REPORT OF ACADEMIC STANDARDS COMMITTEE
Report #W2018–1; March 2018

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:
- **Periodic Program Review – Urban and Regional Planning, Faculty of Community Services**
- *For Information*: **Chang School Certificates – Revisions (December 2017)**

A) PERIODIC PROGRAM REVIEW – URBAN AND REGIONAL PLANNING
EXECUTIVE SUMMARY
The School of Urban and Regional Planning (SURP) was established in 1969 and offers three professionally accredited undergraduate programs that award a *Bachelor of Urban and Regional Planning* (B.U.R.Pl.) degree:
1. a four-year baccalaureate program (PLAN);
2. a two-year accelerated baccalaureate program (PLAB, established in 2004); and
3. a two-year post-diploma degree completion program (PLAD, established in 2004).
The School also offers a professional graduate program in Urban Development in a one-year stream and a two- year stream format, with a Master of Planning - Urban Development (M.Pl.) degree awarded on program completion.

SURP programs provide professional skills, particularly in project management and interpersonal communication; practical knowledge in planning legislation and public sector decision-making procedures; and academic knowledge in the history of the profession, planning theory, planning research and societal trends relevant to the profession. Students are provided a foundation on topics such as land use planning, environmental planning, community planning, transportation planning, housing, real-estate, and planning research.

There has been an increase in demand for urban planners from government and the development industry in recent years, as land use issues have become increasingly complex in both rural and urban regions. Indeed, the 2016 Canadian Business magazine ranked urban planning second in its annual issue of Canada's Best Jobs highlighting a median salary of $85,010, salary growth of over 15% between 2009 and 2015, total employees of 10,500, and an overall change in employees of over 30% between 2009 and 2015. According to Service Canada however, the labour market has also become more competitive with the number of graduates holding a bachelor's degree in urban and regional planning more than tripling between 2001 and 2011, while master's graduates doubled.

Survey data reveal that SURP graduates have had a positive undergraduate experience, with the percentage of students satisfied or very satisfied with their education at 90.9% in 2009, and 88.5% in 2012. All of the students surveyed in 2012 (100%) noted that they would recommend the program, which is up from 95.5% in 2009. Surveys conducted for the PPR study found that 88% of both student and alumni respondents would recommend SURP to others, highlighting strengths of the program related to professional and practical experience, its tight-knit community and small class size, a professional network that allows graduates to jump-start their careers, and a blend of theoretical and applied components within the curriculum. Employers also noted overall satisfaction with the quality of undergraduates whom they have hired from SURP, citing workplace preparedness and associated skills required for success.

The undergraduate PLAN, PLAB, and PLAD curriculum was assessed in relation to nine learning outcomes (further divided into 25 sub-components) identified by the faculty. These learning outcomes are closely aligned with competencies required for professional accreditation and include Human Settlement, History and Principles of Planning, Government and Law, Issues and Processes in Planning and Policy

Making, Implementation of Design, Plan, and Policy, Critical Thinking and Research, Social Interaction and Leadership, Communication, and Ethics and Professionalism. Based on the curriculum review and the survey data, the following examples of strengths, weaknesses, and opportunities have been identified and are addressed in the Development (Implementation) Plan.

Strengths
- Program combines independent academic learning in theory-based courses and social, applied experiential learning in studio-based courses
- Core studio pedagogy through problem-based learning, hands-on experiential learning which is required for professional planning education and a key differentiating strength of SURP programs
- Exposure to planning as a practice with client-based studio and field placement courses
- Experience in another North American or international setting facing its own challenges is offered through field trips
- Program instructors include both licensed planning practitioners, professionals in allied disciplines and professors
- Strong industry links in private practice, nonprofits, and public agencies at several levels of government
- New and emerging faculty-founded and led research-practice labs as venues for faculty-student-community collaborative research (e.g., Lister's Ecological Design Lab, Mitra & Sweet's TRANSform Lab, Robinson's Open Data Sandbox, McCartney's +CityLab and others coming).

Weaknesses
- Large core and elective class sizes, especially in core studios in the first two years
- Graduated technology and representation component (beyond hardware, including course-based training in GIS, AutoCAD, Adobe Creative Suite, 3D Modelling, informatics and data visualisation) lacking; cumulative training is unavailable to students throughout the core curriculum
- Lack of emphasis on history of planning in core curriculum
- No official specialization designation on degrees, so that students and employers may not be aware of the skills students develop
- Lack of physical space for growth in research labs

Opportunities
- School's recent hires match well with evolving and strong areas in planning
- Ryerson's goals of applied professional education, internationalization, and lifelong learning correspond with School's focus and that of the planning profession
- Information technology opens new distance learning possibilities
- Collaborative potential and cross-platform sharing for hands-on "making and building" opportunities across campus will grow if the School could move and/or share space with Architecture or Faculty of Communication & Design (FCAD)
- Significant opportunities to capitalize on and connect to Ryerson's stated commitment to City Building in the Academic Plan
- Ryerson's Academic Plan emphasis on diversity, equity and inclusion fits well with the School's need to teach contemporary courses and content in social planning, indigenous perspectives, human rights, and international planning
- Collaborative potential with growing number of Arts (Geography, Politics) and Architecture programs offering planning-related courses and projects
- New and emerging faculty research-practice labs offer new space for faculty-student-community collaboration and funding, and are a strong fit with Ryerson's commitment to SRC and collaboration.

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 Urban and Regional Planning. 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 URBAN AND REGIONAL PLANNING PROGRAM

The School of Urban and Regional Planning submitted a self study report to the Vice Provost Academic on November 22, 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 arm's-length external reviewers (Laura E. Taylor, PhD, RPP, MCIP, Associate Professor, Faculty of Environmental Studies, York University; and Wayne Caldwell, PhD, RPP, MCIP, Associate Vice President Research, Strategic Partnerships (Interim) and Professor, Rural Planning and Development, University of Guelph) were appointed by the Dean of the Faculty of Community Services from a set of proposed reviewers. They reviewed the self study documentation and then conducted a site visit to Ryerson University on February 27, 2017 from 8:30 a.m. to 7:00 p.m. A one-day visit was required, rather than the normal two-day visit, due to time and travel constraints of the reviewers.

The visit included meetings with the Interim Provost and Vice-President Academic; Interim Vice Provost Academic; Dean of the Faculty of Community Services, Director of the School of Urban and Regional Planning; the Chief Librarian; and meetings with a group of current undergraduate students and recent graduates of the program, full-time faculty and support staff. The Peer Review Team (PRT) also had an opportunity to tour the campus and the School of Urban and Regional Planning at 105 Bond Street including classrooms, studios, computer lab, public spaces, and offices.

In their report (April 2017), the Peer Review Team (PRT) provided feedback that describes how the Urban and Regional Planning program meet the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The SURP program is highly valued by current students and alumni. The admission standards, curriculum structure and delivery, program learning outcomes and teaching methods are appropriate. Further, the program reflects the current state of the discipline. The School of Urban and Regional Planning has an excellent reputation for graduating planners that contribute to the profession, particularly within the greater Toronto area. Faculty are committed to the program and play leadership roles within the department, at the University and within the planning profession. Alumni are also engaged and active with the School. The undergraduate program is organized around studio courses, where all students are enrolled in studio each term throughout their programs. The reviewers commented that this is a powerful way to engage students with practical issues and problem-based learning, allowing for creative engagement with contemporary urban issues as studio "brings the outside in".

In addition to studios, the research centres (Centre for Urban Research and Land Development and City Building Institute) and research labs (Ecological Design Lab; TransForm Lab) are the result of creative, innovative work by SURP faculty members. The Centres and Labs are highly visible as they showcase faculty and student work at symposia, conferences, and on the web. The School should continue to engage with the Centres and Labs, and to also look for new creative ways to showcase studio work. The School continues to build a more research-intensive program through the appointment of outstanding faculty that will enhance the reputation of the school.

The Peer Review Team identified a number of strengths to be recognized:
1. *Studio Focus*: The studio experience provides students with practical skills, experimental learning and exposure to teamwork.
2. *Location of the program*: Located in the midst of downtown Toronto, Ryerson provides a setting to observe and study the planning of Canada's largest city.
3. *Faculty*: The faculty are knowledgeable and committed to the program. There are a number of recent hires who bring new perspectives that help to enrich the program. There is also a growing culture of the importance of research within the School.
4. *PLAN, PLAB and PLAD:* The combination of these three programs, while introducing certain administrative challenges, also adds much in terms of different students with different backgrounds and experience. In particular those within the PLAD program bring a number of skills that enrich the entire program.
5. *Staff and Administrative Structure:* The staff who support the program were widely recognized for their commitment to the program and desire to provide effective service. The administration of the School is appropriate to the programs delivered.

The Peer Review Team also identified areas for improvement:
1. *Attrition:* There is attrition between 1st and 2nd year, and a smaller drop between 2nd and 3rd year. The Self Study report notes that SURP rates are similar to Ryerson and the Faculty of Community Services, but the PRT felt retention to be worthy of study going forward.

2. *Diversity in the curriculum*: A plan to increase diversity in worldviews in the curriculum is required. Especially noted by students was the need for the inclusion of Indigenous approaches to study as well as inclusion of Indigenous landscape and settlement histories. The 40/60 female/male gender imbalance among students may also be worth examining. Students recognized the benefits of being in the dynamic planning and development environment of a major global urban-region but felt they were at times limited to issues facing downtown Toronto.

3. *Digital media skills*: Explicit learning outcomes for the undergraduate program should focus on skills (statistical analysis, computer literacy for visual communication and modelling) and professionalism expected of an entry-level employee.

The Director of the School of Urban and Regional Planning submitted a response to the Reviewers' Report on May 5, 2017. The response to the Peer Review Team Report and the Program's Response was submitted by the Dean of the Faculty of Community Services on September 15, 2017.

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

Recommendations
Studio: It is recommended that more core faculty resources be dedicated to studio (particularly in 1st and 2nd year).

The School will work with the Dean's office to determine how to allocate more faculty resources to 1st and 2nd year studios. The School will look into providing TA support to PLG 220, PLG 320, and PLG 420 for 2017/18, while it works with the Dean to increase the faculty complement to 3 (or 4) instructors in fall 2018 and beyond.

The Dean will work with the School to examine the resource options for studio.

School differentiation: The reviewers see the Ryerson program as having a focus on development and planning within large cities. In this context, there is an opportunity to increasingly "brand" the Ryerson program in this light or whatever focus faculty and alumni believe appropriate.

The faculty, students, and alumni will meet in fall 2017 to formally consider the pros and cons associated with this suggestion.

The Dean fully supports this inclusive and engaging approach proposed by the School.

Placement course: The School should revisit the field placement course. Additional administrative oversight may help. Alternate approaches could also be considered (e.g., summer internships or single term co-op options).

The School will work with the Ryerson Planning Alumni Association to increase the number of placements currently being offered in the fall and winter semesters, as well as work toward developing an internship option (which is already offered at the graduate level during the summer). The School will also work with Ryerson University's Office of Co-operative Education to explore Co-Op options for students.

The Dean supports the School's recommendation to work with the Ryerson Planning Alumni Association to expand placement opportunities and to engage the Co-Op office. The Dean further recommends that SURP work with the Dean's Office new Manager, Experiential Learning Strategy who can provide leadership and guidance in relation to these placement-related issues.

Student engagement in school governance: The PRT was surprised to learn that students had a limited role in School governance. Student participation on administrative committees such as promotion and tenure, and school council, are all options that could be considered. Regular Town Halls would also be welcomed.

Membership in most administrative committees is dictated by the Ryerson Collective Agreement and University Policy. Students from all years have representation on School Council, which meets at least once per semester. Town Hall meetings will be implemented in 2017, starting with one per semester.

The Dean supports this response.

Broaden views and perspectives: A plan to increase diversity in worldviews in the curriculum is required.

The School has identified many actions in its development plan to address these recommendations. First and foremost, the School needs to hire a replacement for a retirement with expertise as a Social/International Planner. The School's field trips and recently re- introduced Field Camp provide students with an opportunity to move beyond the Toronto region. Faculty will also be asked to examine whether they address indigenous issues and international cases in their individual courses, and whether the opportunity exists to enhance these elements. The School will also examine the international case studies recently developed by the Association of Collegiate Schools of Planning and the Global Planning

Educators to see where they might be incorporated into the curriculum.

The Dean supports the call for increased EDI (equity, diversity, inclusion) related curriculum. It is recommended that the School partner with the office of the Vice President Equity and Community Inclusion to seek guidance on these issues. As well, it is recommended that the School consider applying to Ryerson's Aboriginal Education Council for funding to assist with curriculum revision in relation to inclusion of Indigenous content. The School will be hiring two tenure track positions in the coming academic year and it is expected that an EDI lens to be brought to the hiring process. The School is encouraged to seek support from the Vice President Equity and Community Inclusion. The Dean's Office also recommends that the School consider sending a School representative to participate in the Faculty of Community Services Internationalization Committee and to the EDI advisory committee to further support its efforts on this front.

Technology (digital aspect of planning): Explicit learning outcomes for the undergraduate program should focus on skills (statistical analysis, computer literacy for visual communication and modelling) and professionalism expected of an entry-level employee.

The School will continue to offer a GIS elective annually and work with faculty to develop an advanced AutoCAD Design and Infrastructure elective. The School will also establish a technology committee made up of faculty and alumni to examine the types of technological/software training needed and how best to incorporate it into the curriculum. The School recently updated the technology module included as part of PLG220 (Introductory GIS, AutoCad, Adobe Suite and Sketch-up) and the AutoCAD components of PLG320, and will look into restructuring the studio stream further to introduce advanced representation and all of the technologies (e.g., GIS, AutoCad, Adobe Suite) and skills required by entry-level planning employees and tie these into "making and building" objectives related to data visualisation, graphic representation and 3D modelling (i.e. model making and building, both physical and digital). Open source platforms will be introduced that provide students with integrated platforms with which to immediately conduct planning analyses and learn other tools. The School will work with RAPS to continue to offer software specific workshops with DME as pilot tested in fall 2016 and will explore collaboration with DME and FCAD or DAS to offer a visual communication, graphic representation, GIS boot camp orientation course prior to fall 2017 term. The School will also look into allocating space and technology for model building and other related activities.

The Dean is generally in support of these initiatives. As well, the School is encouraged to develop a detailed proposal and budget related to IT as part of the annual Ryerson University budgeting process this Fall. The Dean's Office is working in collaboration with the Director of e-learning at Ryerson University to further enhance practices around digitally enhanced learning.

Standard of incoming students: Assuming admission numbers remain constant the School should work further with University Admissions to promote the programs. Enhanced branding and improved program outcomes (for example studio) can also improve the reputation of the School leading to greater demand and interest. The School website is also not easy to navigate.

The School will continue its successful recruitment of students that have completed Bachelor degrees into the PLAB program through enhanced recruitment through the website and recruitment strategy developed with University Admissions to target feeder university programs. The articulation agreements with two college programs will be updated between in 2017-19.

The Dean generally supports the ideas proposed by the School. Further, as part of the priorities in this academic year, FCS will continue an expansion of communication strategies which will provide further opportunities to support SURP's efforts to raise its profile.

Preparation for future program reviews: The Self-Study Report and Appendix 1 were difficult to navigate for the reviewers. As with all such documents, a great deal of information is offered and organizing and collating are challenging. SURP may consider an exit interview for non-returning students, after first year especially, to better understand their reasons for leaving. To meet the increasing requirements to document program quality, and to generally assist in program delivery, an improved alumni tracking and contact database are required.

The format of the Self Study report conforms with the requirements of the Periodic Program Review Manual. In reference to the recommendation for an exit interview for non- returning students, currently non-returning students are required to meet with the School Director to sign a form and to discuss their reasons for leaving. While most leave because they choose to work or to pursue a different subject, the Director will develop a survey instrument to gather more information. The School will work to develop improved alumni tracking and contact database through the Alumni Association.

The Dean is in support of the School's response. Further, the Dean's Office is in the process of hiring a development and alumni engagement staff person who will be available to the School to assist with alumni engagement activities in the coming year.

IMPLEMENTATION PLAN

1. Development Plan Area: Students and Alumni	
Sub-Area of Focus: Intake	**Focus:** Secondary School Recruitment
Goal #1: *Provide greater support for university and other efforts to recruit secondary school students and promote urban planning as a field of study*	
New / Continued: Continued from 2006 PPR	
Objectives: To increase the number and quality of applicants to the planning program from high school graduates and increase awareness of urban planning as a field of study and a career path.	
Timeline: Ongoing	**Priority:** Moderate
Responsibility for Leading Follow-Up: Director of SURP	

2. Development Plan Area: Students and Alumni	
Sub-Area of Focus: School Identity and Reputation	**Focus:** Community Building
Goal #2: *Improve the School's Identity and Student Community*	
New / Continued: Identified as an issue from qualitative answers in the 2016 PPR Student Surveys	
Objectives: Foster a sense of investment and community within SURP and offset issues associated with a "commuter" campus as many students do not live downtown and commute daily from suburbs in the GTHA.	
Timeline: Short Term 1 - 2 years	**Priority:** Moderate
Responsibility for Leading Follow-Up: Director of SURP	

3. Development Plan Area: Students and Alumni	
Sub-Area of Focus: School Identity and Reputation	**Focus:** Employment Skills Preparation
Goal #3: *Improve job-finding skills and opportunities*	
New / Continued: Identified as an issue in the 2016 PPR Student and Alumni Surveys	
Objectives: Improve the ability of students to successfully find employment upon graduation from the program.	
Timeline: Short Term 1 - 2 years	**Priority:** Moderate
Responsibility for Leading Follow-Up: Director of SURP	

4. Development Plan Area: Program Delivery	
Sub-Area of Focus: Course Offerings	**Focus:** Diversity, Equity & Inclusion
Goal #4: *Incorporate a greater diversity of opinions and people in the classroom particularly in terms of Human Rights and Indigenous People (duty to consult is required by law)*	

New / Continued: Identified as an issue during the Feb 1st (2016) staff meeting and supported by results of 2016 PPR Alumni Survey; mandated by law; needs to be consistent with Ryerson's Academic Plan
Objectives: To address lack of emphasis on diversity, equity and inclusion, per Ryerson Academic Plan; and how this manifest through specific curriculum content in social planning, indigenous perspectives, human rights, and international planning.

Timeline: Short Term 1 - 2 years	**Priority:** High
Responsibility for Leading Follow-Up: Director of SURP**;** Dean regarding resources/funding	

5. Development Plan Area: Program Delivery	
Sub-Area of Focus: Curriculum Development	**Focus:** Integration of SRC Activities into Teaching
Goal #5: *Enhance the link between faculty SRC and student learning*	
New / Continued: Continued from the 2008-2013 Academic Plan. Progress has been made to include SRC Activities into upper-year client-based studios. There is opportunity to expand this integration into electives.	
Objectives: While research activities and projects are commonly connected to upper-year client-based studios, and in research methods courses, it is relatively uncommon to include SRC in other courses (left to the discretion of the instructors). Opportunities exist to bring more SRC activities into the classroom and to enhance opportunities for students to participate in faculty SRC.	
Timeline: Short Term 1 - 2 years	**Priority:** Moderate
Responsibility for Leading Follow-Up: Director of SURP	

6. Development Plan Area: Program Delivery	
Sub-Area of Focus: Curriculum Development	**Focus:** Experiential & Applied Learning
Goal #6: *Explore opportunities to increase hands-on "making and building", fabrication in the core; and explore additional professional contacts to increase Placement and Studio opportunities*	
New / Continued: New, as the model-making component of PLG420 has been lost concomitant with growth across campus in other programs (e.g. FCAD FabLab, Architecture modelling lab, DME etc) so this training needs to be folded into each core studio of our program. Continued from the 2006 PPR and identified as a valuable experience and major strength of the planning program in 2016 PPR Alumni Survey	
Objectives	
Introduce opportunities and assignment support for modelling in Urban design, land use planning and ecological design; explore collaborative potential with FCAD and DAS, DME; Establish in house resources for fabrication and space to work on and store during making of these "made and built" explorations and studies; and Ideally, placement could be made available to all SURP students in their final semesters without a competitive application process; this would require a full-time placement coordinator (which could be shared for cost-effectiveness with the graduate program which has a required placement / internship in place). This could involve the expansion of placement into a mandatory part of the curriculum to enhance professional exposure prior to graduation, which would enhance program strength through differentiation.	
Timeline: Long & Short Term	**Priority:** Moderate
Responsibility for Leading Follow-Up: Director of SURP; Dean regarding resources/funding	

7. Development Plan Area: Program Delivery	
Sub-Area of Focus: Curriculum Development	**Focus:** Technology
Goal #7: *Enhance the training, use, application and platform availability of technology; introduce specific technology- based learning as discrete and cumulative skills-based components of the program*	
New / Continued: This is a long-standing and growing problem facing the program. Identified in the 2006 PPR, Feb 1st (2016) staff meeting, and 2016 PPR Alumni and Student Surveys.	
Objectives: The core curriculum should introduce and reinforce technology use, training and application, from GIS to data visualisation and graphic representation, as analytical and communicative strategies used by professional planners. The program must provide relevant software platforms and up-to-date hardware, and allow those who want to be proficient in specific technologies (e.g., GIS, AutoCad, Adobe Suite) to do so via elective offerings. This objective is concomitant with Design Thinking and Visual Communication.	

Timeline: Short Term 1 - 2 years	Priority: High
Responsibility for Leading Follow-Up: Director of SURP; Dean regarding resources/funding	

8. Development Plan Area: Program Delivery	
Sub-Area of Focus: Curriculum Development	**Focus:** Design Thinking

Goal #8: *Enhance the training, use, application and platform availability of design-thinking into the core curriculum in ways that capitalize on existing and new faculty capacity for teaching and research related to design. Note that "design" as used here includes design of policy, landscape and built-form alike. (This goal is distinct from but related to specific technology-based learning as discrete and cumulative components of the program.)*

New / Continued: Ongoing discussion at undergraduate curriculum meetings; and identified at Feb 1st (2016) staff meeting and 2016 PPR Alumni and Student Surveys.

Objectives: The core curriculum should introduce and reinforce the importance of design thinking in contemporary planning education and training. From policy design to landscape and built-form design, students must be introduced explicitly to theory of design thinking, employ design thinking through projects along with relevant skills and technologies to support visual communication and graphic representation strategies used by professional planners. Allied professions have a ratio to teach these courses of 1:15 and so did SURP when it began. SURP ratio in core studios with increased enrollment is currently 1:57. Accordingly, the program must provide the associated and relevant software platforms and up-to-date hardware, student to faculty ratios in core studios and allow those who want to be proficient in specific supporting technologies to do so via multiple elective offerings.

Timeline: Short Term 1 - 2 years	Priority: High
Responsibility for Leading Follow-Up: Director of SURP	

9. Development Plan Area: Program Delivery	
Sub-Area of Focus: Curriculum Development	**Focus:** Program Specializations

Goal #9: *Offer official program specializations within the undergraduate program.*

New / Continued: Identified in the 2006 PPR, discussed in the Feb 1 (2016) staff meeting and further emphasized in responses to 2016 PPR Alumni Survey

Objectives: Develop official program specializations based on clusters of related electives in areas of transportation, private development, environment & ecology, and urban design.

Timeline: Medium Term 3 - 4 years	Priority: High
Responsibility for Leading Follow-Up: Director of SURP	

10. Development Plan Area: Program Delivery	
Sub-Area of Focus: Curriculum Development	**Focus:** Electives

Goal #10: *Increase the number and breadth of PLE elective course offerings. Where funding becomes available to do so, consider open electives to facilitate cross-pollination of curriculum and collaborative potential.*

New / Continued: Identified in the 2016 PPR Student and Alumni Surveys and in learning objectives mapping.

Objectives: Address survey results that note important topics are being left out of the curriculum; i.e. Design Thinking & Visual Communication, Health Planning, Food Systems Planning, Aboriginal Planning & Indigenous Perspectives.

Timeline: Short Term 1 - 2 years	Priority: High
Sub-Area of Focus: Curriculum Development	**Focus:** Learning Outcomes

Goal #11: *Address deficiencies identified in introducing, reinforcing and ensuring proficiency of learning objectives across core and elective courses.*

New: Identified in mapping of Learning Objectives across courses through 2016 PPR

Timeline: Short Term	Priority: Moderate
Responsibility for Leading Follow-Up: Director of SURP; Dean regarding resources/funding	

11. Development Plan Area: Program Delivery	
Sub-Area of Focus: Curriculum Development	**Focus:** Research Methods Stream

Goal #12: *Revise the entire research methods stream to ensure appropriate content and timing. Specifically, consider earlier introduction of research design course in which both qualitative and quantitative methods are considered in a multi-methodological context; consider adding a qualitative methods component into the upper stats course. This should address late timing in the delivery of research methods courses beginning only in upper years of the PLAN program curriculum.*	
New / Continued: Ongoing issue identified within PLAN curriculum; raised annually by the undergraduate curriculum committee with various proposals offered, raised again at May Days meetings for the last two years; raised in Feb 1st (2016) faculty meeting (PLG700 is now resolved; repurposed for contemporary issues in planning and can be used for Human Rights following pilot test in F16; see "Diversity Equity and Inclusion" focus.)	
Objectives: Resolve weighting of qualitative and quantitative methods; offer an earlier introduction to research design (as a framework for methods) in the PLAN program curriculum; streamline and update all courses in research methods and research design.	
Timeline: Short Term 1 - 2 years	**Priority:** High
Responsibility for Leading Follow-Up: Director of SURP	

12. Development Plan Area: Program Delivery	
Sub-Area of Focus: Curriculum Development	**Focus:** 2 year PLAB/D programs
Goal #13: *Revise and optimize delivery of PLAB and PLAD programs.*	
Continued: An ongoing problem that has been raised annually by the undergraduate curriculum committee with various proposals offered, raised again at May Days meetings for the last two years; raised in Feb 1st (2016) faculty meeting	
Objectives: Address deficiency in visual communication and graphic representation skills of PLAB students and poor research/writing skills of PLAD students.	
Timeline: Medium Term 3 - 4 years	**Priority:** Moderate
Responsibility for Leading Follow-Up: Director of SURP	

13. Development Plan Area: Faculty Development	
Sub-Area of Focus: SRC Activities	**Focus:** Measurement
Goal #14: *Track and expand SRC activities*	
Continued: Identified in 2006 PPR, 2008-2013 Academic Plan, and current Academic Plan.	
Timeline: Ongoing	**Priority:** Moderate
Objectives: Increase the quantity and quality of published and recognised Faculty SRC activities.	
Responsibility for Leading Follow-Up: Director of SURP; Dean regarding resources/funding	

ASC EVALUATION

The Academic Standards Committee (ASC) assessment of the Urban and Regional Planning Periodic Program Review indicated that a thorough, analytical and self-critical program review was conducted. The School did an excellent job of integrating into the developmental plan the feedback from students, alumni, employers and the peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the program provide a one-year follow-up report that includes:
1. An update on the initiatives outlined in the developmental plan.
2. A complete set of recent course outlines (dated) of all required and elective professional courses.
3. Up-to-date CVs (dated) of all RFA and CUPE instructors teaching required and elective courses in the program as of 2016-2017.
4. An update on any decisions made by the School regarding revising or deleting the academic standing variation that is outlined in the Ryerson Calendar.

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 Community Services, 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 – Urban and Regional Planning, Faculty of Community Services*

B) *For Information*: CHANG SCHOOL CERTIFICATES – REVISIONS (December 2017)
   i. Certificate in Advanced Accounting: Changes to Admission Criteria
   ii. Certificate in Computer Programming Applications: Course Deletion and Addition
   iii. Certificate in Health Informatics: Course Addition
   iv. Certificate in Health Services Management: Course Addition
   v. Certificate in Health Studies: Course Additions and Deletions
   vi. Certificate in Project Management: Course Deletions
   vii. Certificate in Project Management for Technical Professionals: Course Deletions and Addition

Respectfully Submitted,

Marcia Moshé

Marcia Moshé, Chair for the Committee

<u>ASC Members</u>:
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
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Thomas Tenkate, Faculty of Community Services, Occupational and Public Health
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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
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