a timely manner. If it is believed that there has not been sufficient progress, an additional update and course of action by a specified date may be required.
- 5.7.7. For graduate programs, reviews mandated follow-up reports to ensure that the implementation plan is effectively accomplished in a timely manner. If it is believed that there has not been sufficient progress, an additional update and course of action by a specified date may be required.

5.8. Chair/Director

5.8.1. Undergraduate Chair/Director of Department/School

- 5.8.1.1. Oversees the preparation of the undergraduate program self-study and appendices within the appropriate timelines.
- 5.8.1.2. Actively engages faculty, staff and students in the periodic program review process, [and ensures their views are considered during the process of completing the self-study.](#)
- 5.8.1.3. Presents a completed PPR self-study and appendices to the Faculty Dean or Dean of Record for initial review prior to presentation to Department/School/Program and/or Faculty Councils, as appropriate.
- 5.8.1.4. Prepares a response to the PRT Report.

² The Dean of Record for interdisciplinary graduate programs that cross faculty lines is the Vice-Provost and Dean, YSGS (Policy 45).

³ See Ryerson Senate Policy 110 for definition.

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

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

5.8.2. Graduate Program Director

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

5.8.2.2. Actively engages Chairs/Directors, faculty, staff and students in the periodic program review process, [and ensures their views are considered during the process of completing the self-study.](#)

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

5.8.2.4. Prepares a response to the PRT Report.

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

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

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

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

6. REVIEW OF IQAP POLICY AND PROCEDURES

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

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

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

1. THE SELF-STUDY REPORT

The self-study has descriptive, explanatory, evaluative and formative functions. It provides an opportunity for programs to assess academic quality and societal need, and plan for continuous improvement. It is essential that the self-study is reflective, self-critical, analytical, forward looking, and that it actively involves faculty, students, and staff in the process.

The self-study clearly identifies which program(s) is/are the subject of review, includes a description of how the self-study was written (i.e. the process), and explains how input was received from faculty, staff and students. The Director, Curriculum Quality Assurance and the YSGS Associate Dean, Programs, as appropriate, will advise programs throughout the review process on matters of content and format and to ensure that policy requirements are met.

Views of employers and/or professional associations incorporated into the self-study process will be solicited via methods deemed relevant and meaningful by the program and made available to the PRT committee. Some examples include surveys, interviews, or focus groups.

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

1.1. Program Objectives

1.1.1. *Consistency of the program's objectives with the University's mission and academic plans;*

1.1.2. Program addresses societal need.

1.2. Program requirements

1.2.1. *Appropriateness of the program's structure and the requirements to meet its*

objectives and the program-level learning outcomes;

- 1.2.2. *Appropriateness of the program's structure, requirements and program-level learning outcomes in meeting the institution's undergraduate or graduate Degree Level Expectations;*
- 1.2.3. Discussion of the way(s) in which an EDI/anti-racism lens has been applied to the program;
- 1.2.4. Evidence of any significant innovation or creativity in the content and/or delivery of the program, including experiential learning opportunities;
- 1.2.5. *Appropriateness and effectiveness of the mode(s) of delivery to facilitate students' successful completion of the program-level learning outcomes; and*
- 1.2.6. *Ways in which the curriculum reflects the current state of the discipline or area of study.*

For Graduate Programs only:

- 1.2.7. *Clear rationale for program length that ensures students can complete the program-level learning outcomes and requirements within the time required;*
- 1.2.8. *Evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate level courses; and*
- 1.2.9. *For research-focused graduate programs, clear indication of the nature and suitability of the major research requirements for degree completion.*

1.3. Assessment of teaching and learning

- 1.3.1. *Appropriateness and effectiveness of the methods for assessing student achievement of the program-level learning outcomes and degree level expectations;*
- 1.3.2. *Appropriateness and effectiveness of the plans to monitor and assess:*
 - i) The overall quality of the program;*
 - ii) Whether the program is achieving in practice its proposed objectives;*
 - iii) Whether its students are achieving the program-level learning outcomes;*
 - iv) How the resulting information will be documented and subsequently used to inform continuous program improvement; and*
- 1.3.3. Grading, academic continuance, and graduation requirements, if variant from Ryerson's graduate or undergraduate policies.

1.4. Admission requirements

- 1.4.1. *Admission requirements are appropriately aligned with the program objectives and program-level learning outcomes; and*
- 1.4.2. *Alternative requirements, if applicable, for admission into a graduate, second-entry or undergraduate program, such as minimum grade point average, additional languages or portfolios, and how the program recognizes prior work or learning experience.*

1.5. Resources

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

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

1.5.5-1.5.6. *Identify areas that the program's faculty, staff and/or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change*

For Graduate Programs only:

1.5.6-1.5.7. *Evidence that faculty have the recent research or professional/clinical expertise needed to foster an appropriate intellectual climate, sustain the program, and promote innovation;*

1.5.7-1.5.8. *Where appropriate to the program, evidence that financial assistance for students is sufficient to ensure adequate quality and numbers of students; and*

~~4.5.8.~~ 1.5.9. *Evidence of how supervisory loads are distributed, in light of qualifications and appointment status of the faculty.*

1.6. Quality and other indicators

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

1.7. Quality Enhancement

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

1.8. Appendices

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

- 1.8.5. Appendix V: Summary of the self-study completion process, together with documentation of approvals and related communications⁴.

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

2. PROTOCOL FOR CONCURRENT UNDERGRADUATE AND GRADUATE PERIODIC PROGRAM REVIEWS

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

3. PROTOCOL FOR JOINT PROGRAMS

- 3.1. The self-study clearly identifies which program(s) is/are the subject of review, and explains how input was received from faculty, staff and students at each partner institution. There will be a single self-study, initiated by the Vice-Provost Academic (for undergraduate joint programs) or by the Vice-Provost and Dean, YSGS (for graduate joint programs), in consultation with the partner institution.
- 3.2. Selection of the reviewers involves participation by each partner institution.
 - 3.2.1. Where applicable, selection of the internal reviewer requires joint input
 - 3.2.2. The selection of the peer reviewer could include one internal to represent all partners; and
 - 3.2.3. The selection could give preference to an internal reviewer who is from another joint program, preferably with the same partner institution.
- 3.3. The site visit involves all partner institutions and preferably at all sites.
 - 3.3.1. Reviewers consult faculty, staff and students at each partner institution, preferably in person.
- 3.4. Feedback on the reviewers' report is solicited from participating units at each partner institution, including the Deans or Dean of Record.
- 3.5. Preparation of a FAR, including Implementation Plan and Executive Summary,

⁴ Reviews, endorsements, approvals and related communications must be documented and retained at every stage of the PPR process. The documentation (1.11.5. Appendix V) accompanies the complete PPR that is submitted to the ASC or YSGS Council (Section 9.0)

requires input from each partner.

- 3.5.1. There is one FAR, including Implementation Plan and Executive Summary, that is subject to the appropriate governance processes at each partner institution;
- 3.5.2. The FAR, including Implementation Plan and Executive Summary is posted on the university website of each partner;
- 3.5.3. Partner institutions agree on an appropriate monitoring process for the Implementation Plan; and
- 3.5.4. The FAR, including Implementation Plan and Executive Summary should be submitted to the Quality Council by all partners.

4. PROTOCOL FOR INTERDISCIPLINARY AND MULTIDISCIPLINARY PROGRAMS

- 4.1. For multidisciplinary and interdisciplinary programs, the Faculty Dean of Record will oversee the periodic program review.
- 4.2. The self-study clearly explains how input was received from faculty, staff and students of the program. There will be a single self-study and site visit.

5. PROTOCOL FOR ACCREDITED PROGRAMS

- 5.1. With approval of the Vice-Provost Academic or the Vice-Provost and Dean, YSGS, as applicable, PPRs may be coordinated with any professional accreditation review; however, a self-study and appendices ([with all the evaluation criteria listed in Section 1](#)), separate from an accreditation review, are required.
- [5.2.](#) In the case of accredited programs, at their discretion, the Vice-Provost Academic or the Vice-Provost and Dean, YSGS, as applicable, may require a separate Peer Review Team when the accrediting body's assessment does not fully cover all the areas required by the University's PPR process. The Peer Review Team Report must be a separate document from the Accreditation PRT Report.

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

6.1. Initial review by Faculty Dean or Dean of Record

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

6.2. Department/School/Program Council; Faculty Council

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

6.3. Program Advisory Council (for Undergraduate Programs)

- 6.3.1. Consultation with the [Program Advisory Council \(PAC\), established in accordance with Senate Policy 158](#), is an integral part of the review process. The timing and nature of the PAC consultations can vary depending on the program and its specific requirements. In some instances, it may be advantageous to seek input from the PAC earlier in the process and incorporate the feedback into the self-study report. In other cases, the Faculty Dean or Dean of Record may present the endorsed self-study report and its appendices, along with any qualifications or limitations, to the Program Advisory Council (PAC) for its review and comments. In all instances, a record will be kept of the date(s), minutes, and members attending the meeting(s). A response to the comments of the PAC may be included in the Peer Review Team (PRT) Report (see Section 7.6) and/or the responses to the PRT Report (see Section 8).

6.4. Faculty Dean or Dean of Record

- 6.4.1. Following endorsement of the self-study and appendices by the Department/School/Program Council and Faculty Council, as appropriate, and a review by the PAC (for undergraduate programs), the Faculty Dean or Dean of Record will endorse the self-study and appendices for preliminary submission to the Vice-Provost Academic for undergraduate PPRs, or to the Vice-Provost and Dean, YSGS for graduate PPRs.

6.5. Vice-Provost Academic

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

6.6. YSGS Programs and Planning Committee (PPC)

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

7. PEER REVIEW

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

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

7.1. SELECTION OF PEER REVIEW TEAM (PRT) MEMBERS

- 7.1.1. All members of the PRT will be at arm's length⁵ from the program under review. [The Dean of Record or Vice-Provost and Dean YSGS, as appropriate, is responsible for verifying members of the PRT meet this criterion.](#)
- 7.1.2. The external and internal reviewers will be active and respected in their field, and normally associate or full professors with program management experience, including an appreciation of pedagogy and learning outcomes.
- [7.1.3.](#) If graduate and undergraduate program reviews are done concurrently, the Faculty Dean or Dean of Record, and the Vice-Provost Academic and the Vice-Provost and Dean, YSGS may authorize a combined PRT, if appropriate. However, separate PRT reports are required.

[7.1.3-7.1.4.](#) **PRT for Undergraduate Periodic Program Reviews**

The PRT for undergraduate program reviews will consist of:

[7.1.3.1-7.1.4.1.](#) Two external reviewers qualified by discipline and experience to review the program(s); and

[7.1.3.2-7.1.4.2.](#) The option of one further internal reviewer from within the university, but from outside the discipline (or interdisciplinary group). Internal reviewers are not members of the program under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.

[7.1.3.3-7.1.4.3.](#) The PRT composition is the same for undergraduate programs taught in collaboration with colleges or institutions outside of Ontario. In a joint program with other Ontario universities, unless one internal reviewer is agreed upon by all participating institutions, if applicable, one internal reviewer will be appointed from each participating institution.

⁵ See Appendix [I](#) for information on arm's length selection of PRT members.

~~7.1.3.4.~~7.1.4.4. External review of undergraduate periodic program reviews will normally be conducted on-site, but may be conducted by desk review, virtual site visit or an equivalent method if the external reviewers are satisfied that the off-site option is acceptable. The Provost (or designate) will also provide a clear justification for the decision to use these alternatives.

~~7.1.4.~~7.1.5. **PRT for Graduate Periodic Program Reviews**

The PRT for graduate program reviews will consist of:

~~7.1.4.1.~~7.1.5.1. Two external reviewers qualified by discipline and experience to review the program(s); and

~~7.1.4.2.~~7.1.5.2. One further external reviewer, or an internal reviewer from within the university, but from outside the discipline (or interdisciplinary group). Internal reviewers are not members of the program under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.

~~7.1.4.3.~~7.1.5.3. The PRT composition is the same for graduate programs taught in collaboration with colleges or institutions outside of Ontario. In a joint program with other Ontario universities, unless one internal reviewer is agreed upon by all participating institutions, if applicable, one internal reviewer will be appointed from each participating institution.

7.1.5.4. External review of a doctoral program must incorporate an on-site visit.

~~7.1.4.4.~~7.1.5.5. Certain master's programs (e.g., professional master's programs, fully online) may be conducted by desk review, virtual site visit or an equivalent method if both the Provost (or designate) and external reviewers are satisfied that the off-site option is acceptable. An on-site visit is required for all other master's programs.

~~7.1.5.~~7.1.6. **PRT for Concurrent Periodic Program Reviews**

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

~~7.1.5.1.~~7.1.6.1. Two external reviewers qualified by discipline and experience to review the programs; and

~~7.1.5.2.~~7.1.6.2. One further external reviewer, or an internal reviewer from within the university, but from outside the discipline (or interdisciplinary

group). Internal reviewers are not members of the program under review. Internal reviewers will provide external reviewers with an institutional perspective on related policies and processes.

7.2. APPOINTMENT OF PEER REVIEW TEAM (PRT) MEMBERS

7.2.1. Undergraduate

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

7.2.2. Graduate

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

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

The general mandate of the PRT is to evaluate and report in writing on the academic quality of the program and the capacity of the School or Department to deliver it in an appropriate manner. Recommendations on significant resource issues, such as faculty complement and/or space requirements, that are within the purview of the

university's budgetary decision-making processes, must be tied directly to issues of program quality or sustainability.

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

7.3.1. commentary on the substance of the self-study as outlined in Section 1 above;

~~7.3.1.~~7.3.2. identification and commendation of the program's notably strong and creative attributes;

~~7.3.2.~~7.3.3. description of the program's strengths, areas for improvement, and opportunities for enhancement;

~~7.3.3.~~7.3.4. commentary about the way(s) in which an EDI/anti-racism lens has been applied to the program;

~~7.3.4.~~7.3.5. evidence of any significant innovation or creativity in the content and/or delivery of the program relative to other such programs;

~~7.3.5.~~7.3.6. at least three recommendations for specific steps to be taken that will lead to the continuous improvement of the program, distinguishing between those the program can itself take and those that require external action; and

~~7.3.6.~~7.3.7. if appropriate, identify the distinctive attributes of each discrete program documented in the self-study, where more than one program/program level, program mode, and/or program location has been simultaneously reviewed.

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

7.4.1. Undergraduate

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

7.4.2. Graduate

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

communication will remind the PRT of the confidentiality of the documents presented and all aspects of the review process.

7.5. THE PEER REVIEW TEAM (PRT) SITE VISIT

7.5.1. The PRT will be provided with:

7.5.1.1. Access to program administrators, staff, and faculty (including representatives from joint or collaborative Ontario institutions), administrators of related departments and librarians, and students (including representatives from joint or collaborative Ontario institutions), as appropriate. [Access can be via group discussions, one-on-one meetings, tours, or other methods deemed relevant by the program, and as indicated in the PRT site visit agenda.](#)

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

7.5.2. Undergraduate

7.5.2.1. At the opening of the site visit the Vice-Provost Academic will review the PRT mandate, [outline the role and obligations of the PRT](#), the format for the PRT Report as outlined in the template guidelines, and the timeline for completion of the PRT report. [Recognition of the university's autonomy to determine resource priorities will also be clearly indicated.](#)

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

7.5.3. Graduate

7.5.3.1. At the opening of the site visit the Vice-Provost and Dean, YSGS will [review the PRT mandate, outline the role and obligations of the PRT, the format for the PRT Report as outlined in the template guidelines, and the timeline for completion of the PRT report. Recognition of the university's autonomy to determine resource priorities will also be clearly indicated.](#)

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

7.5.4. Concurrent

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

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

7.6. PEER REVIEW TEAM (PRT) REPORT

7.6.1. Undergraduate

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

7.6.2. Graduate

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

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

8.1. PROGRAM RESPONSE

8.1.1. Undergraduate

- 8.1.1.1. Within four weeks of receipt of the PRT Report, the program will submit a written response to the PRT Report to the Faculty Dean or Dean [of](#) Record. The written response [will include](#):

- Comments, corrections and/or clarifications of items raised in the

PRT Report;

- [An implementation plan that identifies and prioritizes recommendations. The implementation plan should take into consideration the recommendations from the PRT as well as the self study. A template for the Implementation Plan is provided in the undergraduate PPR manual; and](#)
- [Where relevant, an](#) explanation of why recommendations of the PRT will not be acted upon.

8.1.2. Graduate

[8.1.2.1.](#) Within four weeks of receipt of the PRT Report, the program will submit a written response to the PRT Report to the Vice-Provost and Dean, YSGS and to the Faculty Dean. The written response [will include](#):

- Comments, corrections and/or clarifications of items raised in the PRT Report;
- [An implementation plan that identifies and prioritizes recommendations. The implementation plan should take into consideration the recommendations from the PRT as well as the self study. A template for the implementation plan is provided in the graduate PPR manual; and](#)
- [Where relevant, an](#) explanation of why recommendations of the PRT will not be acted upon.

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

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

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

- A proposed timeline for the implementation of any of those recommendations.

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

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

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

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

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

9. ASSESSMENT AND RECOMMENDATIONS BY ASC OR YSGS COUNCIL

9.1. ACADEMIC STANDARDS COMMITTEE (ASC)

- 9.1.1. For undergraduate programs, the PPR, which includes the Self-Study Report and Appendices (Section 1), with revisions if required, the PRT Report, the Program Response, and the Faculty Dean or Dean of Record's Response is submitted to the Vice-Provost Academic for submission to the ASC for assessment.
- 9.1.2. The ASC will then make one of the following recommendations:
 - 9.1.2.1. Senate approve the PPR, with a mandated follow-up report(s).
 - 9.1.2.2. Senate approve the PPR with conditions, as specified, and with a mandated follow-up report(s).
 - 9.1.2.3. The PPR be referred to the Faculty Dean or Dean of Record for further action in response to specified weaknesses and/or deficiencies.
 - 9.1.2.4. The PPR, as submitted, be rejected.

9.2. YEATES SCHOOL OF GRADUATE STUDIES (YSGS)

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

9.2.2.3. The PPR be referred to the Faculty Dean or Dean of Record for further action in response to specified weaknesses and/or deficiencies.

9.2.2.4. The PPR, as submitted, be rejected.

10. FINAL ASSESSMENT REPORT (FAR)

10.1. For undergraduate programs, the Office of the Vice-Provost Academic, or for graduate programs, the Office of the Vice-Provost and Dean, YSGS will prepare for Senate a Final Assessment Report (FAR)⁶ which provides an institutional synthesis of the peer review team report and strategies for continuous improvement. The FAR:

10.1.1. identifies significant strengths of the program;

10.1.2. identifies opportunities for further program improvement and enhancement with a view towards continuous improvement;

10.1.3. lists all recommendations of the external reviewers and the associated separate internal responses and assessments from the unit and from the Dean(s);

10.1.4. explains why any external reviewers' recommendations not selected for further action in the Implementation Plan have not been prioritized;

10.1.5. includes any additional recommendations that the unit, the Dean(s) and/or the university may have identified as requiring action as a result of the program's review;

10.1.6. identifies who will be responsible for approving the recommendations set out in the FAR.

10.2. The FAR must include an executive summary suitable for posting on the university website, excluding any confidential information; and

10.3. The FAR must also include [the Implementation Plan as per Sections 8.1.1.1 \(undergraduate\) and 8.1.2.1 \(graduate\)](#) that identifies and prioritizes program recommendations for implementation, who will be responsible for providing resources needed to address the recommendations, as well as who will be acting on those recommendations, and timelines for acting on and monitoring the implementation of those recommendations.

⁶ See Ryerson Senate Policy 110 for a definition

11. SENATE APPROVAL

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

12. FOLLOW-UP REPORT

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

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

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

13. DISTRIBUTION REQUIREMENTS

- 13.1. Under the direction of the Vice-Provost Academic and the Vice-Provost and Dean, YSGS, the Office of the Vice-Provost Academic shall publish the Executive Summary, the FAR (excluding any confidential information), and the action of Senate for each approved PPR on Ryerson University's Curriculum Quality Assurance website with links to the Senate website and the Provost and Vice-

President Academic's website, all of which are publicly-accessible.

- 13.2. Complete PPR documentation, respecting the provisions of FIPPA, will be made available through the Office of the Vice-Provost Academic and Office of the Vice-Provost and Dean, YSGS.
- 13.3. The approved FAR, Executive Summary and Implementation Plan (excluding any confidential information) will be provided to the program Department/School to act on, as appropriate.
- 13.4. The Provost and Vice-President Academic will submit annually the FARs (excluding any confidential information) of all approved PPRs to the Ontario Universities Council on Quality Assurance (Quality Council), as per the required process.
- 13.5. The Provost and Vice-President Academic is responsible for the presentation of the PPR Executive Summary and its associated implementation plan to the Board of Governors for its information.

14. SELECTION FOR CYCLICAL AUDIT

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

APPENDIX I

Choosing Arm's Length Reviewers

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

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

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

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

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

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

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

ADDITIONAL ADVICE FOR CHOOSING EXTERNAL REVIEWERS

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

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

**RYERSON
UNIVERSITY
POLICY OF SENATE**

CURRICULUM MODIFICATIONS: GRADUATE AND UNDERGRADUATE PROGRAMS

Policy Number:	127
Previous Approval Dates:	May 3, 2011; November 4, 2014; March 6, 2018, June 11, 2019
Current Policy Approval Date:	<u>TBD</u>
Next Policy Review Date:	May 2022 (or sooner at the request of the Provost and Vice President Academic or Senate)
Responsible Committee or Office:	Provost and Vice-President Academic

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

Policy 110: Institutional Quality Assurance Process

Policy 112: Development of New Graduate and Undergraduate Programs

Policy 126: Periodic Program Review of Graduate and Undergraduate Programs

Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs

Together, the policies that constitute the IQAP serve to promote a culture of continuous improvement, striving to achieve the highest possible standards of academic quality.

1. PURPOSE

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

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

2. SCOPE

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

3. DEFINITIONS

3.1. Major Modifications¹: A significant change² in the core program requirements, intended learning outcomes, and/or human and other resources associated with a degree program or program of specialization. Examples of such changes include, but are not limited to, one or more of the following: requirements that differ significantly from those existing at the time of the previous periodic program review; significant changes to program-level learning outcomes that do not, however, meet the threshold of a new program; significant changes to the faculty engaged in delivering the program and/or to the essential resources, such as where there have been changes in mode(s) of delivery; change in program name and/or degree nomenclature, when this results in a change in learning outcomes; and/or addition of a single new field to an existing graduate program. Additional examples of Major Modifications are provided in Appendix A of this policy. Expedited approvals³ by the Quality Council for Major Modifications and new or substantially modified graduate Fields within an existing program are only required at the request of the university, and are not normally subject to the Cyclical Audit process.

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

3.2.1. Category 1 Minor Modifications – e.g. changes in course description, title or requisites; alteration to the number of course hours.

3.2.2. Category 2 Minor Modifications – e.g. repositioning of a course in a curriculum; adding or deleting a required course; changes in course weight; change in mode of a single course delivery; small changes to courses in a Minor.

3.2.3. Category 3 Minor Modifications – e.g. change in admission policy; variation in policy for grading, graduation or academic standing; substantial changes to a Minor; minor changes to existing graduate Fields.

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

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

² For an explanation of significant change, see Appendix A.

³ Refer to Ryerson University Senate Policy 110, [Appendix 3](#) for definition.

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

4. EXTERNAL AUTHORITY AND RESPONSIBILITY

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

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

5. INTERNAL AUTHORITY AND RESPONSIBILITY

5.1. Senate

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

5.2. Standing Committees and Governance Council of Senate

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

- 5.2.3. **YSGS Programs and Planning Committee (PPC):** Assesses and makes recommendations to YSGS Council on Major Modifications and Category 3 Minor Modifications to graduate programs.

5.3. Provost and Vice-President Academic

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

5.4. Deputy Provost and Vice-Provost University Planning

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

5.5. Vice-Provost Academic

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

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

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

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

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

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

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

6. REVIEW OF POLICY AND PROCEDURES

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

6.2. Procedures related to this policy will be developed and reviewed annually by the Vice- Provost Academic, the Vice-Provost and Dean, YSGS, and the Registrar's Office. These procedures will incorporate the process for undergraduate and graduate calendar changes.

POLICY 127: CURRICULUM MODIFICATIONS FOR GRADUATE AND UNDERGRADUATE PROGRAMS

PROCEDURES: UNDERGRADUATE PROGRAMS

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

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

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

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

1. MINOR MODIFICATIONS

1.1. CATEGORY 1 MINOR MODIFICATIONS

1.1.1. **Description:** Category 1 Minor Modifications include:

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

1.1.2. **Consultation:** Undergraduate Calendar Publications, as needed

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

1.2. CATEGORY 2 MINOR MODIFICATIONS

1.2.1. **Description:** Category 2 Minor Modifications include:

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

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

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

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

1.2.3. **Required Endorsements and Approvals:**

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

1.3. CATEGORY 3 MINOR MODIFICATIONS⁴

1.3.1. **Description:** Category 3 Minor Modifications include:

⁴ Although the ASC may not yet have reviewed the curriculum changes, course change forms must be completed and filed with Undergraduate Calendar Publications by the deadline date published in the [annual memo](#) sent out by the Vice-Provost Academic.

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

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

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

1.3.3. **Required Endorsements and Approvals:**

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

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

- the existing and the proposed curriculum modification, showing the revisions

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

2. MAJOR MODIFICATIONS

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

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

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

2.2. Consultations

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

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

2.3. Required Endorsements and Approvals

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

2.4. Documentation

All Major Modifications require preparation of a proposal as per Section 2.4.1 below. The University, at its discretion, may request that the Quality Council review a Major Modification proposal, which normally falls under the Expedited Approval Process and, thus, would require completion of a Proposal as outlined in the Procedures section of Senate Policy 112 (except for Sections 4 and 5) in addition to the criteria identified in section 2.4 of Policy 127 (below).

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

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

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

2.4.1 PROPOSAL (mandatory)

Include all the following in the proposal:

1. a summary of the proposed changes and the rationale in light of the program's stated objectives;
2. the effect on the Undergraduate Degree Level Expectations (UDLEs) and program learning outcomes, illustrated through an analysis of curricular mapping;

3. the impact of the proposed changes on the program's students and how the changes will improve the student experience.
4. consideration of how an EDI/anti-racism lens has been applied to the proposed curriculum modification
5. an indication of those changes that are the result of a previous periodic program review;
6. a list of the added resources that are needed, including space, faculty and staff. Where appropriate (e.g. changing from traditional to fully online delivery), comment on the adequacy of and access to technology platforms and tools, student support services, and faculty/staff training;
7. a table permitting easy comparison of the existing curriculum with the curriculum of the proposed amended program by year and term, including course numbers and titles, course hours in lecture, lab or studio, and course designation by program categories (core, open electives and liberal studies);
8. a rationale if there are changes to electives, with comments on the actual availability of electives;
9. a description of each new or amended course, in calendar format
10. a statement of program balance (among core, open electives, and liberal studies) for existing and amended programs;
11. a statement of how and when changes will be implemented, and the strategy for communicating the changes to students;
12. a summary of the implications for external recognition and/or professional accreditation;
13. a summary, in the case of extensive changes, of views of the Program Advisory Council;
14. a list of any other programs affected by the changes; and
15. a brief executive summary.

POLICY 127: CURRICULUM MODIFICATIONS FOR GRADUATE AND UNDERGRADUATE PROGRAMS

PROCEDURES: GRADUATE PROGRAMS

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

Where to submit:

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

Submission Deadline: February

1 Required Consultation:

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

1. MINOR MODIFICATIONS

1.1. CATEGORY 1 MINOR MODIFICATIONS

1.1.1. Description: Category 1 Minor Modifications typically include:

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

1.1.2. Required Approvals

- Graduate Program Council, for approval.

1.1.3. Required Forms

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

1.2. CATEGORY 2 MINOR MODIFICATIONS

1.2.1. Description: Category 2 Minor Modifications include:

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

- changes in course hours with a cumulative change of three hours or more for a one-credit course or five hours or more for a multi-credit course;
- a change to the mode of delivery of a single course; and
- course weight variations.
- Required Endorsements and Approvals Graduate Program Council, for endorsement;
- Faculty Dean of the Teaching Department(s)/School(s), for endorsement; and
- Vice-Provost and Dean, YSGS, for approval.

1.2.2. Forms

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

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

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

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

1.2.3.3. Graduate Course Change Summary form (GCCS)

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

1.3. CATEGORY 3 MINOR MODIFICATIONS

1.3.1. Description: Category 3 Minor Modifications include:

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

1.3.2. Required Endorsements and Approvals

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

1.3.3. Forms and Documents

1.3.3.1. Proposal

- Changes in admission, promotion, grading, graduation, or academic standing policy:
 - Include copies of both the existing and the proposed policy, identifying the changes, and the rationale for them.
 - Minor changes to existing Fields: Include a list of current Fields (if applicable) with an outline of requirements.
- Provisions for retroactivity.

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

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

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

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

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

1.3.3.5. Graduate Course Change Summary form (GCCS)

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

2. MAJOR MODIFICATIONS

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

Examples of Major Modifications are provided in Appendix A of Ryerson Senate Policy 127. Please consult the Vice-Provost and Dean, YSGS, and, if necessary, the

Vice- Provost Academic for further clarification on whether a proposed modification constitutes a significant change.

2.2. Consultations

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

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

2.3. Required Endorsements and Approvals

- Graduate Program Council, for endorsement;
- Department/School Council(s) and the Faculty Dean of affected by the change(s), for endorsement;
- YSGS Programs and Planning Committee, for endorsement;
- YSGS Council evaluates the proposal and submits its recommendation to Senate;
- Senate, for approval; and
- Quality Council, in the case of an Expedited Approval of a Major Modification.

2.4. Documentation

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

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

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

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

2.4.1. PROPOSAL (mandatory)

Include all of the following in the proposal:

1. a summary of the proposed changes and the rationale in light of the program's stated objectives;
2. the effect on the Graduate Degree Level Expectations (GDLEs) and program learning outcomes, illustrated through an analysis of curricular mapping;
3. the impact of the proposed changes on the program's students and how the changes will improve the student experience.
4. consideration of how an EDI/anti-racism lens has been applied to the proposed curriculum modification
5. an indication of those changes that are the result of a previous periodic program review;
6. a list of the added resources that are needed, including space, faculty and staff. Where appropriate, comment on the adequacy of and access to technology platforms and tools, student support services, and faculty/staff training;
7. a table permitting easy comparison of the existing curriculum with the curriculum of the proposed amended program;
8. a rationale if there are changes to electives, with comments on the actual availability of electives;
9. a description of each new or amended course, in calendar format ;
10. a statement of how and when changes will be implemented, and the strategy for communicating the changes to students;
11. a summary of the implications for external recognition and/or professional accreditation;
12. a summary, in the case of extensive changes, of views of the Graduate Program Council;
13. a list of any other programs affected by the changes; and
14. a brief executive summary.

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

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

- Subject Librarian: regarding library resource needs/changes.
- Additional resources needed (i.e. faculty, space, technology) as a result of the implementation of the proposed course and/or curriculum changes. If additional resources are needed, the form will be forwarded to the University Planning Office for review.

APPENDIX A

Examples of Major Modifications - Undergraduate and Graduate

Major modifications typically include one or more of the following program changes:

- a) Requirements for the program that differ significantly from those existing at the time of the previous periodic program review;
- b) Impacts to the program learning outcomes that do not, however, meet the threshold of a new program; and
- c) Significant changes to the faculty engaged in delivering the program and to the essential physical resources.

A significant change occurs when the objectives of the program are altered, without resulting in a new program.

Examples of common major modifications for both undergraduate and graduate programs:

- Significant change to:
 - A Admission requirements where it affects learning outcomes;
 - The total number of courses required for graduation in a program (greater than 5%);
 - Courses comprising a substantial proportion of the program since the last periodic program review that does not result in a new program;
 - Curriculum due to changes to the faculty delivering the program, for example a large proportion of the faculty retires, or the expertise of new hires changes the focus of research and teaching interests;
 - A program's essential resources such as when there have been changes to the existing modes of delivery (for example, a new institutional collaboration or a move to online, blended or hybrid learning), where these changes impair the delivery of the approved program;
 - The laboratory time of a program;
- The introduction or deletion of a co-op, internship, practicum, portfolio, or work experience requirement;
- Change to the name of the School or Department;
- Change in program name and/or degree designation (e.g. Honours);
- The change to a full-time or part-time program offering for an existing program;
- The merger of two or more programs, in the absence of any other significant changes;
- The establishment of an existing degree program at another institution or location;
- The offering of an existing program substantially online where it had previously been offered in face-to-face mode, or vice versa;
- Any other significant changes to a program or its learning outcomes that do not meet the threshold of 'new program'⁵;
- The closure of a program⁶.

⁵ Refer to Ryerson University Senate Policy 110 for definition

⁶ For a program closure, commentary on the conditions leading to a program closure and the associated procedures that are to be used to facilitate the closure must be clearly articulated.

For undergraduate programs only:

- The introduction or deletion of a minor, concentration, or optional specialization;
- The introduction or deletion of a double major that is based on two existing degree programs;
- New bridging/pathway programs for college diploma graduates;

For graduate programs only:

- The introduction or deletion of a research paper, thesis or capstone project;
- Any change to the requirements for graduate program candidacy examinations, field studies or residence requirements;
- The creation, deletion or re-naming of a field in a graduate program. Note that the creation of more than one field at a point in time or over subsequent years may need to go through the Expedited Protocol process.

Ryerson University's Response to the Audit Committee Letter Regarding its Revised IQAP Submission Dated December 15, 2021

Ryerson's IQAP Page /Section; and / or QAF Reference	Audit Committee Comments	Ryerson's Response
(1) Conditions for Re-ratification		
Throughout		
1.	Please ensure that all hyperlinks to any/all templates that are mentioned in the policies are added throughout.	One instance found and corrected in Policy 112 (pg. 7).
Policy 110: Institutional Quality Assurance		
2.	IQAP Section 5.4.6 (p. 5) and Section 5.6.5 (p .6) and QAF 1.1	While the Committee noted that various roles have responsibilities forreporting to the Quality Council, it did not see the identification of a role indicated as the primary (key) contact for communication between the University and the Quality Council. Please specify which office (e.g., Provost) has this role in the IQAP.
Identification of primary (key) contact for communication between the University and the Quality Council added to Policy 110 Section 5.4.6 (pg. 5).	3.	IQAP Policy 110 and/or Policy126 and QAF Protocol for Cyclical Program Reviews: Scope (p. 34)
The QAF requires that the University define the scope of the program that is to be reviewed in the Cyclical Program Review process. The Committee noted that Policy 110 replicates the QAF's definitions for degree program, diploma program, combined program, inter-institutional program, new program, and professional Master's program. It was further noted that Policy 126, Procedures, Section 2 specifies the requirements should an undergraduate and a graduate program be reviewed together. Section 3 of Policy 126 also specifies that the Self-study will indicate which programs are subject to review when dealing with joint programs, and Section 4 relates to interdisciplinary programs, but only says who	Definition of a program added: <ul style="list-style-type: none"> • Policy 110, section 3.7 (pg. 3) • Policy 126 Footnote 1 (pg. 2) 	

		will oversee the review and that the Self-study will say how input was received. Please provide an institutionally specific definition of 'program' in the IQAP so that it is clearly understood what the unit of review will be. The definitions in the body of Policy 110 would seem to be the ideal place for this addition as that list contains (among other things) those definitions unique to the University. However, it would also be helpful to add this definition to Policy 126 (i.e., in both policies).	
4.	QAF 6.2.1	Please ensure that the requirement for the University's participation in a pre-Cyclical Audit's half-day orientation and briefing session with the Secretariat and members of the Audit Team is specified in the body of the IQAP itself, not in a separate set of guidelines existing outside the IQAP.	Clarified in Policy 110 Section 5.6.7 (pg. 7), and Section 5.7.9 (pg. 8).
5.	QAF 6.2.3	The University's responsibilities with regards to the Institutional Self-study that is to be submitted as part of the Cyclical Audit were absent from the IQAP. For example, who has overall responsibility for this document? What process will be used for its development and approval? These details must be included in the IQAP itself, not in a separate set of guidelines existing outside of the IQAP.	Clarified in Policy 110 Section 5.6.6 (pg. 7), and Section 5.7.8 (pg. 8).
6.	QAF 6.3	The IQAP must also include explicit reference to the University's willingness to participate in a Focused Audit, should one ever be required by the Quality Council.	Clarified in Policy Section 5.6.7 (pg. 7), and Section 5.7.9 (pg. 8). Definition of Focused Audit added to Section 3 (definitions) are removed from Glossary.

Policy 112: Development of New Graduate and Undergraduate Programs			
7.	IQAP Section 2.1 (PDF p. 60) and QAF 2.1.1	<p>While this section of the IQAP details the information and evaluation criteria that are to be covered by a New Program Proposal, the QAF also requires the use of a New Program Proposal template. While the Committee noted that the University-completed checklist indicated the link to the template on the QC website was included in Policy 112, it could not find this link. Please ensure that the IQAP both explicitly reference the requirement of a template, which can be either the Quality Council's or the University's own.</p> <p>If the University opts to address this by providing a link to the Quality Council's website, please note that the QC website includes templates for both a full New Program Proposal as well as one for Expedited Review. The IQAP should clearly specify when each is to be used, given that it does not include separate policies for New Program Approvals and Expedited Approvals.</p>	Link to templates added to preamble of Procedures Section of Policy 112 (pg. 7).

<p>8.</p>	<p>Sections 4.3 (PDF p. 65) and 4.6 (PDF p. 68) and QAF 2.2.2 b) and d)</p>	<p>The QAF requires that the IQAP ensure that the External Review Report will “Respond to the evaluation criteria as set out in Framework Section 2.1.2.” While Sections 1.1.5 and 2.1 detail the evaluation criteria to be addressed in the Letter of Intent and New Program Proposal stages, Section 4.3, “The Mandate of the Peer Review Team”, has merged these requirements. While it appears that most have been listed, the Committee did not see reference to the need to comment on “the proposed mode of delivery to successfully achieve the Program Learning Outcomes”. Similarly, there did not appear to be a reference to the need to acknowledge “any clearly innovative aspects of the proposed program”, nor to the need for the externals to make explicit recommendations on any essential or otherwise desirable modifications to the proposed program. Please review this section carefully to ensure that all of the QAF required elements for elements to be covered in the PRT’s report are appropriately detailed.</p>	<p>Policy 112 Section 4.3 has been revised to ensure all of the QAF required elements for elements to be covered in the PRT’s report are appropriately detailed (pg. 17–18).</p>
<p>Policy 126: Periodic Program Review of Graduate and Undergraduate Programs</p>			
<p>9.</p>	<p>Section 5.5.2 (PDF p. 77) and Section 5.6.2 (PDF p. 78) and Intro to Procedures and QAF 5.1.1</p>	<p>While implied, the IQAP must specify that the CPR Schedule cover all program offerings, including those that are joint/inter-institutional, multi-disciplinary, interdisciplinary, and all modes of delivery.</p>	<p>Detail added to Policy 126 Section 2 Scope (pg. 2).</p>
<p>10.</p>	<p>QAF Sections 5.1.3 Intro and sub-bullets a) and g)</p>	<p>The QAF requires that the views of program faculty, staff and students must be considered during the process of writing the Self-study. The University’s checklist notes</p>	<p>Clarification on when the views of program faculty, staff and students must be considered added to Policy 126 Section 5.8.1.2 (pg. 5) and Section 5.8.2.2 (pg. 6).</p>

		<p>that “Policy 126 - (who is responsible) 5.8.1.2; 5.8.2.2; Procedures - Section 1; Section 3.1; 3.3.1” covers this requirement. However, 5.8.1.2 and 5.8.2.2 specify that the relevant Chair/Director actively engages with these groups aspart of the PPR process overall, but does not specifically reference the Self-study stage. Section 3.1 is clearer that the Self-study must detail how the views of faculty staff and students were obtained, but this is a Protocol for joint programs only. This specific requirement must be clarified in the IQAP.</p>	
		<p>Further, the University’s checklist indicated that the requirement for the Self-study to include the identification of how the Self-study was written, including how the views of faculty, staff and students were obtained and considered, could be found in Section 1.7.5. This section could not be found in the IQAP and the information could not be located elsewhere in the document. Please add this detail to the IQAP.</p>	<p>The expectation for the self-study to include the identification of how the Self-study was written, including how the views of faculty, staff and students were obtained and considered has been added to the preamble of Procedures Section 1 of Policy 126 (pg. 7).</p>
		<p>Finally, the University’s checklist referred to Section 1.6 for the requirement for the Self-study to address areas that the program’s faculty, staff and/or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change. While the Committee found suchrequirements for students in Section 1.6.2, it did not see similar statements for faculty and staff. Please clearly state these requirements in</p>	<p>The requirement for the Self-study to address areas that the program’s faculty, staff and/or students have identified as requiring improvement, or as holding promise for enhancement and/or opportunities for curricular change has been added to Policy 126 Procedures Section 1.5.6 (pg. 9).</p>

		the IQAP.	
11.	Section 7.4 (PDF p. 90 onwards) and QAF 5.2.1 b)	The Framework requires that the IQAP describe the steps to ensure that all members of the PRT understand their role and obligations, including recognition of the university's autonomy to determine resource priorities. The University's checklist suggested that Section 7.4 covered this requirement, but these details could not be found by the Committee. Please add these requirements to Sections 7.4.1.1 and 7.4.2.1 of the IQAP.	Requirements clarified in Policy 126 Procedures Section 7.5.2.1 and 7.5.3.1 (pg. 18).
12.	Section 8.1.1.1 and 8.1.2.1 Procedures (PDF p. 93 and 94) and QAF 5.3.1	Sections 8.1.1.1 and 8.1.2.1 indicate that the program response may include "a revised implementation plan with an explanation of how the revisions reflect the further PRT recommendations and/or respond to the weaknesses or deficiencies identified in the PRT Report". Policy 126, Section 1 describes the Self-study exercise as an opportunity to "plan for continuous improvement". It is not clear whether this means that the Self-study must include a tentative plan that can be modified further to the external review and be used as a basis for the FAR. Please clarify this in the IQAP.	Replaced ambiguous language with clearer language in Policy 126 Procedures Sections 8.1.1.1 (pg. 19) and 8.1.2.1 (pg. 20).
13.	Sections 5, 6.3 and 7.5 (Procedures) PDF pp. 85, 86 and 91) and QAF 5.2.1 d) and e)	The Framework asks that the IQAP describe how the site visit will be conducted, including how reviewers will meet with faculty, staff, students and senior administrators, as well as how the views of employers and professional associations will be solicited and made available to the Review Committee in the case of all professional programs (undergraduate and graduate). Section 5	This has now been addressed in Policy 126 Procedures Section 5.3 (pg. 12).

		<p>stipulates that professional accreditation may be done by a distinct Peer Review Team and lead to a separate report, but does not specify that the views of employers and professional associations will be solicited and made available to the PRT.</p>	
		<p>Section 6.3 also stipulates that the Program Advisory Council (PAC) must be consulted during the Self-study for undergraduate programs and its feedback made available for the external reviewers, but it is not clear whether the PAC is representative of the employers and professional associations. Further, this does not apply to the graduate professional programs.</p>	<p>To clarify its constitution a reference to Ryerson Senate Policy 158, which governs the Ryerson’s PACs, was added to Policy 126 Procedures Section 6.3.1 (pg. 13) for anyone wishing to seek more information.</p>
		<p>Finally, Section 7.5.1.1 notes that the PRT will have access to these constituencies, but does not say how. As Section 5 is about CPRs of accredited programs but does not describe how the views of the relevant constituencies will be obtained and made available and Section 6.3 does not clearly refer to this at all, please add / clarify these details to the relevant section(s) of the IQAP.</p>	<p>Clarification added to Policy 126 Procedures Section 7.5.1.1 (pg. 17).</p>
<p>14.</p>	<p>Section 10.3 (PDF p. 96) and Sections 11 (PDF p. 96), 13.1 and 13.4 (PDF p. 97) and QAF 5.4.1 a) and b) and 5.4.2 a) /b)</p>	<p>The Committee noted that Section 10.3 of the IQAP states that the “FAR must also include an implementation plan...”, but was concerned that the IQAP only refers to the FAR in subsequent sections of the document. Given that the Implementation Plan is the tool by which continuous improvement will occur, not having this key document explicitly referenced in relevant sections of the IQAP was of concern. Please</p>	<p>Implementation Plan now explicitly referenced in Policy 126 Sections 8.1.1.1 (pg. 19) and 8.1.2.2 (pg. 20).</p> <p>Implementation plan and its relevance to continuous improvement also discussed in Procedures Preamble (pg. 7).</p>

		add this explicit reference to the relevant sections of the IQAP.	
Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs			
15.	Section 3.1 (PDF p. 102); Appendix A (PDF p. 117 – 118) and QAF 4	While the “types” of changes are listed in Appendix A, the Committee could not find an internal definition of what constitutes “significant change.” Please include this definition somewhere in the IQAP.	Significant change now defined/clarified in Policy 127 Appendix A (pg. 18), with a footnote in Section 3.1 that directs the reader to this part of the document. Further, we note the role of the VPA and dean/VP YSGS as arbiters if there is disagreement about significant change and reference the sections where that is found as indicated in Sections 5.5.7 and 5.6.7 respectively.
16.	Appendix A and QAF 4	Please clarify in the IQAP that the following do not result in a new program: <ul style="list-style-type: none"> • “Substantial changes to courses <u>comprising a significant proportion of the program</u> since the last periodic program review” Specifying a percentage, beyond which it is a new program, would be helpful; and 	Clarified in Policy 127 Appendix A (pg. 18)
		<ul style="list-style-type: none"> • “Merger of two or more programs” should be qualified with “in the absence of any other significant changes” 	Clarified in Policy 127 Appendix A (pg. 18)
17.	QAF Section 4.1	The revised Framework requires that the IQAP set out the intra-institutional steps that apply to the quality assurance of a new micro-credential or undergraduate certificate, as well as the expectations for laddering or stacking credentials. These details could not be found. Please ensure these are clearly articulated in the IQAP.	Intra-institutional steps that apply to the quality assurance of a new micro-credential or undergraduate certificate, as well as the expectations for laddering or stacking credentials has been added to Policy 110 Section 2 Scope (pg. 2) by referencing the non-IQAP Policy that governs these types of credentials.

18.	QAF Section 4.2	While closing a program was listed as an example of a major modification in Appendix A of Policy 127, the revised Framework also requires that the IQAP provide commentary on the conditions leading to a program closure and the associated procedures that are to be used. These details could not be found in the IQAP itself and need to be added.	Added to Policy 127 Appendix A as footnote 6 (pg. 18).
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Ryerson's IQAP Page /Section; and / or QAF Reference	QC Audit Committee Comments	Ryerson's Response
(2) Suggestions for Improvement (i.e., changes not required for re-ratification)		
Throughout		
1.	Emphasizing the importance of quality assurance processes to ensure the continuous improvement of programs in the preamble of each policy would serve to strengthen the overall IQAP.	Further language with regards to continuous improvement added to: <ul style="list-style-type: none"> • Policy 110, preamble, pg. 1 • Policy 112, preamble, pg. 1 • Policy 126, preamble, pg. 1 • Policy 127, preamble, pg. 1
2.	Where appropriate, indicating by cross-referencing or explicitly adding details about the role of relevant academic officers throughout the Procedures sections of Policy 112, 126 and 127, as described in Policy 110 Section 5, would add clarity and transparency for anyone reading any one of these three policies independently of Policy 110.	Deferred for future discussion and consideration.
3.	The Committee found the use of italics to distinguish between the QAF required elements versus those added by the University to be very helpful. However, some elements were italicized that should not have been and vice versa. It would be helpful if the University conducted a last careful read to ensure the appropriate elements are italicized / not italicized. Following are a handful of such examples:	All relevant policies have been cross referenced with the QAF, and italicized/non-italicized elements amended as required: <ul style="list-style-type: none"> • Policy 112, Section 1.1.7 was italicized (pg. 9)

	<ul style="list-style-type: none"> • Policy 112, Section 2.1.2 Program Requirements, 2.1.2.3 (PDF p. 60): “Identification of any unique curriculum or program innovations, creative components, experiential learning components, or other significant high impact practices” This criterion is not italicized, but should be as it is a QAF requirement for inclusion in a New Program Proposal. • Policy 112, Section 2.1.3.1 i) – iv) (PDF p. 60): The subsections following “b) Appropriateness of the plans to monitor and assess:” have not been italicized. • Policy 126, Section 1.7.1 Quality Enhancement (PDF p. 84): <i>“Initiatives taken to enhance the quality of the program and the associated learning and teaching environment.”</i> While this criterion was considered a helpful addition for inclusion in a Self-study, it is not one that is a QAF requirement and therefore should not be italicized. 	<ul style="list-style-type: none"> • Policy 112, Section 2.1.2.3 was italicized (pg. 11) • Policy 112, Section 2.1.3.2 i) to iv) was italicized (pg. 11) • Policy 126, Section 1.1 was italicized (pg. 7) • Policy 126, Section 1.1.2, italicization was removed (pg. 7) • Policy 126, heading “For Graduate Programs only” that precedes Section 1.2.7 was italicized (pg. 8) • Policy 126, Section 1.3 was italicized (pg. 8) • Policy 126, Section 1.4 was italicized (pg. 8) • Policy 126, Section 1.5 was italicized (pg. 9) • Policy 126, Section 1.5.6 was italicized (pg. 9) • Policy 126, heading “For Graduate Programs only” that precedes Section 1.5.7 was italicized (pg. 9) • Policy 126, Section 1.6 was italicized (pg. 9) • Policy 126, Section 1.7.1, italicization was removed (pg. 10) 	
4.	Numbering the pages throughout each Policy would be very helpful to further facilitate ease of referencing.	All four IQAP policies now have page numbering applied.	
Policy 110: Institutional Quality Assurance			
5.	Definitions	The definition of “Letter of Intent” included in the opening paragraph of Policy 112 Procedures is very clear. Please consider adding this to the definitions listed in Policy 110.	Added to Policy 110 definitions as 3.6 (pg. 3).

Policy 112: Development of New Graduate and Undergraduate Programs			
6.	Title / Intro to Policy 112: Procedures (PDF p. 56) and QAF 3 (Protocol for Expedited Approvals)	<p>Adding to the title of Policy 112 and/or expanding on the preamble to indicate that Expedited Approvals are covered by this Policy would add clarity and transparency and would significantly strengthen the IQAP. Doing so would ensure that those wishing to create a proposal for Expedited Approval (e.g., for approval of a new Graduate Diploma (Type 2 and/or 3), a new field(s) in a graduate program for Quality Council approval, or for a major modification for Quality Council approval) would readily know the criteria and processes to be used. Minimally, specific reference to “Type 2 and Type 3” graduate diplomas to the preamble is strongly recommended.</p> <p>Finally, specifying the outcomes of an Expedited Approval, as detailed in QAF 3.2, is also highly recommended.</p>	Added to Policy 112 Section 1 (pg. 1).
7.	Sections 4.1.1, 4.1.2, 4.1.4 and 4.1.5 in Procedures (PDF pp. 63 – 64) and QAF 2.2.1	<p>Section 4 indicates the requirement for the external reviewers to be at arm’s length. However, the IQAP does not specify who / which office actually confirms the arm’s-length status. While the Framework does not require the IQAP to do so, adding this degree of specificity to the IQAP is strongly encouraged by the Audit Committee. The auditors found during the first Cycle of Audits that the lack of this type of clarity leads to confusion and, at times, inaction as everyone thinks someone else is responsible. Subsequently, the absence of this kind of detail frequently resulted in the Audit Report including a Recommendation for a change to</p>	Clarification on who confirms the arm’s-length status added to Policy 112 Section 4.1.1 (pg. 14).

		be made to the IQAP.	
8.	Section 4.1.4.2 (PDF p. 64) and QAF 2.2.1	The IQAP allows for the “option of one further internal reviewer from within the university” to be added to the Peer Review Team of a New Program Proposal. However, it does not specify who will make the decision as to when this person will be added to the PRT, nor what the process will be for nominating and appointing this person or how they will be advised as to their role and responsibilities. Again, while not an explicit requirement of the Framework, the Committee indicated that the University’s IQAP would be significantly strengthened by including this detail. You may find the Quality Council’s guidance on this aspect to be of some use: https://oucqa.ca/guide/internal-members/	Deferred for future discussion and consideration.
9.	Section 4.3 (PDF p. 65) and QAF 2.2.1	Adding a specific reference to back Section 2.1.2 (evaluation criteria) in the introductory paragraph dealing with the mandate of the PRT in Section 4.3 would be helpful.	Deferred for future discussion and consideration.
10.	Section 2.1.7.1 (PDF p. 62) and 4.4.1 (PDF p. 67) in Procedures and QAF 2.2.1	While the Committee noted that faculty CVs are a required component of the New Program Proposal as Appendix V, the Policy does not explicitly state that the external reviewers must receive faculty CVs at the same time as the proposal. The IQAP would be strengthened by adding this explicit requirement to the Policy itself.	Strengthened language in Policy 112 Section 4.4.1 to make it clearer that all appendices and documentation must be forwarded to the PRT (pg. 19).
11.	Sections 4.6.1.1 and 4.6.2.1 (PDF p. 68) and QAF Guide	In case of an inadequate PRT Report, consider specifying any subsequent steps that may be taken when additional input and clarifications do not substantially improve the report.	Deferred for future discussion and consideration.

12.	Section 8.1 (PDF p. 71) and QAF 2.7.1	Consider adding a paragraph to the IQAP to describe the University's options for when it wishes to appeal an Appraisal Committee's recommendation for a New Program Proposal.	Paragraph added to Policy 112 Section 8.1 (pg. 23).
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Policy 126: Periodic Program Review of Graduate and Undergraduate Programs			
13.	Sections 5.5.2 and 5.6.2 and QAF 5.1.1	While not required by the Framework, the University is strongly encouraged to amend sections 5.5.2 and 5.6.2 (or elsewhere in the IQAP) to specify that those initiating a review will also indicate the specific program or programs that will be reviewed and identifying, where there is more than one mode or site involved in delivering a specific program, the distinct versions of each program that are to be reviewed. This is to avoid the possibility of any misunderstanding regarding which programs are the subject of review.	Policy 126 Sections 5.5.2 (pg. 3) and 5.6.2 (pg. 4) amended accordingly.
14.	Section 5, Procedures (PDF pp. 86 – 87) and QAF 5.1.1	While this section of the Policy suggests how a particular program review may coincide with an accreditation review, Section 5.1 would be strengthened if it clarified that the Self-study and associated appendices must include all of the evaluation criteria listed in Section 1.	Policy 126 Procedures Section 5.1 modified accordingly (pg. 12).
15.	Footnote 4 to Section 7.1.1; Appendix I (PDF p. 87) and QAF 5.2.1	The Footnote in Section 7.1.1 refers to Appendix A, but the Appendix is labeled Appendix I.	Footnote for Policy 126 Procedures Section 7.1.1 (pg. 14) corrected.
		In addition, there is not an explicit reference to who actually confirms the arm's-length status of the reviewers. Section 5.7.2 of Policy 126 (PDF p. 78) notes that the Dean or Dean of Record appoints the PRT for undergraduate reviews and the assumption is that the Dean will also confirm the arm's length status. As with Suggestion 8, while the Framework does not require the IQAP to do so, adding this clarity to the IQAP is strongly encouraged by the Audit Committee. Past	Explicit reference to who confirms the arm's-length status of the reviewers added to Policy 126 Procedures Section 7.1.1 (pg. 14).

		<p>experience with the first Cycle of Audits indicated that this lack of clarity can lead to confusion and subsequently, a Recommendation for change to the IQAP being made in the Audit Report.</p>	
		<p>Similarly, Section 5.6 (PDF p. 78) does not state that the Vice- Provost and Dean YSGS appoints the PRT for graduate programs, although the Committee noted that Sections 7.2.1 and 7.2.2 of the Procedures portion of Policy 126 indicate those responsibilities at both the undergraduate and graduate levels. It would be clearer if Section 5.6 also specified this responsibility.</p>	<p>Explicit reference to who confirms the arm’s-length status of the reviewers added to Policy 126 Procedures Section 7.1.1 (pg. 14).</p>
		<p>Finally, responsibility for verifying the arm’s length status is not explicitly stated. Revising the IQAP to make it clear which role has this responsibility is strongly encouraged.</p>	<p>Explicit reference to who confirms the arm’s-length status of the reviewers added to Policy 126 Procedures Section 7.1.1 (pg. 14).</p>
16.	<p>Sections 7.1.4.2 and 7.1.5.2 (PDF p. 88) and QAF 5.2.1</p>	<p>The IQAP allows for the “option of one further internal reviewer from within the university” to be added to the Peer Review Team (PRT) for Cyclical Program Reviews. As was noted for Policy 112, Policy 126 also does not specify who will make the decision as to when this person will be added to the PRT, nor what the process will be for nominating and appointing this person or how they will be advised as to their role and responsibilities. The University is strongly encouraged to amend the IQAP to include this detail. You may find the Quality Council’s guidance on this aspect to be of some use: https://oucqa.ca/guide/internal-members/</p>	<p>Deferred for future discussion and consideration.</p>
17.	<p>QAF 5.3.2. a) 7.</p>	<p>The IQAP does not include the option to add</p>	<p>Ryerson does not hold confidential sessions of Senate, and there would be</p>

		a confidential section to the Final Assessment Report and Implementation Plan. The IQAP would be strengthened by adding this option.	nowhere to vet such a confidential section, therefore we have made a conscious choice to not include one.
18.	Section 13.2 and QAF 5.4.1	The Framework asks that the IQAP “establish the extent of public access to the information made available for the self-study.” Section 13.2 stipulates that “Complete PPR documentation, respecting the provisions of FIPPA, will be made available through the Office of the Vice-Provost Academic and Office of the Vice-Provost and Dean, YSGS.” However, this does not include a description of what constitutes “complete PPR information.” The Committee assumes that this includes the Self-Study Report and Appendices (Section 1), with revisions if required, the external review report, the Program response, the Dean’s response, the relevant Vice-Provost’s response, the Final Assessment Report, the Implementation Plan (ormandated Follow-up Report), and the Executive summary. The IQAP would be strengthened by making the components of the public access to documentation more explicit.	Deferred for future discussion and consideration.
Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs			
19.	Footnote 2 (PDF p. 102)	Consider revising Footnote 2 to read “Senate Policy 110, Appendix 3 for definition”	Policy 127 footnote 2 has been renumbered to footnote 3, and has been revised to read “Refer to Ryerson University Senate Policy 110, Appendix 3 for definition.” (pg. 2).
20.	Opening paragraph of Section 2.4 Procedures (PDF p. 110 and 115)	The opening paragraph of Section 2.4 directs the reader to Policy 112 for the requirements of the Proposal, should the institution request Quality Council approval of a major	Policy 127 Procedures Section 2.4 preamble has been clarified as suggested (pg. 11).

		<p>modification. However, that list is for new programs and so does not capture proposed changes to a program via a major modification. The latter are captured just below Section 2.4. The IQAP would be clearer if it specified that a proposed major modification that is to go through the QAF's Protocol for Expedited Approval must apply all criteria in Policy 112 (except for Sections 4 and 5), in addition to those listed in Policy 127, section 2.4. Potentially, the last line of the first paragraph in Section 2.4 of Policy 127 (Procedures) could be amended to read: ". . . in the Procedures section of Senate Policy 112, <u>in addition to those listed below, in Section 2.4.1</u>" as this latter section addresses criteria for a major modification. This revision should be applied to the Policy 127 Procedures for Major Modifications for both graduate and undergraduate programs.</p>	
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RYERSON UNIVERSITY POLICY OF SENATE

UNDERGRADUATE CURRICULUM STRUCTURE

Policy Number:	2
Policy Approval Date:	November 5, 2019
Next Policy Review Date:	Fall 2022 (or earlier if required)
Implementation Date:	November 6, 2019
Responsible Committee or Office:	Provost and Vice President Academic

1. PURPOSE OF POLICY

This policy describes the curriculum structure of all Ryerson undergraduate degree programs.

2. APPLICATION AND SCOPE

This policy applies to existing and – together with Policy #[112: Development of New Graduate and Undergraduate Programs](#) – to proposed Ryerson undergraduate degree programs. For certificate programs, refer to Senate Policy #[76: Development and Review of Certificate Programs](#).

3. DEFINITIONS

See Appendix I: Glossary.

Definitions contained in this glossary may be amended upon the recommendation of the Academic Governance and Policy Committee (AGPC) as part of the consent agenda of Senate. Such amendments do not require or imply a review of the rest of the policy.

4. GOALS AND PRINCIPLES

The overarching goals of Ryerson's undergraduate degree programs and their curriculum structure are built into its legislated objects, its mission and aims, and its Undergraduate Degree Level Expectations (UDLEs). The curriculum policy of the University will reflect those overarching goals, while taking account of how this framework has been evolving in keeping with broader trends in post-secondary education and Canadian society.

4.1 Ryerson's Objectives

The University's objectives are set out in the [Ryerson University Act \(1977\)](#), Article 3, as follows:

The objects of the University are:

- 1. the advancement of learning, and the intellectual, social, moral, cultural, spiritual, and physical development of the University's students and employees, and the betterment of society;*
- 2. the advancement of applied knowledge and research in response to existing and emerging societal needs and in support of the cultural, economic, social, and technological development of Ontario; and*
- 3. the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields.*

4.2 Ryerson's Mission

Ryerson is known for its mission to provide career-relevant education and must ensure sufficient rigour and depth to serve this mission. The "Mission and Aims" of the University are formally set out in Senate Policy #[103: Mission and Aims of Ryerson University](#), which has also been approved by the Board of Governors.

The "mission" is defined thus:

The special mission of Ryerson University is the advancement of applied knowledge and research to address societal need, and the provision of programs of study that provide a balance between theory and application and that prepare students for careers in professional and quasi-professional fields. As a leading centre for applied education, Ryerson is recognized for the excellence of its teaching, the relevance of its curriculum, the success of its students in achieving their academic and career objectives, the quality of its scholarship, research and creative activity and its commitment to accessibility, lifelong learning, and involvement in the broader community.

For the detailed "aims," refer to Senate Policy #[103: Mission and Aims of Ryerson University](#).

4.3 Undergraduate Degree Level Expectations (UDLEs)

The Undergraduate Degree Level Expectations (UDLEs), established by the Ontario Council of Academic Vice-Presidents (OCAV) and endorsed by the Council of Ontario Universities (COU), are part of Ryerson's [Institutional Quality Assurance Process](#) (IQAP, Senate [Policy #110](#)) and establish a framework for defining

the attributes of a Ryerson graduate both generally and on an individual program basis. (See also Appendix 2)

4.4 Principles

Based on the overarching goals described above, the following are the basic principles that underlie Ryerson's curriculum policy.

4.4.1 Alignment with UDLEs

The curriculum should ensure that students meet the educational objectives laid out in the Undergraduate Degree Level Expectations, included here as Appendix 2.

4.4.2 Breadth and Depth of Knowledge

Ryerson's goal is to produce graduates who are well-rounded, both intellectually and in other ways, with a breadth as well as a depth of knowledge, and who have learned to think critically and communicate clearly, both orally and in writing. Graduates will gain transferable skills and the ability to work effectively with others to solve complex problems and contribute to the betterment of the community.¹

4.4.3 Program Quality and Currency

The University is committed to ensuring that all programs achieve and maintain the highest possible standards of academic quality. The strengthening and nurturing of existing programs includes, but is not restricted to, reviews and revisions conducted under the auspices of Senate Policy #126 or #127² that respond to external developments in professions, scholarly fields, and society at large, as well as taking account of interdisciplinary links with other subjects and relevant international perspectives.

4.4.4 Provision of Multiple Curricular Opportunities

While it is recognized that there are sometimes constraints on curriculum (such as external accreditation requirements), students should be provided with, and encouraged and supported to take advantage of, multiple curricular opportunities in order to meet their own educational goals.

4.4.5 Equity, Diversity and Inclusion

Ryerson will continue to make post-secondary education more inclusive. The curriculum in programs should take account of the diversity of Canadian society, not only to ensure the inclusion of all students in the educational process but as a means to enrich the curriculum.

4.4.6 Indigenous Peoples

In the development and implementation of curriculum at Ryerson, consideration will be given to the recommendations of the *Truth and Reconciliation Commission of Canada* (2015) to increase student knowledge and capacity on the histories and experiences; cultures and languages; residential school legacies and current realities of Indigenous peoples in Canada.

4.4.7 Dealing with Emerging Trends

Ryerson students should be encouraged to play an active role in their learning – including, but not restricted to experiential learning – to give them the skills required to deal with emerging trends as they build careers, enter various professions or launch their own ventures.³

5. PROGRAM STRUCTURE

An undergraduate degree program normally consists of 40 one-term degree level courses, or the equivalent.⁴

Upon completion of an undergraduate degree program, the student's primary area(s) of study (their "major" or, where applicable, their double major) is noted on the academic transcript and on the graduation award document.

To achieve its goals, the curriculum structure of all Ryerson undergraduate degree programs is based on three broad categories of study, which are defined by their objectives and supported by their regulations.

¹ As noted in [Policy #103](#), Ryerson aims to "provide its students an educational experience of high quality, fostering in them knowledge and skills, critical enquiry, ethical standards, creativity, commitment to lifelong learning, a capacity to make an early and sustained contribution to their chosen field and to be effective problem solvers."

² [Policy 126: Periodic Program Review of Graduate and Undergraduate Programs](#)
[Policy 127: Curriculum Modifications: Graduate and Undergraduate Programs](#)

³ As noted in [Policy #103](#), "Ryerson's programs should reflect excellence and commitment to teaching that encourages students to play an active part in their learning; a curriculum of core courses and electives which offers the breadth and depth required to appreciate society's broader issues and problems, and the understanding and knowledge necessary for professional leadership; academic programs which combine theory and practice, directly connected to their professional fields, that anticipate and respond to emerging trends and future societal need; interdisciplinary studies and international perspectives; and activities and support systems that enhance success and well-being of the whole student."

⁴ An undergraduate degree program will normally comprise a minimum of 120 "course hours" (see glossary for definition).

5.1 Core Studies

5.1.1 Objectives

Core studies provide students with both depth and breadth of knowledge of either a single area of study, or of two disciplinary or interdisciplinary areas of study, establishing an essential knowledge base for a career or further study in the area(s). Core studies comprise the primary area(s) of study which includes the student's "major" (or, where applicable, "double major").

5.1.2 Regulations

- 5.1.2.1 Core studies are defined by the Program Department/School and are approved by Senate.
- 5.1.2.2 Core studies include required courses considered foundational and integral to the program area(s).
- 5.1.2.3 Core studies include courses provided by any Teaching Department with expertise in the subject matter being delivered, which the Program Department has identified as integral to the program area(s).
- 5.1.2.4 There may be choices offered within the core studies of a program. The courses that comprise such choices are referred to as core electives.

5.2 Open Electives

5.2.1 Objectives

The open electives category provides students with the opportunity, based on their career path or their personal interests, to choose degree-level courses outside their core or to gain greater depth and breadth within their core. Open electives also allow students to earn a Minor.

5.2.2 Regulations

- 5.2.2.1 Open electives include all degree-level courses **except those identified as liberal studies courses**⁵ and those courses specifically excluded by Program or Teaching Departments/Schools as follows:
 - 5.2.2.1.1 Program Department(s)/School(s) may prevent⁶ their students from using courses that are too closely related to the content of core courses in their program;
 - 5.2.2.1.2 Program Department(s)/School(s) may prevent⁶ their students from using introductory level core elective courses; and/or
 - 5.2.2.1.3 Teaching Department(s)/School(s) may prevent⁶ enrolment in a specific course by permitting enrolment only of those students for whom it is a core required course (which may include students in their own program).
- 5.2.2.2 Students must meet all pre-requisite requirements.
- 5.2.2.3 Program Departments/Schools and Teaching Departments/Schools must negotiate, and agree upon, any restrictions that are applied. If the Program and Teaching Departments/Schools cannot agree, the matter will be referred to the Vice Provost Academic, who will decide operational matters and may refer academic matters to the Academic Standards Committee of Senate.
- 5.2.2.4 Restrictions on any other basis than those listed in 5.2.2.1 above require the approval of Senate on the recommendation of its Academic Standards Committee.
- 5.2.2.5 All restrictions should be based on sound and verifiable grounds including resource availability (including available teaching faculty), class size limitations (e.g. for studio and lab-based courses), and the presence of non-academic criteria (e.g. the submission of portfolios) within the program's admission requirements.
- 5.2.2.6 In order to maximize student choice of open electives among a wide range of subject areas, Teaching Departments/Schools in all Faculties have a responsibility to offer their courses as open electives to non-program students, within the limits posed by academic and fiscal responsibility and other constraints. Teaching Departments /Schools also have a responsibility to ensure an appropriate number of seats in their open electives courses.

5.3 Liberal Studies

5.3.1 Objectives

Liberal studies are intended, as a category, to develop students' capacity to understand and critically appraise the social, cultural, natural, and physical context in which they will work as a professional and live as an educated citizen. Liberal studies are also intended to develop skills in critical thinking, analysis, and written communication. Liberal studies courses, to the maximum degree feasible, provide a means by which students from a variety of programs may meet to share perspectives on the subject area being studied.

⁵ **Upper Level** liberal studies courses may be directed, by the student's Program Department, to satisfy open elective requirements.

⁶ "Prevent" includes, but is not restricted to, the application of restrictions, exclusions, or antirequisites.

5.3.2 Regulations

- 5.3.2.1 Liberal studies are degree-level courses in disciplines outside students' core area(s) of study.
- 5.3.2.2 Students in all Ryerson programs, except those in the Faculty of Engineering and Architectural Science,⁷ are required to complete at least six (6) liberal studies courses to fulfil the requirements of the liberal studies category.
- 5.3.2.3 Courses used to satisfy the requirements of the liberal studies category cannot simultaneously satisfy the requirements of any other category.
- 5.3.2.4 Liberal studies courses are offered at two levels, lower and upper.
- 5.3.2.4.1 Lower level liberal studies courses are intended for first- and second-year students. Normally, they will be introductory or survey courses.
- 5.3.2.4.2 Upper level liberal studies courses are more focused and intellectually demanding, with the standards of evaluation reflecting those that should prevail at the advanced undergraduate degree level.
- 5.3.2.5 The number of liberal studies courses required at each level varies by program, but normally conforms to one of two patterns: three lower level and three upper level courses, or two lower level and four upper level courses. The choice of pattern, and the placement of the liberal studies course requirements within the program structure, are the responsibility of the Program Department/School. Students in any given program must complete the minimum number of upper level liberal studies courses prescribed by their program.
- 5.3.2.6 Liberal studies courses must include a substantial writing component designed to foster critical thinking that⁸:
- 5.3.2.6.1 requires the student to carry out an analysis of the assignment's subject, and make and justify an evaluative, comparative or explicatory judgment;
- 5.3.2.6.2 **comprises one or more** individually-written assignment(s) that is/are completed out of class;
- 5.3.2.6.3 **totals at least** 1200 words at the lower level and **at least** 1500 words at the upper level; and⁹
- 5.3.2.6.4 has a **combined weight** of at least 25% of the student's final grade in the course.
- 5.3.2.7 The quality of student work expected in the liberal studies writing component must reflect the level of the course.
- 5.3.2.8 The instructor is expected to provide commentary on the clarity of organization, logic, syntax, and grammar of student writing, and explicitly indicate that such attributes will form part of the basis upon which the assignment will be evaluated.
- 5.3.2.9 In addition to the mandatory writing component, liberal studies courses may include a variety of other methods of assessment (e.g., in-class, essay-type and multiple-choice testing, final examinations, field work, class presentation and debates, and assessments of student contributions to class discussion).
- 5.3.2.10 Upper level liberal studies courses may be substituted for lower level liberal studies requirements, but lower level liberal studies courses may not be substituted for upper level requirements¹⁰.
- 5.3.2.11 Normally, there will be no restriction on the number of liberal studies courses a student may select from any one discipline.
- 5.3.2.12 Specific liberal studies courses, due to their close relation to a program's core studies, cannot be taken for liberal studies credit by students in that program.
- 5.3.2.13 Restrictions will normally be determined by the Liberal Studies Curriculum Committee (LSCC), but may be recommended by either Program or Teaching Departments/Schools. Between meetings of the LSCC, the Chair of the Committee may impose exclusions made necessary by curriculum modifications.
- 5.3.2.14 Program Departments/Schools may not prescribe, either directly or by prerequisite structure, specific liberal studies courses for credit in the liberal studies category.
- 5.3.2.15 The liberal studies curriculum, within the limits imposed by academic and fiscal responsibility, will maximize choice among a wide range of subject areas.

5.3.3 Guidelines for the Development of Liberal Studies Courses

The Liberal Studies Curriculum Committee (LSCC) will develop and maintain guidelines for the development of new liberal studies course proposals, and procedures for the submission and consideration of such proposals, and will publish the guidelines and procedures on an appropriate Ryerson website.

⁷ The Faculty of Engineering and Architectural Science obtained the approval of the Academic Standards Committee and Senate for a variation from the minimum requirement. FEAS programs require two lower level liberal studies and two upper level liberal studies, one of which must be chosen from a select list of liberal studies courses.

⁸ In language courses where written discourse does not exist (such as languages that are primarily oral or signed), a non-written component must include a communication component that reflects the level of the course.

⁹ Language courses with a written component must have a total range of **at least** 1000 words at the lower level and **at least** 1200 words at the upper level.

¹⁰ Students who take introductory language courses on exchange or via letter of permission can receive an upper-level liberal studies credit if the language is part of the visited country's primary dialect. The word count must meet the upper-level liberal studies requirement.

6. PROGRAM BALANCE

There must be an appropriate program balance among the three categories of studies. For program design and evaluation, the following program balance ranges are standard and the calculation is **based on the total number of one-term degree level courses**, or the equivalent, in the program.

Core Studies	60%-75%
Open Electives	10%-25%
Liberal Studies	15%-20%

The Academic Standards Committee of Senate may, in exceptional circumstances and without prejudice, recommend to Senate the approval of deviations from the above.¹¹

7. CURRICULAR ELEMENTS

The following outlines the definitions and policies for curricular elements that may be part of a student's program of study and where their achievement is noted on the student's Official Transcript. The curricular elements listed below must be approved by Senate, as per the requirements outlined in the Procedures section of Senate Policy [127: Curriculum Modifications: Graduate and Undergraduate Programs](#).

7.1 Concentration

7.1.1 Description

A Concentration is a Senate-approved curricular element that provides students the opportunity to develop in-depth knowledge representing a sub-specialization or emphasis within the core of a degree program or major. Courses for a Concentration are selected from the core elective courses offered to students within their degree program or major. Concentrations are optional.

7.1.2 Regulations:

- 7.1.2.1 A Concentration curriculum consists of at least six, specified/prescribed one-term degree-level core elective courses offered to students within their degree program or major.
- 7.1.2.2 Core required courses of the degree program or major may not be included in the course count/defined structure of a Concentration.
- 7.1.2.3 The completion of a Concentration cannot be made mandatory.
- 7.1.2.4 Earning one Concentration will not increase the number of courses required to graduate.
- 7.1.2.5 Where it is possible, a student may complete more than one Concentration; however, no individual course can be applied to satisfy the requirements of more than one Concentration.
- 7.1.2.6 Course substitutions are not permitted.
- 7.1.2.7 Completion of a Concentration is subject to availability of courses.
- 7.1.2.8 Completion of the degree, with the addition of more than one Concentration, may require the completion of extra courses. Additional fees may also be incurred.
- 7.1.2.9 Students must complete all courses in a Concentration prior to graduation from their program of studies.
- 7.1.2.10 Restrictions [e.g., grade variations on individual courses; a minimum Cumulative Grade Point Average (CGPA) requirement for completion of the Concentration] are not permitted.
- 7.1.2.11 Any course used to satisfy a requirement of a Concentration cannot also be used to satisfy a requirement of a Minor.
- 7.1.2.12 Students must declare a Concentration(s) at a time specified by their program.
- 7.1.2.13 Completion of a Concentration is noted on the academic transcript, but not on the award document.

7.2 Co-operative Education

7.2.1 Description

Co-operative education is a Senate-approved program that allows students to gain work experience in business, industry, government, social services, and professions, before they graduate. Work terms normally occur between the students' second and fourth academic years.

7.2.2 Regulations

- 7.2.2.1 One co-op work term consists of a 16 week (4 month), full-time (35 - 40 hours per week), paid work experience related to a student's area of study, and a co-operative program shall consist of 3-5 such work terms.
- 7.2.2.2 Normally, students must successfully complete the minimum number of work terms prescribed by their program to fulfil their co-op requirements.
- 7.2.2.3 As part of the work term requirements, students must complete a work term report and be given an evaluation of their performance by the employer.

¹¹ Some programs, to meet the standards of professional accreditation, have obtained the approval of the Academic Standards Committee and Senate for a variation from the specified program balance. Such existing variations are not affected by this policy.

- 7.2.2.3 Normally, admission to a co-op program is competitive. Students are selected for co-op based on their CGPAs and other non-academic criteria, such as interviews and/or a written statement.
- 7.2.2.4 Students must have a Clear Academic Standing and meet the stated minimum CGPA at the end of second/third year. To remain in a co-op program, students must maintain a Clear Academic Standing and a minimum CGPA as required by their department/school, or receive Departmental/School approval.

7.3 Double Major

7.3.1 Description

A Double Major is a Senate-approved program with a curricular focus in two areas, offering both breadth and depth within the areas of study.

7.3.2 Regulations

- 7.3.2.1 A Double Major curriculum comprises core studies in two disciplinary or interdisciplinary areas of study.
- 7.3.2.2 The core studies in each discipline or interdisciplinary area in a double major are defined discretely by the appropriate Program Departments/Schools.
- 7.3.3.3 Students may be admitted directly into a double major program in Year 1 or may apply to transfer to a double major program for Year 2.
- 7.3.3.4 To be accepted into a double major program, students must meet the academic requirements specified by both Program Departments/Schools. The requirements may include the completion of specified courses with a minimum final grade and/or a minimum CGPA.
- 7.3.3.5 Additional regulations for a double-major program may be Faculty specific.

7.4 Minor

7.4.1 Description

A Minor is a Senate-approved curricular element that provides an opportunity for students from multiple programs to explore a secondary area of undergraduate study, either for personal interest beyond their degree program, or as an area of specific expertise related to their degree program that will serve their career choice(s).

7.4.2 Regulations

- 7.4.2.1 Courses in a Minor have a coherence based on discipline, theme and/or methodology, as determined by the program offering the Minor.
- 7.4.2.2 A Minor curriculum consists of six one-term, degree-level courses which may be core, open elective, and/or liberal studies.
- 7.4.2.3 Course substitutions are not permitted.
- 7.4.2.4 All students are eligible to pursue any Minor except those that are specifically excluded by their program department or by the Academic Standards Committee (ASC) of Senate. Exclusions may be applied when the subject area of the Minor is too closely related to the core studies of a program.
- 7.4.2.5 Where it is possible, a student may take more than one Minor. However, an individual course may only be used to satisfy the requirements of one Minor.
- 7.4.2.6 It is acknowledged that scheduling issues such as course availability may prevent individual students from being able to access all the courses in a specific minor in the same time frame as they are completing the requirements for their degree.
- 7.4.2.7 Any course used to satisfy a requirement of a Minor cannot also be used to satisfy a requirement of a Concentration.
- 7.4.2.8 The completion of a Minor may require the completion of courses additional to those in a student's program. Additional fees may also be incurred.
- 7.4.2.9 Students must complete all courses in a Minor prior to graduation from their program of studies.
- 7.4.2.10 No Minor may be claimed twice.
- 7.4.2.11 Completion of a Minor is noted on the academic transcript, but not on the award document.

7.5 Optional Specialization ¹²

7.5.1 Description

An Optional Specialization is a Senate-approved program that provides an opportunity for students to enrich and augment their studies by focusing on a specific area of interest in addition to their degree program requirements.

¹² Unlike the Optional Specialization described here, *Optional Specializations in Zone Learning* are external to the student's degree program, and require the successful completion of a single non-credit course (CEDZ-100) over a specified number of terms.

7.5.2 Regulations

- 7.5.2.1 An Optional Specialization curriculum comprises a defined set of distinct degree level courses.
- 7.5.2.2 At least some of the courses in an Optional Specialization must be completed in addition to degree program requirements.
- 7.5.2.3 No course substitutions will be permitted in the completion of an Optional Specialization nor can courses unique to the Optional Specialization be used to fulfil the requirements of a degree program.
- 7.5.2.4 Students must be officially registered in an Optional Specialization.
- 7.5.2.5 Students may be required to achieve a minimum CGPA for all courses in the Optional Specialization to earn this special designation
- 7.5.2.6 Students must have a Clear Academic Standing in their program of studies to register and continue in an Optional Specialization. Additional academic criteria may be required.
- 7.5.2.7 Non-academic criteria may be required to register in an Optional Specialization.
- 7.5.2.8 Students must complete all courses in an Optional Specialization prior to graduation from their program of studies.
- 7.5.2.9 Completion of an Optional Specialization is noted on the academic transcript, but not on the award document.

7.6 Other

Any curricular element not covered by this policy will conform to the framework established by the Ontario Universities Council on Quality Assurance.

8. AUTHORITY AND RESPONSIBILITY**8.1 Senate**

The highest academic authority of the University, Senate has the authority over all curriculum matters as outlined in the [Ryerson University Act](#), the [Senate Bylaw](#) and Ryerson policies, including Senate's [Institutional Quality Assurance Process \(IQAP\) policies](#).

8.2 Provost and Vice President Academic

Has overall responsibility for this policy and any operating procedures that may be adopted from time to time.

8.3 Vice Provost Academic (VPA)

Has administrative responsibility (together with the Registrar) for actions taken under the authority of this policy. Without restricting the generality of the foregoing, the VPA will lead the development of any operating procedures that may be required, will resolve disputes between Program Departments/Schools and Teaching Department/Schools as per Section 5.2.2.3 of this policy; and will chair the Academic Standards Committee (ASC) and the Liberal Studies Curriculum Committee (LSCC).

8.4 Registrar

The operational units of the Office of the Registrar have primary responsibility for the day-to-day interpreting and application of the policy. The Registrar will consult with the VPA and the Academic Standards Committee (ASC) as required to ensure that the intent of the policy is met in its implementation.

8.5 Academic Standards Committee of Senate (ASC)

Has the authority to interpret this policy and make recommendations to Senate about program curricula, including justifiable exceptions, based on the general principles as outlined above.

8.6 Liberal Studies Curriculum Committee (LSCC)

Provides recommendations to the ASC on proposals for new liberal studies courses and other matters concerning the liberal studies curriculum.

The LSCC reports directly to the ASC, is chaired by the Vice Provost Academic (or designate), and consists of the following members:

8.6.1 Two representatives from each Faculty (Arts, Communication and Design, Community Services, Engineering and Architectural Science, Science, Ted Rogers School of Management) appointed by their respective Dean.

8.6.2 Two student representatives appointed by the Vice Provost Academic following a transparent process that is publicly announced.

8.6.3 One Chang School representative appointed by the Dean of the Chang School. Between meetings of the Liberal Studies Curriculum Committee, the Chair of the Committee may impose exclusions made necessary by curriculum modifications.

8.7 Department/Program/Faculty Councils

The responsibilities of Department/Program/Faculty Councils are as specified by Senate Policy [#45:Governance Councils](#) and by their individual bylaws.

8.8 Dean of Arts

The Dean of Arts has primary responsibility for the administration of Liberal Studies course offerings.

9. RESCINDS

The following Senate Policies are rescinded with the adoption of this policy, but are grand-parented for use by programs until they have completely transitioned to the revised model:

- Policy #7: Procedures for the Preparation, Submission and Approval of Academic Proposals (1975)
- Policy #14: Liberal Studies: Development of a Tripartite Curriculum (1977)
- Policy #33: Program Balance (1977)
- Policy #35: Degree Programs Policy (1982)
- Policy #44: Liberal Studies in the Ryerson Curriculum (1986)
- Policy #64: Change to the Composition of the Liberal Studies Committee (1989)
- Policy #74: New Structure for Administration of Liberal Studies at Ryerson (1991)
- Policy #107: Revision of Liberal Studies Policy (1994)
- Policy #109: Implementation of Liberal Studies Policy (1995)
- Policy #124: Professionally-Related Studies in Tripartite Curriculum (1996)
- Policy #148: Minors Policy (2015)
- Policy #149: Concentrations Policy (2016)

10. POLICY #2 – APPENDIX 1: GLOSSARY

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

Definitions contained in this glossary may be amended upon the recommendation of the Academic Governance and Policy Committee (AGPC) as part of the consent agenda of Senate. Such amendments do not require or imply a review of the rest of the policy.

Academic Year	For the purpose of this policy, the academic year is normally comprised of a Fall term and a Winter term.
Accreditation	see <i>Professional Accreditation</i>
Antirequisite	Courses that contain similar content and therefore cannot both be used toward fulfilling degree requirements. See related terms: <i>Co-requisite, Course, Prerequisite</i>
Bachelor's Degree	An academic credential awarded upon successful completion of an undergraduate degree program.
Billing Units	The measure used to calculate undergraduate tuition fees.
Certificate Level Course	A graded course that may be used to fulfil only Certificate requirements (i.e., is not part of an Undergraduate Degree Program). See related term: <i>Degree Level Course</i> .
Collaborative Program	An academic program offered by Ryerson in collaboration with another accredited post-secondary institution. See related terms: <i>Degree Completion Program, Joint Program, Program, Undergraduate Degree Program</i> . See also Policy #155: Approval of Collaborative Academic Program Agreements .
Concentration	A Senate-approved set of degree level courses within the core of a degree program or major, which is completed on an optional basis. See related terms: <i>Double-Major, Major, Minor, Optional Specialization</i>
Co-operative Education Program	A program that alternates periods of academic study with periods of paid work experience in business, industry, government, social services and the professions.
Core Elective Course	A degree level course that provides choice in the core studies of a program.
Core Required Course	A degree level course that must be completed by all students in a program.
Core Studies	Core studies provide both depth and breadth of knowledge of either a single, or of two disciplinary or interdisciplinary areas of study. They establish an essential knowledge base for a career or further study in the area. Core studies include core required courses and may include core elective courses. See related terms: <i>Core Required Course, Core Elective Course, Elective Course, Liberal Studies, Open Elective, Major</i>
Co-requisite	A course that must be successfully completed before, or concurrently with, another course. See related terms: <i>Antirequisite, Course, Prerequisite</i>
Course	The smallest formally recognized academic unit of study approved for inclusion in one or more programs, which has a unique course code, title and description recorded in the annual Ryerson calendar.

	<p>See specific variants: <i>Degree Level Course, Certificate-Level Course, Non-credit Course</i></p> <p>See also related terms: <i>Course Contact Hours, Course Count, Course Hours, Credit Course</i> ,</p>
Course Code	A unique alpha-numeric identifier. The letters identify the academic area in which the course is resident, while the digits indicate whether the course is a one- or two-term course. The digits do not necessarily indicate course level.
Course Contact Hours	<p>The hours associated with a given course which may include lecture, seminar, studio, tutorial, and laboratory hours and such activities as internship, online learning, and independent study.</p> <p>A one-term degree level course is normally a minimum of 36 course contact hours (3 hours per week for 12 weeks).</p>
Course Count	<p>A numeric value assigned to each individual course, based on its course hours, and reflecting its value relative to the 40 courses normally making up a program. For example, a one-term degree level course will normally have a course count of one.</p> <p>Exceptions to the standard course counts are noted in the Ryerson undergraduate calendar.</p> <p>See related terms: <i>Course, Course Contact Hours, Course Hours</i></p>
Course Hours	<p>An undergraduate degree program will normally comprise a minimum of 120 course hours. This number is based on the number of courses in the degree program (normally 40) multiplied by the number of weekly course contact hours associated with each course (normally 3) or, expressed another way, it multiplies the weekly course contact hours at full course load (5 courses X 3 hours) by the number of semesters (8).</p> <p>See related terms: <i>Course, Course Contact Hours, Course Count</i></p>
Course Weight	<p>Course academic value is a combination of the GPA weight assigned to a course, the course count assigned to the course and the number of academic terms (course length) assigned to the course. Normally, for example, the GPA weight assigned to a course of 1.0 and the course count of 1.0 will also align with the terms (course length) of 1 academic term.</p> <p><i>Note: there are exceptions to this relationship.</i></p> <p>See also Policy #46: Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate.</p>
Credit Course	<p>A graded course that constitutes partial fulfilment of certificate, diploma or degree requirements.</p> <p>See related term: <i>Non-credit Course</i></p>
Cumulative Grade Point Average (CGPA)	<p>A cumulative average calculated as an indicator of overall academic performance. Calculated as the sum of the cumulative products of GPA weights and earned grade points, divided by the sum of the cumulative GPA weights, and rounded up to the next higher second decimal place.</p> <p>See related terms: <i>GPA Weight, Term Grade Point Average (GPA)</i></p> <p>See also Policy #46: Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate.</p>
Curriculum	<p>The prescribed plan of study, approved by Ryerson Senate.</p> <p>See related term: <i>Undergraduate Degree Program</i></p>
Degree Completion Program	<p>An undergraduate program in which students are admitted to a specially designed, discrete program, based on the completion of a public (often Ontario) college diploma program. Other admission criteria may be required.</p> <p>(Replaces “<i>post diploma degree completion</i>” program).</p> <p>See related terms: <i>Bachelor’s Degree, Collaborative Program, Program, Direct Entry Program, Joint Program, Undergraduate Degree Program</i></p>
Degree Level Course	<p>A graded course that constitutes partial fulfilment of the requirements of an undergraduate degree. Such course may also constitute partial fulfilment of the requirements of a certificate and/or diploma.</p> <p>A one-term degree level course is normally a minimum of 36 course contact hours (3 hours per week for 12 weeks).</p> <p>See related term: <i>Certificate Level Course</i></p>
Degree Level Expectations	<p>The knowledge and skill outcome competencies that reflect progressive levels of intellectual and creative development. Degree level expectations are established by the Ontario Council of Academic Vice-President (OCAV’s) and are expressed in Ryerson’s Institutional Quality Assurance Process policies.</p>

Degree Program	See “Undergraduate Degree Program” See also Policy # 112: Development of New Graduate and Undergraduate Programs
Direct Entry Program	A post-secondary degree pathway based on the completion of a public (often Ontario) college diploma program. Other admissions criteria may be required. Entry is into Year 3 of a four year program. In some cases reach-back courses may be assigned. See related terms: <i>Reach-back Course</i>
Double Major	A Senate-approved program with a curricular focus in two areas offering both breadth and depth within the areas of study. See related terms: <i>Concentration, Major, Minor, Optional Specialization</i>
Elective course	A degree level course that is not specifically required within a program of study, providing the student with some choice within the category. Elective courses may be core, open, or liberal studies. See related terms: <i>Core Course, Course, Liberal Studies, Open Elective</i>
Faculty / faculty	When capitalized, an academic unit consisting of teaching departments/schools and established by Senate and the Board of Governors. The head of a Faculty is the Dean. Non-capitalized, the term ‘faculty,’ for the purpose of this policy, refers to the academic teaching staff of the University. See also Senate Bylaw .
A Weight	See Policy # 46: Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate .
Honours	A Senate-approved undergraduate degree designation.
Joint Program	A program of study offered by two or more universities or by a university and a college or institute, in which successful completion of the requirements is confirmed by a single degree document. See also Policy # 110: Institutional Quality Assurance Process ; Policy # 112: Development of New Graduate and Undergraduate Programs ; Policy # 155: Approval of Collaborative Academic Program Agreements .
Liberal Studies	Degree-level courses that are in disciplines outside students’ core area(s) of study that develop students’ capacity to understand and critically appraise the social, cultural, natural, and physical context in which they will work as a professional and live as an educated citizen. See related terms: <i>Core Course, Core Studies, Course, Elective Course, Open Elective</i>
Major	The primary focus of study within a degree program, offering both breadth and depth within a discipline, area of study, or interdisciplinary subject area. See related terms: <i>Concentration, Core Studies, Minor, Optional Specialization</i>
Minor	A Senate-approved set of degree-level courses with coherence based on discipline, theme and/or methodology. A Minor is distinct from the student’s major and is completed on an optional basis in partial fulfilment of the requirements of a degree. See related terms: <i>Concentration, Core Studies, Major, Optional Specialization</i>
Non-credit Course	A course which cannot be used to fulfil any certificate, diploma or degree program requirements. See related term: <i>Credit Course</i>
Open Elective	Degree level courses students may choose related either to their career paths or their personal interests. Open electives allow students to experience subject matter outside their core area(s) of study(ies), to earn a Minor, and/or to gain greater depth or breadth within their core studies. Students may satisfy open elective program requirements with any degree-level course for which they meet enrolment eligibility – with some exceptions. See related terms: <i>Core Course, Core Studies, Course, Elective Course, Liberal Studies</i>
Optional Specialization	An optional Senate-approved set of distinct degree-level courses that students must successfully complete, where at least some courses in the optional specialization are completed in addition to the student’s degree program requirements. See related terms: <i>Concentration, Double Major, Major, Minor</i>
Optional Specialization in Zone Learning	An optional specialization, external to the student’s degree program, that requires the successful completion of a single non-credit course (CEDZ-100) over a specified number of terms.
Post-baccalaureate Program	Requires the completion of a bachelor’s degree program for admission. Post-baccalaureate programs normally lead to a second bachelor’s degree, a certificate, or a professional credential.
Prerequisite	A requirement, usually a course, that must be successfully completed prior to be eligible to enrol in another course.

	See related terms: <i>Antirequisite, Co-requisite</i>
Professional Accreditation	Review at the provincial, Canadian or international levels by professional bodies of some university programs.
Program	See “Undergraduate Degree Program”
Program balance	The percentage of a program drawn from each of the three categories of degree level courses—core, open elective, and liberal studies--in a program. See related terms: <i>Core Course, Core Studies, Liberal Studies, Open Elective</i>
Program Department	The academic unit (department/school) responsible for the development, delivery and administration of one or more programs. See related terms: <i>Faculty, Teaching Department</i>
Reach-back Course	A course(s) from Year 1 or Year 2 of a four year program that may be assigned to a student in a direct entry program. See related terms: <i>Direct Entry Program</i>
Semester	See <i>Term</i>
Senate	Subject to the approval of the Board of Governors with respect to the expenditure of funds, Senate has the power to regulate the educational policy of the University including, but not restricted to, making recommendations to the Board with respect to the establishment, change or termination of programs and courses of study, schools, divisions and departments; and determining the curricula of all programs and courses of study, the standards of admission to the University and continued registration therein, and the qualifications for degrees, diplomas and certificates of the University. See also Ryerson University Act , Article 10.
Specialization	See <i>Optional Specialization</i>
Teaching Department	The academic unit (department/school) responsible for the development, delivery and administration of a course. See related terms: <i>Program Department, Faculty</i>
Term	A teaching term is 12 weeks, except for Bachelor of Engineering programs, which have a 13-week term. Students are evaluated and awarded credits for successful completion of enrolled courses at the end of each term.
Term Grade Point Average (GPA)	A term average calculated as an indicator of overall academic performance. Calculated as the sum of the term products of GPA weights and earned grade points, divided by the sum of the term GPA weights, and rounded up to the next higher second decimal place. See also <i>Cumulative Grade Point Average (CGPA), GPA Weight</i> . See also Policy #46: Undergraduate Course Grading, Academic Program Standing, and Eligibility to Graduate .
Undergraduate Degree Program	The complete set and sequence of courses, combination of courses, or other units of study, research and practice prescribed by the University for the fulfilment of a baccalaureate degree. Degrees are granted for meeting the established requirements at the specified standard of performance consistent with the University’s Undergraduate Degree Level Expectations (UDLEs). See also Institutional Quality Assurance Policies (#110, #112, #126, #127) for a baccalaureate/bachelor’s degree: honours. See also <i>Collaborative Program, Degree Completion Program, Joint Program, Program</i>

11. POLICY #2 –APPENDIX 2: UNDERGRADUATE DEGREE LEVEL EXPECTATIONS (UDLES)

The Undergraduate Degree Level Expectations (UDLEs), established by the Ontario Council of Academic Vice-Presidents (OCAV) and endorsed by the Council of Ontario Universities (COU), are part of Ryerson's [Institutional Quality Assurance Process](#) (IQAP, Senate [Policy #110](#)) and establish a framework for defining the attributes of a Ryerson graduate both generally and on an individual program basis.

EXPECTATIONS	BACCALAUREATE/BACHELOR'S DEGREE: HONOURS <i>This degree is awarded to students who have demonstrated the following:</i>
1. Depth and Breadth of Knowledge	<ul style="list-style-type: none"> a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches and assumptions in a discipline overall, as well as in a specialized area of a discipline; b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines; c. A developed ability to: <ul style="list-style-type: none"> i. Gather, review, evaluate and interpret information; and ii. Compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline; d. A developed, detailed knowledge of and experience in research in an area of the discipline; e. Developed critical thinking and analytical skills inside and outside the discipline; f. The ability to apply learning from one or more areas outside the discipline.
2. Knowledge of Methodologies	<p>An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:</p> <ul style="list-style-type: none"> a. Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques; b. Devise and sustain arguments or solve problems using these methods; and describe and comment upon particular aspects of current research or equivalent advanced scholarship.
3. Application of Knowledge	<ul style="list-style-type: none"> a. The ability to review, present and critically evaluate qualitative and quantitative information to: <ul style="list-style-type: none"> i. Develop lines of argument; ii. Make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study; iii. Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; iv. Where appropriate use this knowledge in the creative process; and b. The ability to use a range of established techniques to: <ul style="list-style-type: none"> i. Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information; ii. Propose solutions; iii. Frame appropriate questions for the purpose of solving a problem; iv. Solve a problem or create a new work; and c. The ability to make critical use of scholarly reviews and primary sources
4. Communication Skills	<p>The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.</p>
5. Awareness of Limits of Knowledge	<p>An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.</p>
6. Autonomy and Professional Capacity	<ul style="list-style-type: none"> a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring: <ul style="list-style-type: none"> i. The exercise of initiative, personal responsibility and accountability in both personal and group contexts; ii. Working effectively with others; iii. Decision-making in complex contexts; b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate program of further study; and c. Behaviour consistent with academic integrity and social responsibility.

**Academic Accommodation of Students with Disabilities
Policy 159 Review
Summary Of Changes – May 3rd 2022**

Policy 159: Policy and procedures for accommodation of students with disabilities

[Senate Policy 159: Academic Accommodation of Students with Disabilities](#) was last reviewed in 2016. In addition to review of the content for compliance with legislation, the format will be updated into the new Senate Policy Template.

POLICY REVIEW COMMITTEE

Students	Faculty	Staff	Co-Chairs
Claudia Idzik <i>Student Senator, Graduate Studies, Psychology</i>	Kelly Dermody <i>E-Learning Librarian</i>	Allan MacDonald <i>Executive Director, Student Wellbeing</i>	Kelly MacKay <i>Vice-Provost Academic</i>
Ayman Surty <i>Student Senator, Politics and Governance, Faculty of Arts</i>	Wendy Freeman <i>Executive Director, Centre for Excellence in Learning and Teaching</i>	Heather Willis <i>Accessibility Coordinator, Office of the Vice President, Equity and Community Inclusion</i>	Jen McMillen <i>Vice-Provost Students</i>
	Esther Ignagni <i>Assistant Professor; Director, School of Disability Studies</i>	Donna Bell <i>Secretary of Senate</i>	
	Sarah Sabatinos <i>Associate Professor; Biomedical Sciences Program Director, Director of Chemistry and Biology</i>	Victoria Madsen <i>Senate Policy and Appeals Specialist</i>	

MULTI-STAGE PROCESS 2020-2022

Winter 2020	Committee Education and Information Gathering
Fall 2020	Environmental Scan of peer Universities and Colleges Research on current legislation and guidance First round of Policy consultations with key invested stakeholders
Winter / Fall 2021	Further Policy Consultation, Draft Writing and Updated Draft Policy and Procedures
Fall 2021 / Winter 2022	Invested Stakeholder and Community Policy Consultations on preliminary draft
Winter / Spring 2022	Final Draft Writing and Senate Approval
Spring / Summer 2022	Communication and Implementation

SUMMARY OF MAJOR CHANGES TO POLICY 159

- Policy is formatted to align with the Senate Policy template.
- Purpose statement has been updated to reflect current University and community guiding principles for accessibility, inclusion, fairness, and equity.
- Definitions section modified to include an enhanced definition for disability.
- Values and Principles updated to include:
 - alignment to University Academic Plan Values 2020-2025;
 - equity, diversity and inclusion;
 - wellbeing;
 - flexibility;
 - confidentiality;
 - shared responsibility; and
 - timeliness.
- Addition of a new section outlining Duties of Accommodation per the Ontario Human Rights code.
 - guidelines for requests for consideration of retroactive accommodation and accompanying procedures.
- Clarification on the process and expectations for documentation.
- Addition of resolution of disagreements process.

Procedures now include:

- Enhanced roles and responsibilities focused on collaboration among various parties.
- Enhanced section for resolution of disagreements and the corresponding process.
- New section for retroactive requests for accommodation and the corresponding process.
- Enhanced section for accommodations pending review including the implementation of interim accommodations while awaiting a decision.

RYERSON UNIVERSITY**POLICY OF SENATE****ACADEMIC ACCOMMODATION OF STUDENTS WITH DISABILITIES**

Policy Number:	159
Senate Approval Date:	XXXX, X, XXXX
Revision Implementation Date:	Fall 2022
Previous Approval Date:	August 15, 2016
Next Policy Review Date:	XXXX
Responsible Office:	Vice Provost Academic & Vice Provost Students

1. PURPOSE

This policy establishes the principles, conditions, and expectations surrounding the request for and provision of academic accommodations at Ryerson University (the “University”).

The University acknowledges and celebrates the diversity of its students. The University recognizes the many intersections between the social, the physical, and the virtual environments within the context of academia and acknowledges the unique barriers, including ableism, that may arise for students with disabilities. The University is committed to addressing these barriers to enhance an accessible educational environment and equality of opportunities, benefits, privileges, and participation through the provision of accommodations that maintain academic standards.

2. APPLICATION AND SCOPE

This policy applies to:

- all students at the University
- all faculty, instructors, and staff involved in:
 - the request for, consideration of, and the implementation or administration of accommodations
 - the delivery of academic instruction, the evaluation and assessment of courses and non-course degree requirements

where the final goal is for students to acquire and demonstrate the essential academic requirements needed to meet the learning objectives of a course or program.

This policy does not apply to programs or services offered by the University that are not related to the delivery of academic instruction.

3. DEFINITIONS

3.1 Ableism

A belief system, analogous to racism, sexism, or ageism, that sees persons with disabilities as being less worthy of respect and consideration, less able to contribute and participate, or of less inherent value than others. Ableism may be conscious or unconscious, and may be embedded in institutions, systems, or the broader culture or society. It can limit the opportunities of persons with disabilities and reduce their inclusion in the life of their communities (see [LCO's Framework for the Law as It Affects Persons with Disabilities](#)).

3.2. Academic Accommodation

A planned variation or modification in the way a student with a disability receives course curriculum and materials, participates in course and non-course degree requirements, and is evaluated and assessed, in order to acquire and demonstrate the essential academic requirements needed to successfully meet the learning objectives of a course or program.

3.3. Accessibility

Accessibility is the degree to which something (e.g. device, service, physical environment, information) can be accessed by persons with disabilities.

3.4. Essential Academic Requirements

The core and essential knowledge and skills that a student must acquire and demonstrate to meet the learning objectives of a course or program.

3.5. Disability

"No single definition of "disability" can fully capture experiences of persons with disabilities. Definitions of disability must recognize the complexity that results from the interaction of an individual with his or her environment."¹ This Policy adopts the definition of disability as defined by applicable law, including Ontario's [Human Rights Code, RSO 1990, c H 19](#), (the "Code") as may be amended:

¹ [LCO's Framework for the Law as It Affects Persons with Disabilities, page 2, definition of Disability](#)

- 3.5.1. any degree of physical disability, infirmity, malformation, or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device
- 3.5.2. a condition of mental impairment or a developmental disability
- 3.5.3. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language
- 3.5.4. a mental disorder
- 3.5.5. an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*

3.6. **faculty (non-capitalized)**

For the purposes of this Policy “faculty” refers to the academic teaching staff of the University including chairs and directors.

3.7. **Medical Documentation**

Documents that verify or confirm that a student has a disability, or that clarify the impact of the disability, and any resulting functional limitations. Medical documentation must be based on a current, thorough, and appropriate assessment from a registered health care professional qualified to diagnose and assess functional limitations and needs associated with disability. Other supporting documentation may also reasonably be requested by the University as part of the accommodation process.

3.8. **Instructor**

The person responsible for the course and includes all those represented by the Ryerson Faculty Association as well as the part-time, sessional, and Continuing Education contract lecturers who are represented by Unit 1 or Unit 2 of CUPE Local 3904.

3.9. **Non-course Degree Requirements**

Non-course degree requirements include but are not limited to seminars, theses, major research papers, major research projects, comprehensive/candidacy examinations, dissertations, experiential learning opportunities, clinical placements, and required certifications.

3.10. **Staff**

Staff are personnel associated with the unit who are designated as MAC or are represented by OPSEU.

3.11. Student

An individual who is registered in a full-time or part-time course or program at the University.

4. VALUES AND PRINCIPLES

4.1. Senate Policy Framework

The values and principles outlined in the University's [Senate Policy Framework](#) are applicable and fundamental to this Policy; the substantive values stipulated are: academic excellence, integrity, equity, diversity, and flexibility.

4.2. Accommodation

The principles of respect for dignity, individualization, inclusion, and full participation apply both to the substance of an accommodation and to the accommodation process. At all times, the emphasis must be on the individual student and not on the category of disability. The assessment and provision of academic accommodations for students with disabilities will be interpreted and applied in accordance with applicable law, including, without limitation, the Code and AODA, as well as applicable University policies and procedures.

4.3. Accessible Educational Environments

For students with disabilities, both accessibility and accommodation must be taken into account. Complementary to its provision of reasonable accommodations, the University is committed to facilitating an accessible educational environment through conscious planning, design, and efforts to assist students in meaningfully participating in teaching and learning environments through, for example, devices, services, physical environments, and information. Accessibility does not preclude accommodation; the two concepts are inherently linked and must co-exist in order to achieve a just and inclusive educational experience.

The University acknowledges the Universal Design for Learning framework as one way to increase flexibility for students and provide multiple ways to access content, engage and participate in learning, and demonstrate mastery in learning outcomes. Proactive accessibility planning may help reduce the ways in which students may be excluded in the classroom and identify new and innovative ways to teach that can improve the learning experience of all students.

Faculty and instructors should strive to design course curriculum, delivery methods and evaluation methodologies that are as accessible as possible from the outset, and provide reasonable accommodations in response to substantiated requests to address any barriers that may still exist despite efforts to enhance accessibility through design.

4.4. **Equity, Diversity, and Inclusion**

The University supports fair and equitable treatment of the University community by developing policies, procedures, and guidelines that attempt to remove barriers to address historical and current disadvantages for equity-deserving groups consistent with the University's *Senate Policy Framework*, recognizing that fairness does not mean treating everyone in exactly the same way.

4.5. **Wellbeing**

Wellbeing is fundamental to positive social and academic outcomes and healthy communities. The University is committed to the academic success of its students by creating a safe, secure, collegial, healthy, and inclusive environment that puts people first, is supportive of the whole person, and enhances the development of physical, mental, emotional, and spiritual wellbeing.

4.6. **Confidentiality**

The University is committed to promoting an environment that ensures students feel safe disclosing a disability. Confidentiality should be maintained throughout the accommodation process. Medical information should only be disclosed on a need-to-know basis or in accordance with applicable law or the policies and procedures of the University.

4.7. **Flexibility**

Acknowledging that there can be multiple routes to academic excellence and rigor, the University encourages flexibility in creating and supporting reasonable academic accommodations for students with disabilities while maintaining academic standards. Individualized academic accommodations for students with disabilities may require different approaches that do not imply a lesser standard of performance. Flexibility in the design and support of student accommodations may promote fair and equitable processes and outcomes, and therefore support and augment academic excellence.

4.8. **Collaboration and Shared Responsibility**

Accommodating students with disabilities is a shared responsibility and a collaborative process that may engage diverse, sometimes competing, needs, responsibilities, and participation of: students, faculty, instructors, and staff. To this end, the University is committed to fostering an inclusive, collaborative, educational environment that:

- recognizes everyone involved should be prepared to cooperate in the process, share relevant information, and be willing to jointly explore flexible, creative accommodation solutions
- promotes mutual respect
- recognizes the equality, dignity, and autonomy of all persons

- recognizes that lived disability experiences vary greatly and often involves exclusion and inaccessibility
- provides equal opportunity to reasonable academic accommodations
- fosters student learning through a wide range of teaching and learning approaches
- protects the privacy and confidentiality of its students

4.9. **Timeliness**

It is in the best interest of students and the University to achieve timely implementation of academic accommodations as early as possible under this Policy. Students in partnership with AAS, faculty, instructors, and staff should work together to ensure timely resolution of any requirements necessary to implement and facilitate a plan to provide individualized academic accommodations.

5. DUTIES OF ACCOMMODATION

5.1. **Duty to Accommodate**

The University shall provide, in accordance with applicable law, reasonable accommodations to students with disabilities to support them in meeting essential academic requirements that maintain academic standards. At all stages of the accommodation process, the principles of respect for dignity, individualization, integration, and full participation shall be considered.

In circumstances where a request for accommodation is being assessed to determine what, if any, accommodations are supported and reasonable, the University shall consider whether the provision of temporary interim accommodations is appropriate.

Students shall request academic accommodations in a proactive and timely fashion - ordinarily in advance of due dates.

In circumstances where a student has experienced disruptions in their ability to function for reasons relating to disability such that they were incapable of following the University's processes and practices surrounding academic accommodations, the University may consider requests for retroactive accommodation (see Procedures Section 3).

5.2. **Duty to Inquire about Accommodation**

Where faculty, instructors, or staff have a reasonable basis to believe that a student's academic performance is being negatively affected for reasons relating to disability, there may be a "duty to inquire" about the student's wellbeing and academic needs and to provide referrals to relevant offices at the University, including AAS, Student Wellbeing, and Student Care.

5.3. **Duty to Participate in the Accommodation Process**

Students, faculty, instructors, and staff have a duty to cooperate and participate in the accommodation process. All individuals involved in the request for, consideration of, and the implementation or administration of accommodations shall participate in the accommodation process in good faith and in a timely manner, recognizing that the registration, assessment, and implementation of accommodations may take time on account of the complexity of the circumstances, documentation required, and other relevant factors.

5.4 Duty to Provide Documentation

Meeting the individual accommodation needs of students can be complex, challenging, and may require clarification. In order to fully understand and properly facilitate academic accommodation requests, the University, through AAS, is entitled to verify the presence of a disability and the nature and extent of relevant restrictions or functional limitations on a student's ability to meet the essential academic requirements of their chosen course or program. The University may require medical documentation and information from a physician or qualified registered health professional in order to fully assess the needs of students seeking accommodations.

Some examples of information that students seeking accommodation could reasonably expect to provide include, but are not limited to:

- medical confirmation of disability or medical condition
- functional impact/limitations/needs related to that disability
- whether they can meet the essential academic requirements of their course or program with or without accommodation
- recommended accommodation(s) needed to help meet essential academic requirements
- when the student is able to return to their academics following an absence

5.5 Limitations to Duty to Accommodate

The University's duty to accommodate students with a disability is limited in the following circumstances:

5.5.1. Undue hardship

The University shall discharge its duty to accommodate in accordance with applicable law and the University's applicable policies and procedures by providing reasonable accommodations that maintain academic standards and academic integrity up to the point of undue hardship, which may involve consideration of:

- costs
- availability of outside sources of funding
- health and safety requirements

In considering whether the provision of an accommodation would constitute undue hardship, inconvenience and the negative reactions and preferences of others shall not be sufficient.

5.5.2. Inability to meet essential requirements

In some circumstances, the nature and degree of a student's functional limitations arising from a disability may mean that no accommodations that could be provided would enable the student to meet the essential academic requirements of a course or program.

6. RESOLUTION OF DISAGREEMENTS

Students, faculty, instructors, and staff are encouraged to seek agreement regarding mutually satisfactory provision of academic accommodations. In the event of a disagreement, disputes will be resolved in accordance with this Policy and its Procedures (see Procedures Section 4).

7. ACADEMIC INTEGRITY

The spirit of this Policy is collaborative, inclusive, and well-intended to support students who require academic accommodations. For this reason, the misuse of this Policy to gain academic advantage or benefit, for example:

- (a) submitting false, altered, forged or falsified health certificates or other documents for academic consideration
- (b) making false claims for such consideration to delay or avoid academic requirements

constitutes academic misconduct and will be subject to the processes, penalties, and consequences, as outlined in *Policy 60: Academic Integrity*.

RELATED UNIVERSITY POLICIES:

Ryerson Discrimination and Harassment Prevention Policy

<https://www.ryerson.ca/policies/policy-list/dhp-policy/>

Senate Policy 60: Academic Integrity <https://www.ryerson.ca/content/dam/senate/policies/pol60-procedures.pdf>

Senate Policy 135: Final Examinations

<https://www.ryerson.ca/content/dam/senate/policies/pol135.pdf>

Senate Policy 150: Accommodation of Student Religious, Aboriginal and Spiritual Observance

<https://www.ryerson.ca/content/dam/senate/policies/pol150.pdf>

Senate Policy 167: Academic Consideration

<https://www.ryerson.ca/content/dam/senate/policies/pol167.pdf>

Senate Policy 168: Grade and Standing Appeals

<https://www.ryerson.ca/content/dam/senate/policies/pol168.pdf>

Senate Policy 169: Experiential Learning

<https://www.ryerson.ca/content/dam/senate/policies/pol169.pdf>

RESOURCES

Ontario *Human Rights Code* (the “Code”)

<https://www.ontario.ca/laws/statute/90h19>

Accessibility for Ontarians with Disabilities Act (“AODA”) <https://www.ontario.ca/page/about-accessibility-laws#section-1>

Accessible Education for Students with Disabilities

<http://www.ohrc.on.ca/en/policy-accessible-education-students-disabilities>

Framework for the Law as it Affects Persons with Disabilities

[LCO’s Framework for the Law as It Affects Persons with Disabilities](#)

POLICY OF SENATE

PROCEDURES for Policy 159: Academic Accommodation of Students with Disabilities

1. ROLES AND RESPONSIBILITIES

The University supports the notion that developing and implementing individual accommodations for students with disabilities is a shared responsibility that functions best as a respectful, collegial, collaborative process. Each participant should be prepared to engage, cooperate and contribute meaningfully, share relevant information, and be willing to jointly explore flexible, creative accommodation solutions for students. Designated participants in the process have the following responsibilities:

1.1. Students

Students with disabilities are key advocates for communicating their academic accommodation needs and therefore are essential contributors in developing, and facilitating the implementation of their individualized accommodation plans. Students seeking academic accommodation support will:

- 1.1.1. Agree to proactively consult with Academic Accommodation Support (AAS), the faculty/instructor, Department or Faculty, as soon as feasible, including prior to enrolling in a course or program, on any concerns they may have about their ability to meet the essential academic requirements of a course/program.
- 1.1.2. Register with AAS as early as possible to determine necessary accommodation(s) for meeting academic obligations as provided in the course outline(s) (see Policy 166, Procedures section. 7) as well as for non-course degree requirements (see Policy 159, Section 3.9).
- 1.1.3. Provide AAS services with appropriate disability related documents (see Policy section 5.4) that are reasonably requested by the university, and;
 - Keep such information current for the period of their accommodation; and,
 - Consent to the university making use of this information on a need-to-know basis for appropriate University purposes, including the administration of this policy.
- 1.1.4. Collaborate with AAS, instructors, and others (for example, academic advisors, graduate supervisors, chairs/directors, deans, library staff etc.) by participating in the accommodation planning process.

- 1.1.5. Acknowledge that the process for assessing and providing appropriate academic accommodations involves careful consideration of individual circumstances and must take into account:
- The complex nature of implementing some required accommodation(s);
 - The timelines for implementing accommodations during the academic term; and,
 - The realistic possibility that some academic accommodation remedies may not be possible or available in specific cases.
- 1.1.6. Proactively communicate their academic accommodation plan to all course instructors where the student has an expectation of receiving academic accommodation in that course or to their program director in the case of non-course degree requirements. Students will:
- Send accommodation letters to each instructor through the online accommodation support system used by AAS as early as possible in the semester;
 - Understand that choosing not to use an approved accommodation while completing a course or non-course degree requirement may impact any appeal made on the basis of disability in that course or non-course degree requirement; and,
 - Follow their academic accommodation plan as designed, and as needed, notify AAS immediately when their academic accommodation(s), or plan no longer supports their academic needs.
- 1.1.7. Follow AAS procedures with regard to registration, renewing registration, booking quizzes, tests and exams, and the [provision of accommodation and supports](#).
- 1.1.8. Request, if appropriate, that their eligibility for university awards, scholarships or other opportunities be considered on the basis of their accommodation (e.g. reduced course load).
- 1.1.9. If applicable, submit a request for retroactive accommodation with explanation and supporting documentation of why the request was unable to be made in advance of applicable deadlines. (See Procedures Section 3).
- 1.1.10. If necessary, engage in the resolution of disagreements process. (see Procedures Section 4)

1.2. Academic Accommodation Support (AAS)

AAS works with students to create and implement individualized academic accommodation plans so students can more fully participate in their studies. Developing academic accommodation plans will vary from student-to-student depending on individual disability-related needs. For students with an expectation of receiving academic accommodation support, AAS will partner with students, faculty, instructors, staff and other professionals to facilitate academic accommodations for students with disabilities by;

- 1.2.1. Facilitating the academic accommodations process for students with disabilities by coordinating the requests for and developing plans and assisting in the provision of academic accommodations.
- 1.2.2. Informing students with disabilities of their obligations as AAS registrants.
- 1.2.3. Receiving and verifying all applicable documents regarding a student's disability related circumstances.
- 1.2.4. Requesting and obtaining any additional documents regarding disability reasonably required by the university and per the requirements outlined in the Ontario Human Rights Code.
- 1.2.5. Ensuring that all student information and all documents regarding disability are treated with the highest degree of confidentiality and security.
- 1.2.6. Reviewing all documents related to the student's circumstances and in consultation with the student:
 - 1.2.6.1 Providing problem-solving support to students with disabilities when applicable; and/or,
 - 1.2.6.2 Making the necessary recommendations for an individualized academic accommodation plan where appropriate.
- 1.2.7. Consulting with instructors and faculties/schools, as needed, on academic accommodations to ensure an accommodation(s) does not impinge upon the essential requirements of their program of studies.
- 1.2.8. Providing confirmation, upon request and with the consent of the student, confirming a student's registration with AAS and outlining the student's academic accommodation requirements.

- 1.2.9. Acting as the trusted resource by assisting and providing information and expertise pertaining to academic accommodations to instructors, Chairs/Directors, Deans and other administrative staff.
- 1.2.10. Educating, when appropriate, students, faculty, instructor and staff as to their rights and responsibilities under this policy.
- 1.2.11. Ensuring that tests and exams held in AAS are conducted and invigilated in accordance with university policy and procedures.
- 1.2.12. Ensure confidential and timely delivery of tests or exams according to AAS procedures.
- 1.2.13. Provide clear deadlines on the Academic Accommodation Support website.
- 1.2.14. If necessary, engaging in the resolution of disagreements process (see Procedures Section. 4)

1.3. Faculty and Instructors

Faculty and instructors have a duty to inform themselves about disability related issues, to interact with students in a respectful and inclusive manner, to engage in the accommodation process, and to provide appropriate academic accommodations.

Faculty and instructors should strive to design course curriculum, delivery methods, and evaluation methodologies that are as accessible as possible from the outset, and provide reasonable accommodations in response to substantiated requests to address any barriers that may still exist despite efforts to enhance accessibility through design.

Faculty/instructors will:

- 1.3.1. Collaborate with AAS and the Centre for Excellence in Learning and Teaching, to ensure that alternative approaches and possible accessible accommodation solutions are investigated and designed into course curriculum, activities and materials while preserving the essential academic requirements of the course or non-course degree requirement.
- 1.3.2. Embed by design course content including but not limited to; teaching methods, textbooks, printed materials and audio/video resources so that any necessary academic accommodations can be in place as early as possible to the beginning of the academic term;

- 1.3.3. Advise students of available accommodation supports, and the process by which these resources may be accessed. When necessary, refer students who identify as having a disability or suspected disability who are requesting disability-related academic accommodations to AAS services as soon as possible; (see Policy Section 5.2 Duty to Inquire)
- 1.3.4. Work in collaboration with students, AAS services, and other university stakeholders, to support students who are registered with AAS and have a current academic accommodation plan in place. Address any concerns regarding individual academic accommodations as soon as possible;
- 1.3.5. Be responsive to alternative forms of accommodations should the current academic accommodations be insufficient based on the impact of the student's disability and/or the nature/type of course or non-course degree requirement;
- 1.3.6. Work in collaboration with the Test Centre to ensure timely delivery of assessment information and materials that enable the student to demonstrate their learning in a course/program;
- 1.3.7. Seek guidance from the chair/director, associate dean, dean and AAS, when needed;
- 1.3.8. Promote an environment that is inclusive where all students treat one another with respect; and,
- 1.3.9. If necessary, engage in the resolution of disagreements process (see Procedures Section 4).

1.4. The Department/ School/Program chair/director or designate shall:

- 1.4.1 Provide an opportunity for all faculty members to familiarize themselves with this policy;
- 1.4.2 Assist faculty in ensuring that course instruction, materials and activities are accessible to develop an inclusive learning environment for students;
- 1.4.3 Provide resources as appropriate to implement approved academic accommodations;
- 1.4.4 Consult with students and AAS, as required, when an accommodation request is in question and/or is denied by the faculty/instructor (see

Resolution of Disagreements Procedures Section 3);

- 1.4.5 Discuss with AAS concerns about how accommodations relate to the essential academic requirements of the course/program, communicate findings with the student;
- 1.4.6 Review, upon request by a student, faculty or instructor and/or AAS, concerns with the recommended accommodation plan and assist in developing alternatives; ensure this matter is addressed in a timely manner (this may be done in consultation with the Dean);
- 1.4.7 Ensure that experiential learning placements (e.g., field placements, practica) are informed of, and able to respond to, accommodation requirements of students with disabilities in a timely manner prior to assigning students to a specific placement setting; where possible include any timelines for ensuring accommodations are in place when a student is accepted into an experiential learning placement; and,
- 1.4.8 Ensure the provision of accommodations for students with disabilities is outlined in the department/ school student handbook in accordance with the Course Management Policy (Policy 166).
- 1.4.9 If necessary, engage in the resolution of disagreements process (see Procedures Section 4)

1.5. Deans shall:

- 1.5.1 Work with the Department/ school chairs/ directors to ensure that all faculty and instructors are made aware of this policy and that the practices associated with the delivery of accommodations are consistent with this policy;
- 1.5.2 Assist faculty, chairs, and directors in ensuring that course instruction, materials and activities, and non-course degree requirements are accessible in order to develop an inclusive learning environment for students;
- 1.5.3 Provide resources as appropriate to implement approved academic accommodations;
- 1.5.4 Assess decisions with the Chair/Director not to provide any academic accommodation or a particular academic accommodation;

- 1.5.5 Ensure that academic accommodations received by students will not be a barrier to eligibility for university honours or opportunities; and,
- 1.5.6 If necessary, engage with the chair/director in the resolution of disagreements process (see Procedures Section 4)

1.6. The Convocation and Awards Office

- 1.6.1 Shall make accommodations for convocation ceremonies, in conjunction with AAS as appropriate, with advance notice from the student or other relevant parties.

1.7 The Registrar's Office

- 1.7.1 In accordance with the Equalization of Tuition for Students with Disabilities (See Appendix A), shall maintain a process for fairly assessing tuition fees where a reduced course load is an appropriate academic accommodation.

1.8 Library Services

- 1.8.1 Shall make efforts to provide access to information for students with disabilities;
- 1.8.2 Collaborate with the instructor, AAS and other campus stakeholders to provide information in accessible formats to students with disabilities;
- 1.8.3 Collaborate with Computing and Communications Services (CCS) and other campus stakeholders to provide adaptive technology within the library to improve accessibility.

1.9 Centre for Excellence in Learning and Teaching

- 1.9.1 Provide resources to faculty members related to universal design for learning, inclusive design, and accessible delivery and evaluation methods. The University acknowledges the Universal Design for Learning framework as one way to increase flexibility for students and provide multiple ways to access content, engage and participate in learning, and demonstrate mastery in learning outcomes. Proactive accessibility planning may help reduce the ways in which students may be excluded in the classroom and identify new and innovative ways to teach that can improve the learning experience of all students.

- 1.9.2 In collaboration with AAS, Vice-Provost, Faculty Affairs and others, provide information and training for instructors related to academic accommodations specifically for students with disabilities.

1.10 Student Financial Assistance

- 1.10.1 Shall collaborate with AAS and other key stakeholders as needed in the administration of specialized funding according to Ministry guidelines.

2. CONFIDENTIALITY

- 2.1 Students' medical information and supporting documentation should be requested from and provided to AAS, which collects personal information for the purpose of considering, implementing and administering accommodations and related processes at the University.
- 2.2 Student personal information will be respected, protected, and maintained throughout the Academic Accommodation process. All information, including documentation received regarding a students' disability and subsequent request(s) for Academic Accommodation will be collected, used, disclosed, and retained in accordance with the University's records management and retention schedule, policies, procedures, notices, and practices pertaining to privacy, and the Freedom of Information and Protection of Privacy Act and other applicable laws.

3. RETROACTIVE REQUESTS FOR ACCOMMODATION

A student may submit a **request for retroactive accommodations** under certain conditions with supporting documentation. These requests must be submitted as soon as documentation is received and explain why the student was not able to seek accommodations in advance of the relevant deadline(s).

- 3.1. For students who registered with AAS within the term in which the course is being taken and wish to be considered for retroactive accommodations within the current term, students must submit their requests with supporting documentation directly to AAS for follow-up.
- 3.2. Requests for retroactive accommodations after a final grade has been published in RAMSS may proceed in one of two ways depending on the circumstances (but not both):

- 3.2.1. students may submit a request for a Retroactive Withdrawal from a course with supporting documentation. This process is overseen by the [Registrar's office](#) and should be a last resort and will only be considered where a student has faced sudden and serious life events that directly prevented them from meeting the course drop published deadlines, OR
- 3.2.2. students may submit a final grade appeal on the basis of relevant grounds as per [Policy 168: Grade and Standing Appeals](#).

4. RESOLUTION OF DISAGREEMENTS

4.1. Review of Accommodation Plan if Not Accepted:

- 4.1.1. If an instructor does not agree to implement an academic accommodation approved by AAS, the instructor will outline (a) the essential course requirements that cannot be met with the approved accommodation, and/or (b) the academic standard that would be compromised by the accommodation, and the Academic Accommodation Support designate shall review if another academic accommodation is possible. If it becomes clear that there will be no agreement on the provision of academic accommodations, the Chair/Director will be promptly notified.
- 4.1.2. The chair/director in consultation with the Dean or designate will meet with the AAS manager (or designate) and others as appropriate to review all relevant information as appropriate. The chair/director may request additional information from the parties through AAS. If the chair/director agrees with the approved academic accommodations, the chair/director shall direct in writing that those academic accommodations be provided. If the chair/director does not agree that the academic accommodations requested by the student are appropriate, or if the faculty/instructor refuses to apply the accommodation(s) as directed, the chair/director shall provide notice, including their rationale, to AAS and the student in writing within 5 (five) business days from the date of the meeting. See Section 3.2 re accommodation pending review.
- 4.1.3. If the student is not satisfied with the chair/director response, they may, in consultation with AAS, write to the Vice-Provost Academic within 10 (ten) business days from the date of the chair/director's letter.
- 4.1.4. The Vice-Provost, Academic, in consultation with the Vice-Provost, Students, or the Vice-Provost and Dean, Yeates School of Graduate Studies (for graduate students) shall review all relevant documentation and will consult

with others as appropriate in an effort to resolve the matter. The Vice-Provost Academic may request additional documentation from all parties. The Vice-Provost Academic will render a final decision on the matter.

- 4.1.5. There shall be no review of or appeal from the decision of the Vice-Provost, Academic.

4.2. Accommodation During Dispute Resolution Process

- 4.2.1. The university recognizes that decisions involving academic accommodations must be made expeditiously. In the event that a request for accommodation is under review, the faculty/instructor and AAS shall review the accommodation plan to determine what portion, if any, of the plan it is appropriate to implement on an interim basis pending finalization of the accommodation review and implementation process.
- 4.2.2. Pending the final outcome of all reviews, and where the final result is that the academic accommodation cannot be granted:
 - 4.2.2.1 the student may choose to drop the course by the official drop deadline period in good academic standing or
 - 4.2.2.2 if it is past the official drop deadline period in good academic standing and before the last day of classes for the course for the term, the chair/director and student, in consultation with AAS, may after all other options are considered, as a last resort recommend that a student be considered for a late course drop through the Registrar's Office.

Appendix "A"



Equalization of Tuition for Students with Disabilities per Senate Policy #159

Effective June 1, 2018

PROCEDURES

1. PREAMBLE

Some students with disabilities must, as a result of their disability and as part of their approved accommodation plan, take a reduced course load which could extend the time it takes for them to complete their degree. In such cases these students could end up paying more in tuition fees to complete their program than a student who is able to take a full course load and complete their degree in a shorter time frame. In 1995, the University committed to resolving this imbalance and developed a process to address inequities.

2. PURPOSE

The purposes of Policy 159:

- 2.1. To ensure that students who must take a reduced course load, based on an approved accommodation for their disability, pay no more in tuition and applicable ancillary fees for completion of their program than a student without a disability completing the same program.
- 2.2. To outline the parameters for how eligibility for this equalization will be determined.
- 2.3. To outline inclusions and exclusions in the calculation of equalization amounts.

3. SCOPE

These procedures apply to students enrolled in Undergraduate, Masters, or Ph.D. degree programs at Ryerson who are registered with Academic Accommodation Support (AAS) and for whom AAS has approved a reduced course load as an accommodation for their disability.

4. DEFINITIONS

- 4.1. **Equalization**
To make equitable.
- 4.2. **Approved Accommodation**
Planned variation in the way a student with a disability proceeds through their academic program as verified by documents based on assessment from a qualified health professional. These documents are used to determine the student's functional limitations requiring accommodation and are approved as per Academic Accommodation Support.
- 4.3. **Tuition fees**
Fees charged to students for delivery of a degree program. Does not include ancillary fees.
- 4.4. **Ancillary fees**
Additional university or program fees (non-tuition fees) charged to the student. For the purposes of the tuition equalization calculation, does not include fees collected on behalf of third parties (e.g. student union dues, health and dental plan fees, etc.).
- 4.5. **Rebate**
A refund (issued in the form of a taxable bursary).

Student Names Policy 172

Purpose Summary

Ryerson University is committed to fostering an environment of inclusiveness and supporting students' chosen form of self-identification and recognizes that students may choose to use names other than their legal names to identify themselves.

The Registrar's Office had a process by which transitioning students could request a name change without having formally completed a legal name change but that required the student to out themselves and presented barriers to OSAP and other external processes that required a legal name match the name used at Ryerson.

The Registrar's Office recognized we could do even better and has been working to implement functionality in RAMSS that will allow students to select a chosen name that they wish to be identified by on campus without changing their legal name. The chosen name will appear for internal purposes such as the class roster, grade roster, D2L, and Google Meet and Zoom display names. The legal name will continue to be recorded on all university official documents such as Official Transcripts, Award Parchments and Letters.

Alongside the work to implement this functionality we have also been working on a Student Names Policy that will support where the chosen name will display and how it will be used in RAMSS and other university systems.

The University requires that students use their legal name on all legal records and official documents. All official documents produced by the University for external use, such as but not limited to transcripts, parchments, and enrolment confirmations, will state the full, legal names of students.

The Student Names policy will apply to all students at the University. The policy will provide clear definitions for and the use of the legal name and the chosen first name.

The Policy also supports the process for altering, deleting, substituting or adding a legal name or a chosen first name to a student's academic record.

POLICY OF SENATE

STUDENT NAMES

Policy Number:	172
Senate Approval Date:	XXX, X, XXXX
Revision Implementation Date:	Fall XXXX
Next Policy Review Date:	XXXX
Responsible Office:	Office of the Registrar

1. Purpose

Ryerson University (the “University”) is committed to fostering an environment of inclusiveness and supporting students' chosen form of self-identification and recognizes that students may choose to use names other than their legal names to identify themselves.

Students may, therefore, choose to be identified in the Student Administration System by their chosen first name that they would like to be addressed by at the University.

The University requires that students use their legal name on all legal records and official documents. All official documents produced by the University for external use, such as but not limited to transcripts, parchments, and enrolment confirmations, will state the full, legal names of students.

In order to further the University’s academic mandate and to protect the integrity of the records at the University, students are required to provide a complete and accurate legal name on their application for admission and/or other University-owned application processes.

The University is committed to both the proper protection and integrity of student records and students’ interests surrounding self-identification. Accordingly, requests to change a legal name must be accompanied by appropriate supporting documentation.

2. Application and Scope

This policy applies to all students at the University. The policy will provide clear definitions for and the use of the legal name and the chosen first name.

The Policy supports the process for altering, deleting, substituting or adding a legal name or a chosen first name to a student’s academic record.

3. Definitions

Legal Name (First and Last Name) – The name under which an individual is registered at birth or the name that the individual has assumed via change (i.e. official change of name, marriage).

This includes Indigenous peoples who reclaim and use their Indigenous name. The legal name is stored in the Primary Name Type field in the Student Administration System and is ordinarily used on all official University documents.

Chosen Name (First Name) - An individual's chosen first name is the name the individual would like to be addressed by in the University community. The chosen name is stored in the Preferred Name Type field in the Student Administration System and is used for specific internal purposes.

Government-Issued Photo Identification – Documentation issued by an official government agency with authority that includes the individual's photo image.

Statutory Declaration - A statutory declaration is a written summary of facts, which the declarant solemnly states to be true before signing the document. Statutory declarations may be used to declare something to be true when no other evidence is available and must be witnessed by a commissioner of oaths, justice of the peace, attorney, barrister, solicitor, notary public or some other designated official.

Student Administration System - Information management system used to manage student data and student academic records at the University. This system includes self-service functionality to manage student activities related to academic, financial, and personal information (RAMSS).

4. Values and Principles

4.1. Senate Policy Framework

The values outlined in the University's [Senate Policy Framework](#) are applicable and fundamental to this policy.

The University respects the importance of accuracy and integrity with respect to students' official academic records. It is recognized that student records are an important source of information. To maintain the integrity of these records and related processes, appropriate measures and controls surrounding an individual's legal and chosen name are required.

The Office of the Registrar is responsible for ensuring student records and official transcripts are a true reflection of students' academic abilities, accomplishments and legal identity.

The Office of the Registrar is committed to creating an environment where all individuals are treated with respect and dignity, and supporting all students to reach their academic potential, including by facilitating the use of students' chosen form of self-identification.

5. Identity Management

The student record is created and assigned a unique identifier, the Student ID number.

Student names and records are maintained in the Student Administration System by the Office of the Registrar in accordance with the University's established protocols and guidelines.

The student record connects academic achievement with an individual's legal identity.

5.1. - Admission/First Registration

The student record is created using the information collected at the time of first application.

All applications for admission and/or registration purposes must clearly include a complete legal name.

Students may choose to enter a chosen first name at the time of their application for admission.

5.2. - Student Administration System – Name Usage and Display

The student record in the Student Administration System reflects the complete legal name as provided by the student on the application for admission, first request for registration or from requests for name changes. It will include a record of former legal names recorded at the University.

Where more than one name is maintained on the system, only the most current legal name on file will appear on documents produced for external purposes.

For certain internal purposes, activities, systems, and related processes at the University, a chosen first name (if provided by the student) will be displayed instead of the legal name in accordance with applicable legal requirements and the University's obligations and responsibilities.

The University may set constraints around accepted characters in names based on system requirements.

5.2.1. Legal Name

The legal name is the official name on the student record.

The legal name is used on all official university documents, including, without limitation:

- Official Transcripts
- Graduation Award Documents (i.e. parchments);
- Financial Aid documents and processes;
- Enrolment and Degree verification documentation;
- Academic Appeal Decisions;
- Legislated Reporting to Ontario's Ministry of Colleges and Universities (MCU);
- Offers of Admission;
- Letters of Acceptance for International Students (LAIS);
- Other records where the legal name is required by law or university policy

In some cases where a request to display the chosen name on official documents is accompanied by a statutory declaration, the chosen name will be used in place of the legal name where possible and appropriate. Students are advised that external organizations, licensing and accreditation bodies, other educational institutions, future employers and third parties may require proof that official documents are the legitimate records of the student in such circumstances. See section 5.3.3.

5.2.2. Chosen Name

The chosen name is used on university internal documents and for internal purposes such as:

- Class Rosters
- Grade Rosters
- Identification Cards (OneCard)
- Across internal university systems, where available (i.e. Learning Management System). See Procedures Section 6 for details. Note: In the case of a student who is also a university employee, information transferred from other university systems such as the Human Resources systems may impact chosen name display outside of the Student Administration System

Students are responsible for confirming or modifying their chosen name on record with the University in the Student Administration System. Students are encouraged to make any changes before the academic term as class rosters/lists may not reflect changes made to chosen names after the start of the term.

Requests to include a chosen name must be submitted in good faith. The university reserves the right to request further information or documentation to facilitate the use of a chosen name.

5.3. - Name Changes

5.3.1. Legal Name Changes

It is the student's responsibility to notify the University of any name changes or corrections to their legal name.

Any requests to change all or part of a legal name on the student record by way of alteration, deletion, substitution, or addition must be supported by official documents verifying the correct information at the time the request is made. Requests for changes to the legal name on a student record will only be processed with appropriate documentation to substantiate the change.

5.3.2. Chosen Name Changes

Current students may request to add or modify their chosen first name and shall make such requests in good faith. Supporting documentation is not required, with the exception of the circumstances outlined in section 5.3.3, below.

5.3.3. Requests to use a chosen name on official University documents

The University recognizes that students are most successful when they feel safe, secure and comfortable at school and acknowledges that updating their student record to reflect their identity is important for many students, including transgender, gender transitioning and gender non-conforming students.

In order to request to use a chosen name on official University documents in place of the legal name, a student must provide either appropriate legal documentation or a Statutory Declaration may be filed by those who have no legal documentation. See Procedures section 3.

POLICY OF SENATE

PROCEDURES for Policy 172: Student Names

1. Procedures for Legal Name Changes

Requests for a change or correction to the legal name on a student record must be submitted to Student Records in the Registrar's Office using the [Personal Data Change Form](#) and must include applicable supporting documentation. This must include two of the following accepted forms of Government-Issued Identification, with at least one being a piece of Government-Issued Photo Identification:

- Canadian Passport
- Driver's License
- Birth Certificate
- Canadian Citizenship card
- Permanent Resident card
- Marriage Certificate
- Change of Name Certificate
- International Passport
- Certificate of Indian Status

Requests to change the legal name on a student record cannot be submitted online through self-service.

All requests for change of name and copies of the supporting documentation will be retained permanently to the student record. The University collects, uses, and discloses personal information in accordance with [Ryerson University's Notice of Collection](#) and applicable privacy law.

Where an individual's legal name is a single word, the name will be stored in the Student Administration System's first name field with the standardized designation of '.' (period) stored in the last name field.

If only an initial for the first name and/or middle name is provided, it will be followed by a '.' (period) when updated to the student record (e.g. A. Smith or Al J. Smith).

Changes will generally be reflected in the Student Administration System within 1-2 business days and will be reflected across other applicable university systems within 2-4 business days.

1.1. Reclaiming Indigenous Names

Immigration, Refugees and Citizenship Canada (IRCC) [has launched a process](#) for Indigenous peoples to reclaim their Indigenous names on identity documents.

Students who have reclaimed their Indigenous name may request a change to the legal name on their student record following the general procedures for legal name changes and submit the updated documents displaying their reclaimed Indigenous name as supporting documentation for their [Personal Data Change Form](#).

2. Procedures for Chosen Name Changes

Students can submit their chosen name change request online via their Student Center in the Profile section under Personal Details.

Changes will be reflected immediately in the Student Administration System. Note that not all systems that rely on the Student Administration System update student record changes immediately. Changes will be reflected across other applicable university systems and processes as soon as possible.

OneCards issued to newly admitted students effective Fall 2022 will display the chosen name.

3. Procedures for requests to use a chosen name on official University documents

Students, including transgender, gender transitioning and gender non-conforming students, who have not legally changed their name and wish to use a chosen name on official University documents in place of the legal name may submit the [Student Records Statutory Declaration Form for Change of Name](#) as supporting documentation for their [Personal Data Change Form](#).

Declarations for Change of Name must be witnessed, signed and sealed by a Commissioner of Oaths¹.

The University will advise the student that where the name on the records is not the legal name of the student, external organizations, licensing and accreditation bodies, other educational institutions, future employers and third parties may require proof that official documents are the legitimate academic records of the student in such circumstances.

All requests for change of name and copies of supporting documentation, including the Student Records Statutory Declaration Form for Change of Name, will be permanently retained to the student record. The University collects, uses, and discloses personal information in accordance with [Ryerson University's Notice of Collection](#) and applicable privacy law.

4. Procedures for Legal Name Changes for Former Students and Alumni

The university does not normally accept requests for change of name following graduation but such a request will be considered where supported with appropriate documentation.

In those instances wherein the individual has graduated, the following procedures must be followed:

Any request for a new graduation award document (parchment) in a new name should be preceded by the completion of an official name change request to the legal name through Student Records. Requests for a new graduation award document will only be considered after the name change has been processed and is reflected on the student record in the Student Administration System.

¹ See free legal services available through students' unions [CESAX](#), [RSU](#) as well as services through other lawyers and Notaries Public.

Graduates may be required to return the original award document or to attest in writing to the loss or destruction of the document.

All requests for change of name from former students and copies of supporting documentation will be permanently retained to the student record. The University collects, uses, and discloses personal information in accordance with Ryerson University's Notice of Collection and applicable privacy law

5. Procedures for Legal Name and Chosen Name Changes for Instructors/Lecturers

If an instructor/lecturer is also a current or former student and has a student record in the Student Administration System, changes to their legal and/or chosen name on their student record will follow these same policies and procedures.

The Instructor/Lecturer Personal Data Change Form can be found on the [Forms and Documents page](#) on the Registrar's Website.

6. Details of Chosen Name Usage

In addition to class rosters and grade rosters in the Student Administration System, the chosen name will be used across university systems for internal purposes where available.

Examples include but are not limited to:

- Learning Management System (D2L Brightspace)
- Zoom
- Google Suite

Note: The legal name will continue to appear on other administrative pages in the Student Administration System. Faculty and staff should address students by the name displayed on class rosters, grade rosters, the Admin Center, and in D2L.



YSGS Report to Senate

For May 2022 Senate
Submitted April 19, 2022

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

Periodic Program Reviews

Policy Studies (PhD)

The PhD in Policy Studies self-study report was reviewed thoroughly by the Program and Planning Committee. Following this review, the Peer Review Team completed a site-visit and provided their report. On March 28, 2022, the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On April 6, 2022, the YSGS Council voted in favour of moving the PPR to Senate for approval.

Motion: That Senate approves the periodic program review for the PhD in Policy Studies.

One Year Follow-Up Reports (for information only)

Physics (PhD/MSc)

On March 28, 2022, the Program and Planning Committee reviewed the 1-year follow-up to the PhD/MSc in Physics program periodic program review and approved the documents to move onto YSGS Council. On April 6, 2022, the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

Spatial Analysis (MSA)

On March 28, 2022, the Program and Planning Committee reviewed the 1-year followup to the Spatial Analysis (MSA) program periodic program review and approved the documents to move onto YSGS Council. On April 6, 2022, the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.



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

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Graduate Program in Policy Studies (PhD)

Last Updated: April 19, 2022

*Renaming in process

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

ryerson.ca/next-chapter

[Return to Agenda](#)

FINAL ASSESSMENT REPORT

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

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

EXECUTIVE SUMMARY

The PhD Policy Studies program was launched and began admitting students in 2009. It is Canada's first and only interdisciplinary doctoral program in the field of policy studies. To date, 29 students have earned the PhD Policy Studies. The Program was designed with the goal of preparing graduates for academic teaching and policy research positions in the academic sector and a wide range of policy research and related positions in the public, non-profit, and private sectors. This is relevant because public employment makes up about 18 percent of total employment in Canada. The program prepares students for a role in social development and democratic governance at all levels from the local to the global.

The program offers three formal tracks: 1. Public Policy and Administration; 2. Immigration, Settlement and Diaspora Policies; and 3. Social Policy. The program is based in the Faculty of Arts, drawing upon professors in the Faculty as well as across the university. There are more than 80 Program Faculty members. The program is governed by the Graduate Program Council (GPC), which operates under bylaws approved by program faculty, the Faculty of Arts, the Yeates School of Graduate Studies, and the University's Senate.

Students are required to take a total of six core and elective courses, complete a Comprehensive Requirement, defend their Dissertation Proposal and publicly defend their Dissertation. The courses are

designed to provide students with core policy studies knowledge and how to critically apply that. The curriculum relies on two main foundational courses, one on Policy Theories (PD 9001) and one on Research Methods (PD 9002) to set the foundation for policy studies theories and research, and independently pose and address important policy questions. Coursework is designed to provide the foundation of theoretical knowledge about policy studies, hone methodological skills, and gain proficiency in one of three policy tracks.

The Comprehensive Requirement is the major milestone to ensure students have a deep and thorough knowledge of the Policy Studies field and their own area of policy specialization, demonstrating a solid foundation to undertake research and to contribute to scholarship and practical policy making.

The Dissertation Proposal ensures that before original research is undertaken, students demonstrate an understanding of existing knowledge, the ability to critically draw upon theoretical frameworks and approaches to guide development of important research questions. Students need to show their ability to contribute to the scholarly field and improved policy and governance.

The Dissertation Defense, with critical insight from an external reviewer who is an expert in their field, provides a final confirmation of the student's ability to apply theory, knowledge, and skills to carry out original research that informs academic scholarship and practice of public affairs and policy making.

Periodic Program Review and Peer Review Team Policy Studies (PhD)

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

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Policy Studies (PhD) consisted of Dr. David Siegel (Emeritus Professor of Political Science, Brock University), Dr. Mara Sidney (Rutgers University-Newark Department of Political Science), and Dr. Haomiao Yu (Department of Economics, Ryerson University).

The PRT site visit was conducted virtually on January 18, 19 and 21, 2022. The PRT report was communicated to the Associate Dean, YSGS on February 2, 2022, and the response to the report from graduate program and Dean was communicated on March 11, 2022.

Program Strengths, Weaknesses, and Opportunities

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

Strengths

The program is interdisciplinary with an emphasis on covering the basics of theory and methodology. This foundation has enabled students to produce original research on policy issues of public importance. The program also has strong faculty members from a variety of disciplines. Another advantage is the attractive location in Downtown Toronto. It attracts a steady and high level of applications each year. Whereas the program is still very young, its recent placements are very encouraging. It seems likely the program could have a successful future with proper resources.

Weaknesses

The PRT believes that the resources allocated for the program and the student support are rather limited. In particular, due to the poor financial support, it has been hard for the program to convert admitted students into matriculated students. Also, program students had to continue to work part- or full-time. This has postponed the completion of their coursework, comprehensive exams, and/or thesis completion. Furthermore, there is no dedicated space for students, which is essential for any PhD program. The PRT understands the scarcity of the resources that universities have. However, for the program to fulfill its potential, and to be successful, the program needs proper resources.

Opportunities

The program has aimed to attract additional students from beyond the three streams. The PRT believes that this program is a hidden gem that has much to offer Ryerson. It attracts high- quality and diverse students interested in migration, social justice, and other issues that fit well within Ryerson's mission. Universities are recognizing the value of interdisciplinary knowledge-building as a key contribution to society. The program could be a significant tool to attract and retain faculty members who want to work with graduate students undertaking interesting research. Ryerson should highlight this program as being very topical. However, this program is not currently being pushed to the forefront in ways that would help Ryerson build on its reputation.

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

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

PRT Recommendations	PhD Policy Studies Program Response	Proposed Program Action	Faculty of Arts Dean Response	Program Timeline and Responsibility/Lead	YSGS Response
<p>1. Student Resources. The program should have adequate resources to continue to attract high-quality students, and to facilitate progress-to-degree. Resources include funding packages, and regular access to RA, TA, and course teaching opportunities. Access to appropriate work space also should be provided.</p>	<p>This was included in our Development Plan. The program undertook an external scan of other programs completed in Dec 2021 in anticipation of the PRT report. University of Toronto and York University both offer better funding packages.¹</p>	<p>Work with the Faculty of Arts Dean’s Office to identify ways to offer more secure TA packages to students that would allow our funding offers to be closer to \$25,000-\$30,000 for four or five years.</p>	<p>Funding: In recent years, the Dean of the Faculty of Arts has committed significant funding to all Faculty of Arts graduate programs. In light of ongoing budget cuts and the current financial climate, we do not anticipate increasing support at this time. However, the Associate Dean, Graduate Studies will work with the program’s GPD to help the program forge ties with Arts department chairs with the goal of creating additional TAGA opportunities. At present, we cannot guarantee TA packages nor can we commit to 5th year funding for any PhD programs. Nevertheless, we will remain attentive to the needs of the program.</p> <p>Space: Given our downtown location, the Faculty of Arts and the University as a whole face considerable challenges in securing additional space for faculty offices, research space, and graduate student space. We are committed to prioritizing suitable space for this PhD program.</p>	<p>GPD develops a proposal with the Faculty of Arts Dean’s office by August 2022.</p>	<p>Regarding student funding, it is important to be aware of the current constraints on revenue from graduate programs while still raising awareness of this concern.</p> <p>YSGS is continually advocating for increased institutional funding of graduate students. Unfortunately, the recent tuition fee reduction imposed on universities and the freezing of additional graduate positions by the province has made increases in funding difficult. Despite this, the university has made substantial investments in graduate studies in recent years. For example, central funding for fourth year PhD students and the Ryerson Graduate Scholarships have been established in the last three years. YSGS has also established scholarships for Black and Indigenous students, and it has transferred all of its carry-forward funding to graduate programs across the university.</p> <p>YSGS is impressed with the level of research funding obtained by the</p>

¹ PhD Policy Studies program offers a basic package of \$21,000 for four years, York University offers about \$24,000 and the University of Toronto about \$26,500, both for five years.

PRT Recommendations	PhD Policy Studies Program Response	Proposed Program Action	Faculty of Arts Dean Response	Program Timeline and Responsibility/Lead	YSGS Response
					<p>faculty members involved in the program and it encourages the program to continue working on increasing stipend and research assistant support to graduate students.</p> <p>Regarding student workspace, this is outside of YSGS' purview, but YSGS supports the Faculty response. YSGS is happy to work with the Faculty and the Program on finding solutions to this important need.</p>
<p>2. Administrative resources. The program should have adequate administrative resources.</p> <p>a. There should be designated space for the program, including office space for the director and graduate program administrator, and office space and a lounge for students.</p>	<p><i>See specific responses below.</i></p> <p>This is included in our Development Plan. The GPD and GPA have offices near each other. The emphasis of the recommendation is about creating a program hub including formal and informal study space. Currently, the program has no allocated space in the Faculty of Arts or Graduate School.</p>	<p><i>See specific actions below.</i></p> <p>Request the Faculty of Arts Dean's office undertake an analysis of our needs and include it in a space plan of the Faculty of Arts.</p>	<p><i>See specific responses below.</i></p> <p>Space is incredibly limited in the Faculty of Arts; we are struggling to locate new office space for our rapidly expanding Faculty. That said, we will work with the GPD to undertake an analysis of student space needs and include this in the space plan for the Faculty of Arts.</p>	<p><i>See specifics below.</i></p> <ol style="list-style-type: none"> 1. GPD meets with the Faculty of Arts Dean and Graduate Dean by May 31, 2022 to seek to identify a common space that can be used in the next year for shared office space and lounge in Jorgenson Hall or other campus facilities in 2022-2023. 2. GPD makes a formal <i>space plan</i> request (by August 1, 2022). 	<p>YSGS is agrees the the program is lacking in dedicated space for its students. YSGS will work with the Faculty and the Program to advocate for additional space. It is hoped that the universities evolution to a hybrid work environment will open up additional space for graduate students in this program and others that have similar needs.</p>

PRT Recommendations	PhD Policy Studies Program Response	Proposed Program Action	Faculty of Arts Dean Response	Program Timeline and Responsibility/Lead	YSGS Response
b. An assistant director should be added to assist the program director.	The Executive Committee ² considered this recommendation and believes it only makes sense in conjunction with establishing a Policy Centre (see Development Plan).	Formally present the Policy Centre concept to the Faculty of Arts Dean for consideration.	We wish to address the development of a policy centre and its staffing as an autonomous issue. At the moment, there is no plan to create assistant director positions for any other graduate program. To conflate the two issues (the PhD Program and a policy centre) may create unnecessary challenges/ obstacles.	GPD set up a meeting with the Faculty of Arts Dean to consider creation of a Policy Centre (by May 31, 2022).	YSGS notes that such an assistant director position does not exist in any graduate program at the University and YSGS is not supportive of creating such a position. YSGS supports the Faculty response on staffing in any potential Policy Centre.
c. The graduate program administrator position should be increased to one full-time equivalent.	This is included in our Development Plan.	Make formal request for Faculty of Arts to increase GPA from half to full FTE	We will work with Human Resources to undertake a review of the position and take the appropriate measures.	1. GPD request review to be undertaken in Winter/Spring 2022 2. Request position be made full-time by Fall 2023	YSGS supports the Faculty response. YSGS notes that graduate program administrators are typically responsible for two graduate programs. In some cases, this would be a master's program and a doctoral program in the same discipline.
3. Curriculum. The program should review the current curriculum and streams, giving serious consideration to eliminating the streams.	Development Plan calls for curriculum review and is underway including consideration of eliminating or modifying tracks.	Complete curriculum review by May 2022 and present recommendations to Program Council	The Dean of Arts looks forward to reviewing and discussing the Program Council's recommendations.	Curriculum Committee will make a recommendation to Program Council by May 2022	YSGS notes that such a change would likely be considered a major modification and encourages the program to review the policies and procedures related to this in Senate Policy 127. YSGS is happy to work with the program in developing a proposal for this change.
4. Governance Structure. The program should review the existing committee structure to ensure it operates efficiently. The governance structure also should operate intentionally to generate a sense of ownership and	Development Plan calls for streamlining program governance.	Executive committee will review bylaws with the aim of streamlining program governance	The Dean of Arts looks forward to reviewing and discussing the Program Council's streamlining recommendation.	Executive Committee will make recommendation to Program Council by May 2022	YSGS notes that the governance structure is dictated by Senate Policy 45 and is happy to work with the program in revising their governance structure. It is especially supportive of any changes that "generate a sense of ownership and investment among

² The Executive Committee is the general policy making body of the program and has the authority of the Graduate Program Council when not in session. It is made up of the GPD, three program faculty members, one from each stream, and one graduate student.

PRT Recommendations	PhD Policy Studies Program Response	Proposed Program Action	Faculty of Arts Dean Response	Program Timeline and Responsibility/Lead	YSGS Response
<p>investment among faculty, and to create routes to program leadership. It is possible that some standing committees could be eliminated while other committees could gain responsibilities. Or, more flexible, short- term working groups could be created to respond to emerging issues as needed.</p>					<p>faculty.” This could have the effect of increased support for the program from its members.</p>

1 YEAR FOLLOW-UP REPORT

Last Updated: March 29, 2022

Graduate Program: Physics MSc and PhD (formerly Biomedical Physics)

Peer Review Team: Dr. Anne Martel (University of Toronto)
Dr. Rowan Thomson (Carleton University)
Dr. Dimitri Androutsos (Ryerson University)

Site Visit: June 2 and 3, 2020

PRT Report: July 13, 2020

Program Response: October 1, 2020

YSGS Response: October 8, 2020

PPR Approved by Senate: January 26, 2021

1 Year Follow Up Report Due: January 26, 2022

As mandated by Ryerson Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs¹, within one year of Senate approval of the PPR, a 1 Year Follow-Up Report is to be submitted to the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS, on the progress of the implementation plan and any further recommendations. This follow-up report will also be reviewed by Programs and Planning Committee, YSGS Council, and finally Senate. The PPR Report to Senate may also include a date(s) for subsequent Follow-up Reports.

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

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

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

ACADEMIC RECOMMENDATIONS

PRT Recommendation	Original Program Response	FOS Faculty Dean Original Response	YSGS Original Response	Original Implementation Plan including Lead Proposed Date for Implementation	1 year Follow-Up/Update – January 2022
Recommendation 1: Consider ways to reduce workload for the MSc with CAMPEP option.	The program has reduced the course workload for the CAMPEP Option through a major curriculum modification proposal.	The reduction of the course workload as part of the curriculum modifications have resulted in adequate changes.	YSGS commends the program for initiating changes to its curriculum in anticipation of this recommendation.	No action. Approved by the Senate in May 2020.	No follow up is required.
Recommendation 3: Consider how to collaborate and work with other units to fully realize the potential of the new Complex Systems area in Physics.	Through existing and potential collaborations within Ryerson and with St. Michael and Sunnybrook hospitals, the program will expand the potential of the new Complex Systems area in Physics.	The Dean's office and the Associate Dean Research and Graduate studies will assist the Graduate Program and Department in developing the relevant links to ensure productive collaboration.	YSGS fully supports the plans and is happy to assist in these, if necessary. The program should also look into ways to collaboratively deliver the courses related to Complex Systems by offering the courses to students in other programs and/or involving faculty members from other programs in the delivery of these courses. Doing this could also increase the efficiency in delivering these courses.	Invite speakers to our graduate seminar colloquia; and expand on adjunct memberships. Develop a list of topics/researchers and invite during the 2020-2021 academic year.	This is an ongoing work. Speakers within the Complex Systems area have presented at our graduate seminar and established collaborations with faculty members in other departments within FoS. Example #1, a faculty member in the Complex Systems field, is involved in a collaboration with two faculty members from the Department of Chemistry and Biology) on

					<p>protein-protein interactions, funded by the NSERC Frontiers program. Example #2: A faculty member is collaborating with a faculty member in the Department of Chemistry and Biology. The project involves modeling Epidermal Growth Factor Receptor dynamics on cell membranes to better understand the experimental work on the same topic.</p>
<p>Recommendation 4: Consider coordination with other departments with common interests in order to offer courses in the area of Artificial Intelligence.</p>	<p>The Curriculum Committee is tasked with identifying the topics of Artificial Intelligence to be incorporated into the program.</p>	<p>The Dean’s office and the Associate Dean Research and Graduate studies will assist the Graduate Program and Department in identifying opportunities in other Departments (e.g. Computer Science) at the GPD meetings, and other faculties (e.g. FEAS) through discussions with Associate Deans</p>	<p>YSGS fully supports the plan by the program and the Dean’s office. This plan could be broadened to help address recommendation 3 above.</p>	<p>Task the committee with assessing and developing a plan for incorporating AI into the graduate program through a course. 2020-2021 academic year.</p>	<p>Work in progress: Our graduate students are exposed to machine learning through the Data Science and Analytics graduate program; it offers a course in Machine Learning (DS8015: Practical Machine Learning for Non-Data Science Students). In addition, discussions are in</p>

		Graduate studies of other faculties.			process in regard to identifying AI topics to be incorporated potentially into other courses within the program.
Recommendation 5: Consider changing restrictions on # of courses in degree that are in physics and modifying required courses to allow greater flexibility.	The program will maintain the requirement that the students are allowed to take at most one elective course outside the program , and address cases of students wishing to take two courses from outside the program on a one-on-one basis.	The graduate program has recently had a thorough and careful look at the curriculum, and will address cases where greater flexibility is required on an individual graduate student basis.	YSGS is generally in support of greater electivity for students but agrees that the current ability for a student to take one course from outside the program adequately addresses this concern. This concern could be further addressed by collaborative delivery of courses with other programs.	No action.	No follow up is required.

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

PRT Recommendation	Original Program Response	FOS Faculty Dean Original Response	YSGS Original Response	Original Implementation Plan including Lead Proposed Date for Implementation	1 year Follow-Up/Update – January 2022
<p>Recommendation 2: Look for mechanism to increase stipends.</p>	<p>The aim of the program is to increase and maintain the minimum funding from \$22,000 and \$26,000, to \$26,000 and \$30,000 for the MSc and PhD students, respectively. This will be done by increasing the supervisor stipend, and obtain financial support from the Department and Faculty.</p>	<p>The Dean / Associate Dean have been actively advocating for funding for graduate students and will continue to do so. This advocacy has resulted in recent changes, such as 4th year funding for Ph.D. students. Moreover, the Dean introduced FOS funding specifically for graduate studies support in 2016/17 to help the graduate programs to support their students. In 2021, a faculty-wide initiative will revisit the funding formula for all FOS graduate programs, where further strategies and approaches will be explored.</p>	<p>YSGS continues to advocate for increased student funding and reduced graduate program tuition. Noting that graduate student funding from the University is currently significant, it encourages the program to look into ways to increase contributions from other sources and further support supervisors in competing for external research funding.</p>	<p>Discuss the funding formula with the Department Chair and the FoS Dean/Associate Dean and assess feasibility in implementing the new minimum funding. 2020-2021 academic year</p>	<p>The program continues to work on improving the funding of our graduate students. On average, the total funding to the MSc student increased to \$23-25k, and the PhD students to \$28-30k in the last two years (the total funding includes Scholarship, TA/GA and supervisor stipend and is pre-tuition). However, the guaranteed funding in the graduate program remains at \$22k and \$26k for the MSc and PhD graduate students, respectively.</p>

<p>Recommendation 6: Consider methods to provide further guidance to graduate students (e.g. website, FAQ) on subjects such as expectations regarding candidacy exam and committee meetings, complaint-resolution process (who to direct complaints to).</p>	<p>Procedures and tasks associated with completion requirements including plan of study, progress reports, supervisory committee meetings, candidacy examinations and thesis defenses are provided to the students within the first week of their degree. A new online graduate tracking system has been developed and implemented within our graduate program where each of these tasks and processes are implemented for every student and their supervisor. In regards to procedures such as complaint-resolution, the “Graduate Supervision Guidelines” document is posted on the YSGS website.</p>	<p>The tracking system developed by the Department, combined with recent changes in Policy and Procedures (Policies 164), will allow the graduate program to better focus on procedures and tasks associated with monitoring the progress and completion requirements. The graduate program is encouraged to examine these Policy changes (effective on September 1, 2020) and harmonize their processes, as well as terminology, with these changes. The development of the “Graduate Roadmap” will assist students in navigating the processes, including complaint-resolution.</p>	<p>The new online graduate progress tracking system is an excellent initiative from the program. YSGS also encourages the program to continue to educate students on the program’s expectations and on all available options for complaint resolution.</p>	<p>Develop a “Graduate Roadmap” incorporating training on time-management, meeting-preparation and conflict resolution. 2020-2021 academic year.</p>	<p>Completed: The Graduate Program implemented and transitioned to the online graduate tracking system. The website of the Department has been updated to improve the information and the guidance provided to the graduate students.</p> <p>In addition, the program developed and implemented a graduate training program in various aspects including in collaboration with Dr. Ketan Marballi, a Career Education Specialist in the Faculty of Science. The topics include: Picking a career path and transitioning; How to translate your academic achievements for employers in your resume and cover letter; Ethical</p>
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					<p>scholarship in student writing: Integrating sources effectively, write better, avoid plagiarism; Getting started in your academic paper; Emotional Intelligence; How to write a literature review; Making the jump from science to entrepreneurship, Conflict resolution.</p> <p>Work in progress: The Graduate Council committees are working on updating the guidelines within their mandates including candidacy examinations and thesis defense guidelines within Ryerson Policies.</p>
<p>Recommendation 7: Adopt additional EDI training/activities to support further development of</p>	<p>Ryerson University provides training on EDI; https://www.ryerson.ca/equity/. Faculty members who were part of the</p>	<p>The Graduate program is also encouraged to incorporate training sessions for students, and work with the Dimensions Faculty</p>	<p>The benefits of diversity in research and education are tremendous. Therefore YSGS is eager to help in any way it can to create an promote, recruit and</p>	<p>Incorporate EDI training into the “Graduate Roadmap”. Consultations are in process to incorporate EDI training, such as</p>	<p>The program values equity, diversity, and inclusion and strives to continually improve its practice in these areas. EDI training and</p>

<p>EDI in Physics Dept amongst students, faculty and staff.</p>	<p>Departmental Hiring Committee (DHC) were required to complete some EDI training. Currently, the program is incorporating EDI training as part of the "Graduate Roadmap" platform.</p>	<p>Chair (DFC) for the Faculty of Science (FoS) in supporting the relevant initiatives. As part of a larger Faculty of Science initiative, the Graduate program will be encouraged to engage with EDI related events.</p>	<p>retain diverse student, faculty members and staff. The program can encourage its students to apply for internal and external scholarships/awards that are aimed at increasing diversity, such as the recently launched YSGS awards aimed at Black and Indigenous graduate students.</p>	<p>grant writing with EDI lens, by the ECI Office. 2020-2021 academic year.</p>	<p>information are provided through the Ryerson Dimensions program, which is a Tri-Council initiative. They present to our graduate students as part of the graduate seminar, and to our new graduate students as part of their orientation.</p>
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Summary Statement/Conclusion: We thank the external reviewers and colleagues for a very thorough assessment of the strengths and opportunities of the Physics Graduate Program. This resulted, as indicated above, in a number of improvements and developments in the evolution of our graduate program.



1 YEAR FOLLOW-UP REPORT

Submitted: Dec 13, 2021

Last Updated: April 6, 2022

Graduate Program: Spatial Analysis (MSA)

Peer Review Team: Dr. Cynthia Brewer (The Pennsylvania State University)
 Dr. Yuhong He (University of Toronto - Mississauga)
 Dr. Ahmed Shaker (Ryerson University)

Site Visit: June 20-21, 2019

PRT Report: July 22, 2019

Program Response: December 2, 2019

YSGS Response: December 2, 2019

Approved by Senate: March 3, 2020

1 Year Follow Up: March 3, 2021

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

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

ryerson.ca/next-chapter

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

ACADEMIC RECOMMENDATIONS

Recommendation	MSA Response	Faculty Arts Response	Action Items	Lead(s)	Timeline	YSGS Response	1 year follow up
<p>1. Curriculum improvement I: Increasing the level of each of four core courses.</p>	<p>Agree, and committed to a process of curricular renewal that will encompass a reimagined delivery of core coursework, including ways to deliver remedial material, and expanded choices in electives. Changes approved by October 2020 could be implemented for the MSA cohort starting in September 2021 (full program response on page 3 of its response to the PRT report).</p>	<p>We are pleased to see and support the review and renewal of curriculum, modes of delivery, etc. to enhance the student experience. The timeline seems well thought out and reasonable.</p>	<p>Will be discussed at the MSA faculty meeting and the MSA council meeting to make changes to the course syllabus and increase the level of the four courses</p>	<p>GPD and the Executive Committee</p>	<p>Winter 2020/Fall 2020</p>	<p>YSGS supports the Program and Faculty responses. YSGS notes that any curriculum modifications need to be carried out in accordance with Ryerson University Policy 127. YSGS encourages the Program to contact the Associate Dean, Programs in YSGS to discuss the process.</p>	<p>After consultation with the GPC, as we make changes to the content of core courses, we have introduced seminar series entitled “Spatial Coffee” to enhance and integrate cutting-edge research and help inspire and create synergies between supervisors, faculty and students. This is part of our renewal process, which will also expand on potential choices of electives as seminars help identify sector/ disciplinary trends and faculty and students’ academic and curricular needs. The updating of the content of core courses will benefit from these exchanges and collaborations. In line with these seminars, they have become particularly useful to assess potential of the four core courses. By having the seminars, we have been able to identify strengths and weaknesses in the present offerings and will follow up in the coming semester with a set of suggestions and recommendations based on students' interactions with our seminars. This will also be illustrated by the addition of electives that best respond to students' preferences. The</p>

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							seminars as such work as a tool offering feedback to electives and core curriculum to directly address curriculum improvement.
2. Curriculum improvement II: Consider publishable manuscript as the culminating project.	Agree to clarify and define the parameters of an MRP and distinguish clearly from thesis. Despite advantages of individual pathways, acknowledge too much variability from one student to another (full program response on page 4 of its response to the PRT report).	This is a sound recommendation and thoughtful program response. Finding the proper balance between choice for individual and diverse learning pathways and clarity and uniformity of expectations is very important.	At the late summer orientation, the GPD will encourage more students and faculty supervisors to consider this option and format to disseminate research results in academic journals.	GPD and the Executive Committee	Summer/Fall 2020	YSGS notes that manuscript-style theses are possible and are already an option in several programs. YSGS encourages the Program to speak with the YSGS Associate Dean, Programs to discuss this issue.	We now offer an orientation session for MRPs and theses. During this session, a clear outline and distinction between the MRP and thesis options are reviewed. We additionally discuss various options, including the possibility of publishable manuscripts. The differences between typologies and guidelines on each were created and are shared with students.
3. Curriculum improvement III: Introduce potential supervisors and projects to MSA students early on for the thesis option.	Agree and understand advantages in choosing thesis option earlier. Underway: preliminary project proposal workshop early in October 2019, for all students to determine viability of thesis option, doubling as a preliminary planning step for MRP students, too (full program response on page 4 of its response to the PRT report).	We applauded the prompt and appropriate action taken by the program on this matter.	At the late summer orientation, the GPD will encourage more students to consider the thesis option. The GPD will work with YSGS and Faculty of Arts for additional resources to support the thesis students.	GPD	Summer Fall 2020	YSGS supports the Program and Faculty responses.	To help students determine the viability of the thesis option and illustrate further information sharing, we've created additional events that allows students to meet Faculty members. To do this, we've presented weekly seminars that: <ol style="list-style-type: none"> 1. Familiarize students with different topics and availability of data. 2. Offer a review on deliverables and expectations for a thesis. 3. Focus on resulting high impact factor publications that showcase collaborations between

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							<p>faculty members and students.</p> <p>These seminars take place during each first semester of the MSA. Seminars help connect potential supervisors and students and alert students to available projects. The timing (in the Fall semester) of the seminars provides ample time for students to make informed choices before starting to work on their MRP/thesis.</p>
<p>4. Consider potential synergy and strategy to distinguish and expand the MSA program (including exploring a graduate certificate and potential cross-listings).</p>	<p>This recommendation conflates two separate issues. First, will consult with Dean and Vice-Provost Grad Studies about Grad Certificate. But, such certificate would not likely be taken on top of other full-time grad programs the way the reviewers are suggesting. However, agree to potential collaboration with cognate grad programs in cross-enrolling or cross-listing electives (full program response on page 5 of its response to the PRT report).</p>	<p>We agree with the program’s response and look forward to further discussions on potential collaborations, particularly in regards to cross-listing electives.</p>	<p>This will be discussed at the planned MSA faculty and council meetings in the W2020 semester.</p>	<p>GPD</p>	<p>Winter 2020</p>	<p>YSGS supports the Program and Faculty responses.</p> <p>YSGS encourages the Program to explore potential cross-listings of courses with other programs. As noted above, any curriculum modifications need to be carried out in accordance with Ryerson University Policy 127.</p> <p>YSGS notes that new programs, including Professional Master’s Diplomas (i.e., graduate certificates) must be developed in accordance with Ryerson University Policy 112. YSGS encourages the Program to consult with</p>	<p>Due to the pandemic, this item has not been addressed yet, and aim to pursue by means of the creation of a GIS certificate preferably in partnership with the GISP (GIS Professionals) accreditation. Several of our guest speakers join us at the university level from different programs. It is hoped that this should enhance and enable cross-listings among various programs, such as retail, planning, and health.</p>

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						the YSGS Associate Dean, Programs on this issue if it is interested in moving forward with a new program.	

ADMINISTRATIVE AND FINANCIAL RECOMMENDATIONS

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<p>5. Student recruitment: Increase outreach to the many undergraduate programs. Provision of funds for an RA for outreach purposes.</p>	<p>Agree a wider range of student backgrounds would expand the pool of potential applicants and enhance student experience. MSA Executive will pursue some preliminary new avenues for outreach immediately, with a view for a more systematic approach in Fall 2020, pending proper resourcing and planning (full program response on page 2 of its response to the PRT report).</p>	<p>The Associate Dean, Grad Studies is in discussions with all Arts grad programs to update program brochures and organize an Arts Grad Fair to help recruit a wider pool of potential students.</p>	<p>Action has been taken in the W2020 semester. A poster with essential program information was created and sent to the Canadian Association of Geographers mailing list; all geography department chairs in Canadian universities, and five undergraduate programs at Ryerson university. (No funding is provided for this purpose yet.)</p>	<p>GDP and the Executive Committee</p>	<p>Winter 2020</p>	<p>YSGS supports the Program and Faculty responses. YSGS also notes that it has recently expanded its recruitment efforts. YSGS returned to graduate fairs in Southern Ontario this fall, has increased its marketing budget, is working with University Relations to update its marketing campaign, and will explore other opportunities to increase the visibility of graduate studies at Ryerson.</p>	<p>Further initiatives have been carried out by redesigning our website, as well as having a dedicated team that shares information on LinkedIn and Facebook. Additionally, we have created a Flickr repository of MSA student posters (which has been held virtually) throughout this session it has become possible to explore previous student’s works, as well as share within the larger community outcomes of spatial analysis and research in the field.</p>
<p>6. Offer funding support strategies for graduate students.</p>	<p>Agree in goal of dramatically enhanced funding and support for thesis students, but defend continuing support of MRP students. All students need better funding in RA and GA work, for example. Appreciate recent infusion of graduate scholarship funding from the Provost, School of Graduate Studies, and Dean of Arts (full program response on page 5 of its response to the PRT report).</p>	<p>We agree with the program’s response underscoring the need to support MRP students. We remain committed to supporting all graduate students when financially feasible to do so.</p>	<p>Will be working with YSGS and the Faculty of Arts on this</p>	<p>GPD</p>	<p>Winter 2020</p>	<p>YSGS supports and commends the Program’s and Faculty’s efforts to pursue options for improved funding packages for all students. YSGS notes that the university recently invested substantial funds in graduate scholarships through the creation of the Ryerson Graduate Scholarships and the</p>	<p>While current restrictions for a more thorough analysis of this item are in place due to the pandemic, we are planning to review the criteria for RAship funding strategies. While RAships have traditionally been based on faculty achievements, we wish to make these more relatable with student’s goals and interests.. In this sense, we are designing the distribution of research assistantship funding awards based on:</p> <ol style="list-style-type: none"> 1. MRP or Thesis option, where thesis students obtain higher priority for RAship funding.

						distribution of YSGS carry-forward funds in June 2019. YSGS will continue to advocate for increased funding for graduate students.	<ol style="list-style-type: none"> 2. Based on prospective and available employment, students who are currently unemployed are prioritized. 3. Adjustment to funding packages to extraneous circumstances for students.
7. Renovation of the MSA grad lab.	Agree to better match student needs and more varied uses. Modest solutions underway (electric outlet placements; some lockers), but also reiterate that a more significant renovation of the lab will require external support (full program response on page 6 of its response to the PRT report).	We are pleased to read that there are short-term, modest solutions being implemented and agree that a longer-term solution will require external support. We welcome ideas and plans but are limited by financial considerations and restrictions on space.	Modest solutions will be implemented in Summer of 2020; will be working with YSGS and the Faculty of Arts on more significant renovation of the lab.	GPD	Summer 2020 and Summer 2021	YSGS supports the Program and Faculty responses.	Due to the pandemic, this item has not been addressed yet, and hopes to be implemented by return to campus activity.
8. Faculty appointments. Women faculty are not proportionately represented in the department or the program. Also consider hiring faculty from complementary areas of study to expand rather than reinforce program offerings and emphases.	Agree gender diversity in the department's faculty is a priority. Will aim to recruit staff and supporting instructors more widely (full program response on page 6 of its response to the PRT report).	The Dean of Arts is committed to supporting the hiring of women and other diverse groups. We are supporting the program's efforts to increase diversity by approving a new Indigenous tenure stream hire for 2019-2020.	DHC will discuss this and identify the area of specialization; the department chair will work with Office of the Dean of Arts to secure hiring positions	GDP, DHC and department chair	Winter 2021	The hiring of new RFA faculty is outside of YSGS's purview. YSGS encourages the Program to continue to work with the Faculty of Arts on issues related to its faculty complement. YSGS supports the Program and Faculty efforts to increase diversity in their hires.	The Faculty of Arts and the Department of Geography and Environmental Studies DHC have been highly proactive in responding to the need for gender, ethno-racial and cultural diversity when it comes to recent hires. The last few hires have significantly enhanced diversity in the program, and diversity remains a priority in future hires. On top of this, the MSA program's executive committee has made diversity a priority through: <ol style="list-style-type: none"> 1. Strategic planning of events. 2. Student recruitment and selection process.

							<p>3. The selection of award recipients.</p> <p>We are committed to integrating diversity in and through a range of practices. The committee composition is intentionally diverse, with two women colleagues, one indigenous colleague, one international colleague. The Executive committee has two female and two male members in its current configuration. The aim is for this diverse committee to shape the curriculum and the MSA program itself actively, mindful of the different expertise that these colleagues offer.</p>
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Summary Statement/Conclusion:

We are pleased to see that most of the current strategy falls well into the different parameters suggested by the committee, albeit my fairly recent role as GPD. Online and remote teaching struggles have been evident, and not all the items could be successfully accommodated.

As GPD however, I'm pleased, however, to inform you that most of the items have been successfully elaborated and accounted for. We are optimistic that over the next year, with an inclusive and well standing executive committee we will be able to address all items as we return on campus.

My personal approach as GPD has been subsequently paved by fundamental vectors that reside on:

- (i) Inclusion and diversity
- (ii) technological integration
- (iii) simplification of procedures.

Examples of (i) are brought by the very core of the MSA, the MSA executive committee, where gender diversity was considered and a positive approach to multidisciplinary and qualitative/quantitative approach within the field of spatial analysis. Technological integration (ii) was achieved by early on restructuring the website and using social networks efficiently. Furthermore, a Flickr repository was subscribed showcasing student's work. Finally, under (iii) the original practicum designation was changed to internship, allowing a more straightforward and less bureaucratic approach to the consolidation of host's requirements and students' ability to pursue their internships efficiently.