REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #W2018–2; April 2018

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:
- Periodic Program Review – **Journalism, Faculty of Communication & Design**
- Periodic Program Review – **Graphic Communications Management, Faculty of Communication & Design**
- *For Information*: **Chang School Certificates – February and March 2018**

A) PERIODIC PROGRAM REVIEW – JOURNALISM

EXECUTIVE SUMMARY
Ryerson's Bachelor of Journalism (BJourn) program has a storied past and hard-earned reputation. It continues to lead through its innovative curriculum and steadily growing focus on students learning journalism by doing journalism for real audiences. Recent years have seen important changes in technology and the approach to teaching journalism, including three major movements that have challenged the field: a search for new business models, the social media revolution and the adoption of mobile, wireless technology as a platform not only for the dissemination of news, but also for its production. Our response has included a continuing focus on substantial curricular innovation, with major revisions to program framework introduced first in the "media-agnostic" reform of 2007 and now in the dramatic alterations to foundational sequencing and final-year options introduced in February 2015.

This rapid and continuous change in the world of journalism has required the School to be focused on its goals and objectives, with academic objectives for students in the BJourn program now expressed as follows:

- Understand the significance and role of media in society
- Possess current professional skills, including demonstrable and relevant technical ability and legal knowledge, acquired through experiential learning
- Be capable of conducting and synthesizing high-level professional and scholarly research
- Anticipate, identify and influence challenges and opportunities for journalism
- Think critically and analytically
- Engage the world as a global citizen, recognizing one's place and interaction in the widest of spheres
- Appreciate core journalistic values and practice according to professional ethics
- Integrate creativity, curiosity and passion into journalistic practice
- Be capable of working autonomously and collaboratively, including occupying positions of leadership
- Appreciate the challenges and opportunities of doing journalism in an environment of diverse perspectives, cultures, and interests
- Demonstrate a spirit of entrepreneurship and the ability to adapt and problem-solve in changing circumstances

The School's current academic plan lays down three priority areas: dynamic curriculum (including innovation in instructional modes and continuing growth of the News Studies Minor), ambition in faculty members' scholarship and creative activity and transformative leadership in the world of journalism. While working toward these goals, the School benefits greatly from its experienced faculty, gifted students and robust, multi-skilled administrative staff. It also benefits from the Ryerson Journalism Research Centre (RJRC), which fosters research and mobilizes knowledge, and the housing of *J-Source* at Ryerson that offers students creative work opportunities, which should dovetail with the editorial mandate of the *Ryerson Review of Journalism*. Most students – especially final-year students – participate in *The Ryersonian*'s

digital-first multiplatform news operation and benefit from outside internships. And finally, there is an increasing focus on collaborations with news organizations in Toronto wherein our students produce works of journalism of various types of media.

The number of applications for the BJourn program has declined in recent years, leading to a preventive reduction in 2015 intake to the more demographically appropriate level (127 students per year) that predated Ontario's "double cohort" surge. Demand for the BJourn program remains strong, however, as is the quality of students entering the program reflected in high school graduation averages. Although final data is unavailable at the time of writing, there was no significant change in the number of applications for the entering class of Fall 2016—the first time in recent years that applications have held steady.

Once here, students enjoy balanced prospects of both academic achievement and excellence in the practice of journalism. They learn to use the most current production tools on every platform and are immersed in the realities of reporting in a diverse city and the challenge and importance of inclusion. Understanding Aboriginal issues and other aspects of social responsibility are increasingly crucial points of instruction, along with attention to multimedia tools in creating and disseminating journalistic work and to the entrepreneurial basis of professional success in today's information marketplace. This studio-based, hands-on instruction is complemented by larger classes and alternative modalities such as asynchronous online modules. And, along with professional skills, students' elective opportunities allow them to gain advanced knowledge in the humanities and social sciences, especially as they are encouraged to pursue minors chosen from Ryerson's wide array of disciplines.

Current students, graduates and employers continue to express overall satisfaction with the program, through a perceived gap in preparedness after second year was one of several driving forces framing the latest curriculum reform and the program now being phased in. The physical plant is in good shape, with recent major renovations on the ground floor fostering collaborations and a mobile-computing environment. Our financial stability is as shaky as is the financial stability for most post-secondary educational institutions in Canada, raising concerns for future elective offerings as well as for the adequacy of essential student services. We are currently seeking funding for renovations on the second floor to retain our currency and foster interdisciplinary collaboration; attention is also needed – now more than ever – to our resources for academic advising.

Regular surveying of students and a continued commitment to innovation in curriculum will underpin our progress in coming years. This includes developing sustainable plans for high-quality journalism, packaged and delivered innovatively, in all the School's publications. We also need to articulate an enhanced "value proposition" of the BJourn degree that expresses the broad benefits of training in research on current events, critical thinking and clarity of communication using multiple platforms. But overall, the BJourn program is strongly positioned for continuing progress and there is good reason for confidence in our students' potential to lead and shape the evolving world of journalism.

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

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

A) SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE JOURNALISM PROGRAM
The School of Journalism submitted a self study report to the Vice Provost Academic on April 16, 2016. The self study presented the program descriptions and learning outcomes, an analytical assessment of the program, and program data including the data collected from a student survey along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for each full-time faculty member in the School.

Two external arm's-length reviewers (Prof. Kelly Toughill, Associate Professor, School of Journalism, University of King's College, Halifax, NS.; and Dr. Brian Gabrial, Associate Professor, Department of Journalism, Concordia University, Montreal, QC) and one internal reviewer (Dr. Art Blake, Associate Professor, Department of History, Ryerson University, Toronto, ON) were appointed by the Dean of the Faculty of Communication & Design from a set of proposed reviewers. They reviewed the self study documentation and then conducted a site visit to Ryerson University on January 30 – January 31, 2017.

The visit included meetings with the Interim Provost and Vice-President Academic; Interim Vice Provost Academic; Dean, Faculty of Communication Art and Design (FCAD); Associate Dean, Graduate Education, FCAD; Dean and Vice-Provost, Yeates School of Graduate Studies; Associate Dean, Yeates School of Graduate Studies; Chair, Journalism; Graduate Program Director; Associate Chair; and the Undergraduate Program Director. The PRT also met with ten (10) Journalism faculty members; nine (9) School of Journalism staff members; the subject Librarian; three (3) alumni; and three (3) students. The reviewers toured classrooms, studios and meeting spaces used by the School of Journalism, including the recently refurbished television studio, the radio studio, the Venn, the Ryersonian newsroom, the Library and the new Student Learning Centre (SLC).

In their report (February 27, 2017), the Peer Review Team (PRT) provided feedback that describes how the Journalism program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The learning outcomes are appropriate for contemporary journalism education. The peer review committee indicated that Journalism naturally lends itself to hands-on, real-world experience that necessarily goes beyond the classroom, and, at all program levels, the School's curricula demand active engagement through journalistic production and a required professional internship before graduation. The PRT agrees that Ryerson journalism students are well equipped to enter the workforce as trained professionals.

The main areas of strength identified by the PRT includes the up-to-date undergraduate curriculum that reflects best practices in the profession of journalism and in journalism education. The television and radio studios are state of the art. The journalism work created in the studio is shown within the building and incorporated into the work of the online production classes. Faculty members have extensive professional records and are engaged scholars in areas such as journalism education, journalism history, and literary journalism. The review team was impressed with the quality and amount of advising available to undergraduate students.

The PRT also identified areas for improvement. The most significant recommendation for the undergraduate program is an increase in faculty hires. The PRT also noted that the current eight-month contracts of the technical staff could be extended along with opportunities for their professional development.

The Director of the School of Journalism submitted a response to the PRT Report on March 28, 2017. The response to both the PRT Report and the Program's Response was submitted by the Dean of the Faculty of Communication & Design on June 5, 2017.

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

RECOMMENDATION 1. Hire at least two new tenure-track faculty members.
School's Response: The School has fewer tenure-track faculty than in the past. The School has a number of concerns about how the responsibilities of tenure-stream colleagues for research and creative contributions, graduate supervisions and departmental service can be met with a reduced complement. The School agrees with the PRT that hiring new tenure-stream faculty who are focused on knowledge and experience in media transformation and its implications for innovative curriculum is strategically vital for the School.

Dean's Response: The Dean's Office will continue to push for more tenure-stream hires in the school. In order to meet the immediate demands of the school, the Dean has secured the approval to hire two Limited Term Faculty positions: a single-term appointment and a two-year appointment.

RECOMMENDATION 2. Extend the current eight-month contracts of the technical staff and seek ways to bolster their professional development opportunities.
School's Response: The School agrees the technical staff play a crucial role in delivering the curriculum and supporting faculty. We will address this recommendation by examining a) extending the contracts and, b) bolstering professional development opportunities.

Dean's Response: The FCAD Operations Manager will assess staff levels across the Faculty in an effort to optimize the technical needs of our nine schools. Regarding the PRT recommendation to provide technical staff with professional development opportunities to keep current with the latest technologies the program manager was advised to allot some money to staff development in the school's budgets.

RECOMMENDATION 3. Continue important collaborative work with ThriveRU, a program dedicated to ensuring the mental health of students.
School's Response: The School is proud of its commitment to address student wellbeing and appreciates the PRT enthusiasm for our innovative initiatives. However, it should be clarified that Thrive RU is only one facet, and a recent one, of our commitment to the whole student. Staff members have been encouraged to acquire new skills and are among those enrolled in an upcoming personal development session on stress management. The University's Learning and Teaching Office (LTO) awarded a grant to two RFA journalism professors who will be testing techniques to address student anxiety about interviewing. At least four full-time and several part-time faculty members have shown longstanding interest in mental health issues by revamping student advising, doing scholarship on media coverage, continuing classroom innovations and hosting special events, to name a few examples.

RECOMMENDATION 4. Review equipment check out policies to make sure they are adequately meeting the needs of the students.
School's Response: The School agrees that this is critical–students cannot participate in courses and complete assignments without access to the appropriate equipment. To improve efficiency, the School entered into an equipment-sharing arrangement with the RTA School of Media a few years ago, and the School's technical and administrative staff is examining the policies and practices to ensure there is fair and equitable sharing between students in both schools.

Dean's Response: The Dean's Office will make sure to clarify student access to technical equipment by listing policy and procedures on the FCAD website as well as on the departmental website.

RECOMMENDATION 5. Consider giving students greater access to Mac labs and the TV and radio studios.

School's Response: *The School recognizes that it needs to better communicate to students that they have access to many of the radio suites located in the Rogers Communications Centre and they need only to request card/key access.*

RECOMMENDATION 6. Consider more creative scheduling options where courses may meet more than once a week.
School's Response: *Providing as much flexibility to students who are juggling many demands (work, family, commuting) in addition to full-time studies has been a priority. The School has developed e-learning to give students the opportunity to learn in their own environment on their own schedules, such as our in-house video tutorials to teach technology and some journalism skills to supplement classroom lectures and workshops, and, on-line courses (the first, an elective, was offered Winter 2017, and the second, a mandatory course, will be offered Fall 2017).*

C) ADDITIONAL PROGRAM RECOMMENDATIONS IN SELF STUDY

1. Continue to develop curriculum that serves diverse student aspirations and makes the learning experience of marginalized groups, including Aboriginal students, as inclusive as possible. This will begin with implementation of the plan for raising understanding of Aboriginal people's issues and the challenges and opportunities for reporting their stories in a proper context, including implementation of the plan for 2016-17.
2. Make "learning journalism by doing innovative journalism for real audiences" more central to the second halves of the BJourn curricula. This includes developing sustainable plans for high-quality journalism, packaged and delivered innovatively, in all School publications.
3. Articulate an enhanced "value proposition" of the BJourn degree that expresses the many benefits of training research on current events, critical thinking through verification and clarity of communication using multiple platforms. Work more consistently with other journalism schools and organizations to foster public awareness of what journalism is and its social importance as an impartial source of information for the public.
4. Continue to grow News Studies enrolment, aided by a more robust "marketing" of these courses, through the new FCAD-wide focus on interdisciplinary learning and teaching, and by the already-apparent strong uptake of the Public Relations Minor by Professional Communication students.
5. Work with the Dean of, and colleagues in, FCAD to find more effective means of:
   a. responding to students' increasingly challenging mental-health and academic-accommodations needs,
   b. providing a consistently high quality of academic advising,
   c. advocating for the university to allocate more financial resources for essential student services, and
   d. designing a system that allows predictability and availability of elective course offerings.
6. Update our School's SRC policy to allow for the determination of priority areas for study and leverage funding opportunities to foster research in these areas.
7. Continue planning and implement of partnerships with Journalists for Human Rights and Witwatersrand University to share values and techniques for journalism in Canada and sub-Saharan Africa, with a particular focus on entrepreneurial media ventures.

D) IMPLEMENTATION PLAN

Recommendation #1: Hire at least two new tenure-track faculty members.	
Objective: To hire new tenure-stream faculty who are focused on knowledge and experience in media transformation and its implications for innovative curriculum. The School's requests in 2016 and 2017 for permission to hire tenure-track professors were not successful. It is hoped that this recommendation by the PRT will assist the Dean of FCAD, the Provost and the University administration to realize this recommendation.	
Timeline: Immediate	

Responsibility for leading initiative: Chair of Journalism

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

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Recommendation #2: Extend the current eight-month contracts of the technical staff and seek ways to bolster their professional development opportunities.

Objective: Examine a) extending the contracts, and b) bolstering professional development opportunities for technical staff.

Timeline: Immediate	

Responsibility for leading initiative: Chair of Journalism

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

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Recommendation #3: Continue important collaborative work with ThriveRU, a program dedicated to ensuring the mental health of students.

Objective: Continue commitment to the whole student through various initiatives.

Timeline: Ongoing	

Responsibility for leading initiative: Chair of Journalism

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

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Recommendation #4: Review equipment check out policies to make sure they are adequately meeting the needs of the students.

Objective: Monitor and improve, if required, the equipment-sharing arrangement with the RTA School of Media.

Timeline: Ongoing	

Responsibility for leading initiative: Chair of Journalism

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

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Recommendation #5: Consider giving students greater access to Mac labs and the TV and radio studios.

Objective: Initiate a communication to students to inform them that they have access to many of the radio suites located in the Rogers Communications Centre.

Timeline: Ongoing	

Responsibility for leading initiative: Chair of Journalism

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

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Recommendation #6: Consider more creative scheduling options where courses may meet more than once a week.

Objective: Consider creative scheduling options and continue the use of in-house video tutorials to teach technology and some journalism skills to supplement classroom lectures and workshops, and, continue the implementation of on-line courses (the first, an elective, was offered Winter 2017, and the second, a mandatory course, will be offered Fall 2017).

Timeline: Ongoing	

Responsibility for leading initiative: Chair of Journalism

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

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Additional Program Recommendations: Consider the additional seven (7) recommendations outlined in the self study and take action as required.

Objective: Act upon the additional recommendations outlined in the self study:

1. Develop curriculum that serves diverse student aspirations and makes the learning experience of marginalized

groups, including Aboriginal students, as inclusive as possible. 2. Make "learning journalism by doing innovative journalism for real audiences" more central to the second halves of the BJourn curricula. 3. Articulate an enhanced "value proposition" of the BJourn degree. 4. Continue to grow News Studies enrolment. 5. Find more effective means of (a) responding to students' mental-health and academic-accommodations needs; (b) academic advising; (c) advocating for more financial resources for essential student services; and (d) predicting and making available elective course offerings. 6. Update the School's SRC policy. 7. Continue the planning and implement of partnerships.	
Timeline: Ongoing	
Responsibility for leading initiative: Chair of Journalism	
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean	

ASC EVALUATION

The Academic Standards Committee recommends that the program provide a one-year follow-up report that includes:

1. Progress on the developmental plan.
2. Feedback on how issues identified in the Self-Study regarding the phased-out curriculum have been addressed in the revised curriculum that was implemented in the Fall 2015.
3. Revised program learning outcomes and mapping of required and elective core courses in the current curriculum to the revised learning outcomes.
4. Evidence that efforts have been made to review and improve course outlines.
5. A complete set of CVs, removing any duplicates and adding ones that were missing in the PPR submission.

Follow-up Report

In keeping with usual practice, the one-year follow-up report, which addresses the recommendation stated in the ASC Evaluation section, is to be submitted to the Dean of the Faculty of Communication & Design, the Provost and Vice-President Academic, and the Vice Provost Academic by the end of June, 2019.

Date of next Periodic Program Review
2025 - 2026

Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Periodic Program Review – Journalism, Faculty of Communication & Design*

B) PERIODIC PROGRAM REVIEW – GRAPHIC COMMUNICATIONS MANAGEMENT

EXECUTIVE SUMMARY

The School of Graphic Communications Management (GCM) was one of the original programs offered at Ryerson. The School encountered unprecedented growth between 2005 and 2013. The number of students enrolled in the program grew from approximately 400 in 2005 to over 525 in 2013. Growth has continued with 575 enrolled students in 2015, and a significant additional number of students from other programs enrolled in courses offered.

Growth has brought change, and some challenges for the program. The planned capacity of the newly constructed Heidelberg Centre School of Graphic Communications Management that opened in 2002 was

planned to satisfy a "steady state" enrollment of 120 first year students, and 400 students in total. This target was promptly achieved, and surpassed shortly thereafter.

Highlights
GCM is "home" to an engaged and thriving student cohort. Surveys conducted for the Periodic Program Review of current students, graduates and industry are very positive about the GCM program and about Ryerson University. Students are supported in their educational studies by a diverse and dedicated faculty and staff complement. Student applications remain stable or increasing, at about 900 applicants per year for approximately 180 first year spots. There was an 8% year-over-year increase in student applications for Fall 2015.

The increase in the number of enrolled students provided the School with resources to hire additional RFA and CUPE1 faculty members. Hiring has been focused on building diversity, depth and breadth to the School – each faculty member brings specific experience, skills, education, and research interests.

Increasing the faculty complement has led to improved Scholarly, Research and Creative (SRC) Activity outputs, and more team-based SRC with partners internally and externally. GCM faculty members are sought-after collaborators on research projects. SRC outputs have increased in the number of peer reviewed papers and conference presentations, industry journals, white papers and technical papers and magazine articles. There has been significant student involvement in SRC, such as third year research projects, RyeTAGA's student research journal and student presentations at the biannual Printing Future Days conference. Some faculty members have received NSERC (unusual in FCAD), SSHRC and Mitacs grants.

The Print Media Research Centre (PMRC) was launched in 2013. The PMRC has the potential to encourage, strengthen, and promote faculty SRC output and increased student SRC activities.

The School of Graphic Communications Management was asked to host the 2013 Conference of the International Circle of Educational Institutes for Graphic Arts Technology and Management (IC) Conference, the first conference hosted by GCM. The School welcomed over 100 delegates from 23 countries. Subsequent to the IC conference, GCM has discovered that the School has become a favoured venue for similar events. GCM will host the 2016 IARIGAI (International Association of Research Organizations for the Information, Media and Graphic Arts Industries) Conference, and has been approached to host the GCEA (Graphic Communications Educators' Association) Conference in a future year. Each of those would bring approximately 100 delegates to Ryerson.

International opportunities significantly increased during the period under review. Exchange agreements with three European universities were confirmed. At the beginning of the program review period GCM did not have any exchange agreements. Now, outbound exchange students have the opportunity to live and learn at three European universities in different countries. The student exchange program is very popular, and GCM is delighted to welcome inbound students from partner schools. Formal faculty exchange mechanisms are also in place, but are as yet unused. One faculty member, however, did spend several months of sabbatical leave teaching at a partner university.

Extra-curricular opportunities are numerous in GCM, with student associations related to many industry groups focused on specific areas of the industry including research, packaging, transactional documents, flexographic printing, digital printing, letterpress printing, and signage. In many cases, student groups travel to annual conferences with support from industry, P-FACS, RCDS, FCAD and GCM. There are many activities offered at the University, and GCM students are active in intramural sports, working on the production teams for student newspapers, serving in the Tri-Mentoring office and serving in student government. Due to their production, design and management skills, GCM students employed by many other departments at the University as part-time employees.

Post-graduation opportunities remain very strong, as they have throughout the entire history of the program. Even during periods of economic downturn, graduates of the GCM program are able to launch their careers soon after graduation. Internships following the third year of study often lead to offers of employment from internship employers. Many students return for their fourth year of education with the knowledge that an entry-level career position awaits them upon graduation. Employment remains strong – and employment opportunities are expanding beyond traditional industries and employers.

The number GCM graduates who are pursuing post-graduate degrees is increasing (mostly at the Master's level). In the last decade graduates have pursued MBA designations and Masters degrees in Professional Communication at Ryerson University. More recently graduates have enrolled in the Masters of Digital Media and the Masters in Media Management, also at Ryerson University. Other GCM graduates have pursued studies in print-related fields at Clemson University and the Rochester Institute of Technology (RIT).

Industry support for the Graphic Communications Management program is nothing short of amazing, especially in the form of gifts-in-kind (equipment, materials and software) and scholarships, but also in terms in invitations for students to participate in conferences and meetings of professional associations. Support in terms of information exchange about current industry practices and technology is highly valued and assists the School in decision-making about the trends to follow and incorporate in teaching and research.

The Canadian Printing Industries Scholarship Trust Fund (CPISTF) was funded in maintains a $1M endowment which funds 25-30 annual renewable scholarships of $1500 for GCM students.

Efforts of all stakeholders have promoted reputations of both Ryerson University and the School of Graphic Communications Management on a worldwide basis. The School communicates to a broader audience through thriving social media outlets including the School's website, Twitter, Facebook and other media.

In 2015, the School introduced a new curriculum that is flexible and offers student more options in determining their educational paths. This satisfied student questions, comments and demand since the previous program review. Many GCM courses, from both the old and new curricula, have been added to the Open Elective table and PR Tables of many programs both within and outside of the Faculty of Communication & Design. This encourages multidisciplinary approaches in classes and facilitates student interactions across programs. GCM also participates in the Creative Industries program with a popular module in Printing and Publishing.

Challenges
Growth has brought many positive effects, but it has also led to challenges. Some of these are significant. Some can be addressed, and others must be addressed in the future.

The increased number of students is straining the physical plant. The Heidelberg Centre was built for a specific number of students, which has now been exceeded. Lab facilities, while updated in terms of technology, are utilized to their maximum and space challenges limit the ability to add new and emerging technologies. Print and Prepress lab staff are often finished their workday when evening labs are taught. Some instructors do not have the technical expertise to conduct detailed troubleshooting on some pieces of laboratory equipment (such as printing presses, or equipment in the server room), and if problems cannot be rectified as they occur in the evening, there is a spillover effect on the next day's labs.

Technical and front office staff members require additional support and assistance, especially at peak activity times during each term.

The PPR student and graduate surveys suggested improvement; this was often centred on student choice and elective options. These suggestions were addressed in the new GCM curriculum, launched in Fall 2015. The offering of new courses brought a new (and welcome) cohort of students to the School, from schools/departments/Faculties as diverse as TRSM, Sport Media, English, Creative Industries, and Professional Communication. The School expects the number of students enrolling from other programs at the university to increase in the near future.

The school would like to attract students with higher entering averages. Several steps have been taken in this regard, but ongoing efforts are required to promote the program and boost the number of applications.

The number of scholarships and awards is healthy; however, increased enrollment means more scholarships are needed, and in higher amounts. This is especially needed in response to increasing costs for education.

The faculty complement is lean, with 11 RFA faculty for nearly 600 students. As class sizes increase, lead instructors face additional work supervising the work of additional lab instructors for the course, teaching assistants and others.

The School is subject to the negative perception of the printing industry in the popular press, and seeks ideas about how to counteract this. In the past decade the printing and allied industries have assumed a leadership role in reducing waste, tackling emissions from manufacturing. In the packaging field, the industry has become a leader in promoting sustainability, food safety and addressing concerns about packaging waste. There is more work to be done regarding promoting the value of the industry. In Canada, the printing and allied industries are a significant employer, with employees earning higher-than-average wages.

The Periodic Program Review process confirmed the School's strengths, it recognized a limited number of weaknesses, and it has identified opportunities for the School to pursue in the future. The School of Graphic Communications Management seeks support in terms of two main areas, space and personnel, in order to address areas of weakness and to continue to provide a quality education to Ryerson University students, while remaining focused on future opportunities.

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

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

A) SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE GRAPHIC COMMUNICATIONS MANAGEMENT PROGRAM
The School of Graphic Communications Management submitted a self study report to the Vice Provost Academic on September 29, 2015. The self study presented the program descriptions and learning outcomes, an analytical assessment of the program, and program data including the data collected from a student survey along with the standard University Planning data tables. Appended were the course outlines

for all core required and elective courses in the program and the CVs for each full-time faculty member in the School.

Two arm's-length external reviewers (Dr. Nona L. Woolbright, Associate Professor, Graduate Coordinator Clemson University, Clemson, South Carolina; and Tommie Nyström, Lecturer in Graphic Communication, Vice Chair of the Study Board for Computer Science & Media Technology, Chair, Operational board for the study programme Graphic Design & Communication, Linköping University Sweden) were appointed by the Dean of the Faculty of Communication & Design from a set of proposed reviewers. They reviewed the self study documentation and then conducted a site visit to Ryerson University on October 5 – 6, 2015.

The visit included meetings with the Provost & Vice-President Academic; the Dean of the Faculty of Communications & Design; the Vice Provost Academic; the Associate Dean of Faculty & Student Affairs; the Chair of GCM; the subject Librarian; a panel of current undergraduate students and a panel of recent graduates of the program; and a large number of full-time faculty and support staff. The Peer Review Team (PRT) had an opportunity to tour the Heidelberg Centre School of Graphic Communications Management, the Ryerson Student Learning Centre, the Ryerson University Library & Archives, and to have a general campus tour.

In their report (November 9, 2015), the Peer Review Team (PRT) provides feedback that describes how the Graphic Communications Management program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The PRT found very few issues with the Ryerson University GCM program in total. The faculty and staff were found to have many fine attributes and to compare well with their peer universities on all academic levels. Overall, students were found to have quality equipment, up-to-date pre-press, and generally very good facilities at their disposal.

The main areas of strength identified by the PRT include: student engagement; hands-on environment; faculty involvement and commitment; the GCM Job Fair; students' feelings of connection to faculty and staff; and the presence of a dedicated academic advisor. GCM has worked diligently to develop these strengths, and plans to continue support for these areas identified as strengths.

The PRT also identified areas for improvement:
a) Physical space: GCM's building was designed to house 400 students, but now is being utilized by 600.
b) Internship placement: Discussion with current students as well as alumni revealed difficulty in finding placements for the required internship.
c) Technical Support: Support is needed for students during after-hours and an increase is needed in the number of technical support staff.

The Director of the School of Graphic Communications Management submitted a response to the Peer Review Report in March, 2016. The response to both the PRT Report and the Program's Response was submitted by the Dean of the Faculty of Communication & Design on April 19, 2016.

B) SUMMARY OF THE PRT'S RECOMMENDATIONS WITH THE PROGRAM'S AND DEAN'S RESPONSES

Recommendations
1. Curriculum: Since the overall evaluation process of this peer review is centered on the old curriculum, many of the questions raised have already been remedied within the new curriculum. The reviewers questioned the number of projects that will be in the new program and if the additions will add an even greater burden to already stressed lab space.

Program's Response: Based on the analysis done as part of the new curriculum proposal, GCM does not believe that the new curriculum will increase lab resource requirements. The School actually found the new curriculum evens out the lab requirements better across semesters; however, increased enrolment in GCM courses, especially the lab courses open to other programs, may add to stress already experienced with the labs. The School is partially addressing this concern by moving some courses to non-GCM labs, particularly shared FCAD labs and general-purpose computer labs starting in Fall 2016.

Dean's Response: The School has indicated that based on a careful analysis conducted as part of their new curriculum proposal that the School found the new curriculum evens out the lab requirements better across semesters. Cognizant nonetheless of increased enrollment, GCM is moving some of its courses to non-GCM labs starting in Fall 2016. As with all new curriculum rollouts in FCAD, I will continue to liaise closely with School Chairs and provide support as necessary to ensure a student experience that meets and even exceeds quality assurance standards.

2. Faculty & Staff: There appears to be a need for additional technicians, to avoid understaffed labs. There is no contingency for when a technician is away from work, and there is no support for either students or faculty after 4 pm.

Program's Response: GCM has taken steps to improve technical support for students. Since 2009, the School has employed CUPE 3 TA / Lab Monitors approximately 700 hours per academic year. The Lab Monitors assist with some basic lab maintenance to alleviate technical staff workload, and they are able to open labs in the evenings for open hours, and provide a basic level of support to students. While this step has been very beneficial at relatively modest cost, the School is in agreement with the recommendation of the PRT.

The School was worked with the Dean of FCAD to post a position for an additional full-time OPSEU Client Support Technician. The hire was completed in early 2016 with a start date on February 1st. This position, now in place, covers a later shift during the academic terms to provide support in GCM labs from mid-day until 8:30 p.m. or later on weekdays. At the same time, the existing two technical staff will be better able to focus on tasks that require their levels of expertise and experience. While this new position is a term position for 17 months, it is hoped that the position will be made permanent in the future if it is shown to be of benefit to the School and if resources permit.

Dean's Response: The Dean is am in agreement with the PRT and the School that additional technical support is needed to ensure adequate support in GCM labs. A position for an additional full- time OPSEU 17-month term position for a Client Support Technician has been in place since February 1, 2016 with the intention of making the position permanent if it proves beneficial to the School, resources permitting, and additional lab monitors have also been hired to assist technical staff. With regards to the School's desire to secure additional faculty and staff support, the Dean will consider ways to have additional resources allocated to the School within the constraints of budget and growth plans.

3. Students: (a) An issue of concern is the space limitations caused by the growth of the enrollment exceeding space, and, with the new curricula, the space issue will become more apparent, as the labs will be booked by classes from early morning to late in the day.

Program's Response: The School agrees that this remains a major area for improvement. The current Dean of FCAD recognizes the space issues in GCM, and the School is aware that he is working hard to help GCM find a solution. The Dean has created an FCAD Space Task Force that has worked to identify how FCAD Schools can optimize and share spaces. While the ultimate solution for GCM is additional space on campus, already the Dean has assisted with some steps that provide a measure of relief. The School remains committed to continuing to seek additional space on campus for the needs identified in the Self-

Study and PRT Reports. Ultimately, the resources required for additional space will depend on support from the University Administration.

Dean's Response: *The Dean will continue to work closely with the School and the University to find more long-term solutions for GCM's space challenges.*

(b) Another concern is the program's end of semester course examination process, and the reviewers recommend that the faculty consider an alternative final exam practice that allows for retesting without completely requiring retaking the course if students fail the final exam.

School's Response: *The School is in agreement with reviewing the exam rule and considering alternatives. This will require additional study and consultation with stakeholders, including faculty and students. The substance of the School's discussion will include issues including:*
- *An overview of all courses to be taught in the new curriculum*
- *Team-taught courses*
- *Courses without examinations*
- *The current exam policy and how it affects non-GCM students taking GCM courses*
- *Policies of other departments that also teach GCM students (e.g., Accounting, Marketing)*
- *Exams worth a only small portion of a course's overall grade*
- *Rewrites*

The Learning and Teaching Office and a Ryerson Curriculum Development Consultant will be consulted to identify alternative assessment approaches coincident with the implementation of the new curriculum.

Dean's Response: *The Dean is pleased that as University policy evolves and as GCM moves forward with its new curriculum, the School is "in agreement with reviewing the exam rule and considering alternatives." The Dean will continue to liaise with the School to ensure that best pedagogical practices promote an exceptional student experience.*

 (c) Another concern is the difficulty in finding placements for the required internship.

School's Response: *GCM is committed to ongoing improvements in the internship program and, in particular, the number and quality of internships for students. Steps taken in recent years include: hiring of a part-time internship coordinator; expanding outreach to companies ahead of the Job Fair; development of an internship manual, mandating since 2014 that internships, with rare exceptions, must be paid at or above minimum wage to improve the experience for students and employers; and accepting third year international exchange as an alternate experiential learning experience, equivalent to internship.*

Dean's Response: *The School has continued to improve its internship program. Given the increased demand for internships in FCAD programs and the growing legal complexities of student placement, an FCAD internship task force has been created that is working to develop Faculty-wide support mechanisms to ensure students are facilitated with the most positive and productive internship experience possible.*

4. Facilities and Equipment: A recommendation is to require the use of personal computers in labs rather than providing laboratory computers onsite. By providing cloud access to available software (i.e. Adobe Creative Cloud) some of the laboratory space issues might be reduced. Also, by replacing current litho press with a smaller one, a newer flexo press could be placed in the production printing lab.

Program's Response: *This topic is raised almost every year during faculty planning meetings. Laptops are not a required tool for the program at present. The School reviews this policy every year, and has always come to the same decision based on such factors as:*

- *The School offers more sophisticated output options for printing of proofs and final projects, which often require specific drivers and other device-dependent software*
- *The School operates professional-grade workflow systems (which in general, are too complex, and too expensive) to be installed, operated and maintained by student users on laptops*
- *Maintaining lab computers is less expensive (particularly based on time) than providing assistance to 600 students with personal computers*
- *Lab computers are always up to date, ready to operate at the beginning of lab sessions and students and faculty can be assured that everyone is using the same versions of software and operating systems*

With regards to the use of personal computers in the labs:
- *Software programs in senior years are sophisticated and prohibitively expensive for students*
- *Hardware and software maintenance is controlled at the school level and all students should be able to work from the same platform*
- *Students are permitted to bring personal computers to the labs.*
This situation will be reviewed.

Having only recently (2009) installed a small flexo press in the print lab in the HEI building, this recommendation was a surprise for the program. The current press suits the School's needs, is an excellent teaching tool for GCM students, and students have won numerous international competitions by submitting works they have printed on this press. Nonetheless, the School will investigate options for the funding of a more sophisticated press.

Dean's Response: *The Dean agrees with the School that, at present, the compatibility and affordability issues inherent in the sophisticated hardware/software required for the program prohibits a laptop-only option. With regards to the PRT's recommendation to consider replacing the School's flexo press, the Dean agrees with the School that this does not seem to be a priority given that the current press was installed in 2009 and continues to suit the School's needs quite adequately. Nonetheless, the School has assured the Dean that the suitability of this and other equipment will continue to be evaluated on a regular basis.*

C) ADDITIONAL PROGRAM RECOMMENDATIONS IN THE SELF STUDY

Alumni Organization: The School intends to revitalize and develop the alumni organization. It has not historically been active, and the School has developed in many ways, but there is potential for the alumni association to develop and play a role in the future of the School, especially around relationships with industry, community and graduates, reputation enhancement, and advancement. Other priorities, such as new curriculum implementation, program review, student recruitment, lab updates and space, have been higher than the alumni initiative. However, this remains an important initiative to address.

GCM Website: The School, with assistance from FCAD Technical Staff, plans to update and consolidate its two websites, www.ryerson.ca/gcm and www.ryersongcm.ca and migrate to the University's new Adobe content management system.

D) IMPLEMENTATION PLAN

Recommendation #1: Curriculum: Identify the number of projects that will be in the new program and if the additions will add an even greater burden to already stressed lab space.	
Objective: Move some courses to non-GCM labs, particularly shared FCAD labs and general-purpose computer labs.	
Timeline: Ongoing	
Responsibility for leading initiative: Chair of GCM	
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean	

Recommendation #2: Faculty & Staff: Review the need for additional technicians, to avoid understaffed labs.	
Objective: Take steps to improve technical support for students. Continue to work with the Dean will consider ways to have additional resources allocated to the School within the constraints of budget and growth plans.	
Timeline: Ongoing	
Responsibility for leading initiative: Chair of GCM	
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean	

Recommendation #3: Students: Consider (a) the lab space limitations caused by the growth of the enrollment exceeding space and the new curricula; (b) an alternative final exam practice; and (c) the difficulty in finding placements for the required internship.	
Objective: (a) Continue to seek additional space on campus; (b) review the exam rule and consider alternatives; consult with the Learning and Teaching Office and a Ryerson Curriculum Development Consultant; and (c) continue to implement ongoing improvements in the internship program and, in particular, the number and quality of internships for students.	
Timeline: Ongoing	
Responsibility for leading initiative: Chair of GCM	
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean	

Recommendation #4: Facilities and Equipment: (a) Require the use of personal computers in labs rather than providing laboratory computers onsite. (b) Replace current litho press with a newer flexo press.	
Objective: (a) Continue to review the feasibility of personal computers; and (b) investigate options for the funding of a more sophisticated press.	
Timeline: Ongoing	
Responsibility for leading initiative: Chair of GCM	
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean	

Additional Program Recommendation #5: Revitalize and develop the alumni organization	
Objective: Explore and act upon the potential for the alumni association to develop and play a role in the future of the School, especially around relationships with industry, community and graduates, reputation enhancement, and advancement.	
Timeline: 2019-2020	
Responsibility for leading initiative: Chair of GCM	
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean	

Additional Program Recommendation #6: Update the GCM website	
Objective: Update and consolidate the current two websites, www.ryerson.ca/gcm and www.ryersongcm.ca, and migrate to the University's new Adobe content management system.	
Timeline: 2018	
Responsibility for leading initiative: Chair of GCM	
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean	

ASC EVALUATION

The Academic Standards Committee recommends that the program provide a one-year follow-up report and a two-year follow-up report as follows:

    One-year Follow-Up Report

1. Demonstrate progress on the developmental plan.
2. Provide feedback on how issues identified in the self study regarding the phased-out curriculum, as well as curricular enhancements regarding EDI, have been addressed in the revised curriculum that was implemented in the Fall 2015.

Two-year Follow-Up Report
1. Conduct a survey with the graduating class of 2018/19 and 2019/2020 to assess the effectiveness of the revised curriculum.
2. Provide an update on the suggestion by ASC to reduce the number of courses from 44 to 40.

Follow-up Reports
In keeping with usual practice, the one-year follow-up report, which addresses the recommendation stated in the ASC Evaluation section, is to be submitted to the Dean of the Faculty of Communication & Design, the Provost and Vice-President Academic, and the Vice Provost Academic by the end of June, 2019. The two-year follow up report is due by the end of June, 2020.

Date of next Periodic Program Review
2025 - 2026

Recommendation
*   Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Periodic Program Review – Graphic Communications Management, Faculty of Communication & Design*

C) *For Information***: CHANG SCHOOL CERTIFICATES – February and March 2018**
    a. Certificate in Design for Arts and Entertainment Administration: Course Additions and Deletions
    b. Certificate in Aging and Gerontology: Course Description Change (CVGE 205)
    c. Certificate in Film Studies: Course Additions and Deletions
    d. Certificate in Digital Art Production: Course Addition (Elective)

Respectfully Submitted,

Marcia Moshé

Marcia Moshé, Chair for the Committee

ASC Members:
Charmaine Hack, Registrar
John Turtle, Secretary of Senate
Marcia Moshé, Chair and Interim Vice Provost Academic
Denise O'Neil Green, Vice-President, Equity and Community Inclusion
Katherine Penny, Director, Curriculum Quality Assurance
Anne-Marie Singh, Faculty of Arts, Criminology
Anne-Marie Lee Loy, Faculty of Arts, English
James Nadler, Faculty of Communication & Design, Creative Industries
Wendy Freeman, Faculty of Communication & Design, Professional Communication
Thomas Tenkate, Faculty of Community Services, Occupational and Public Health
Annette Bailey, Faculty of Community Services, Nursing
Andy Gean Ye, Faculty of Engineering and Architectural Science, Electrical & Computer Engineering

Donatus Oguamanam, Faculty of Engineering and Architectural Science, Mechanical & Industrial Engineering
Vadim Bostan, Faculty of Science, Chemistry & Biology
Jeffrey Fillingham, Faculty of Science, Chemistry & Biology
Yi Feng, Ted Rogers School of Management, Finance and Accounting
Donna Smith, Ted Rogers School of Management, Retail Management
Val Lem, Library
Linda Koechli, Chang School of Continuing Education
Dalia Hanna, Chang School of Continuing Education
Amanda Grant, Student
Ashley Blumson, Student