

# TOWARD INCLUSIVE EDUCATION AT RYERSON

2019 Student Diversity  
**SELF-ID REPORT**



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“  
**BY LEARNING  
WHO’S HERE AND  
WHO’S NOT,  
WE CAN BEGIN  
TO MAKE CHANGES  
THAT BREAK DOWN  
BARRIERS.**

”

– Ryerson Student

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# Toward **Inclusive Education** at Ryerson



**The better we understand our students**, the better we can serve them and support their success. Knowing who comes through our doors, which student populations are well represented in our programs, and where there are gaps in representation equips us to measure our progress toward equity, diversity and inclusion in all areas of the university. We can then take deliberate action where needed.

The data presented in our first-ever Student Diversity Self-ID Report can be used to inform student recruitment strategies, program design, decision making and advising. The report can also inform the development of strategies and targeted resources for different student populations so we can further advance as a university toward inclusive education.

Most of all, it can help us to know our students so we can ensure they feel a strong sense of pride and belonging to this university. We know from the [Anti-Black Racism Campus Climate Review Report](#) published in July 2020 for example, that our Black students experience racial discrimination that impacts their grades, confidence and sense of security. This report contains a special focus on the representation of Black students across campus to help us connect the dots between what the data says and what our students tell us.



**Every student wants to be seen,  
valued, and to feel they belong.**



Black students aren't the only student population experiencing low representation within some individual academic programs. This report illustrates that while our overall diversity as a university is mostly comparable to the community that surrounds us, gaps in student representation in some faculties and programs raise questions about opportunity and access. Taking those questions seriously will help us – the entire university community – to improve inclusion and strengthen the sense of belonging that all students deserve to experience.

I am grateful to our students for contributing to this report. They were eager to be seen, heard and counted. As a result, we have a better sense of which student populations would benefit from targeted interventions to remove barriers and increase access.

As a leader in equity, diversity and inclusion among universities, Ryerson is actively committed to providing the best possible educational experience. This means we must also continue to increase opportunities for those student groups experiencing isolation or exclusion.

An inclusive education benefits students, universities and societies. Let's use the information in this report to move us closer to that ideal.

**Dr. Denise O'Neil Green**  
Vice-President, Equity and  
Community Inclusion



# About the 2019 Student Diversity Self-ID Report

**This first Student Diversity Self-ID Report** showcases the diversity of Ryerson students. It also points out where more attention needs to be paid to increase the number of students from underrepresented groups and to their inclusion at the university.

Students wanted to know how they are represented across the campus, in different faculties and programs. So starting in fall 2018, they were asked to complete the online Diversity Self-ID questionnaire in the student system.

More than 40,000 undergraduate and graduate students completed the survey, for a response rate of 96 per cent. The results in this report provide a summary snapshot of the data gathered in the 2018 to 2019 academic year.



**The more diverse and inclusive our university becomes, the better for us all. Diverse perspectives and experiences enhance our learning inside and outside the classroom.**



– Ryerson Student



The report provides representation data for students from Ryerson's five equity groups: women, racialized people, Aboriginal Peoples, persons with disabilities, and 2SLGBTQ+ people. Only summary, aggregated data is reported. To avoid small numbers and protect privacy, some data are combined, such as students in full-time, part-time and co-op options for the same program.

The data collected indicates the rich diversity of Ryerson's student population, with students who represent many intersections, Indigenous Nations, racialized identities, gender identities and expressions, sexual orientations, and visible and invisible disabilities. It presents high-level student diversity self-ID data graphically, with a more extensive focus on the representation of Black students to better inform the university's priority to confront anti-Black racism.

In addition, diversity data disaggregated by program is provided in a report card format, grading every program in terms of the representation of each equity group, as well as the three largest racialized groups in both Ryerson's student population and in the GTA: South Asian, Chinese and Black.

The report reveals some gaps. Indigenous students and students with disabilities are substantially underrepresented in both undergraduate and graduate programs compared with representation in the community. Also, there is much lower representation of racialized and Black students in graduate studies compared to their representation in undergraduate programs.



# 40,000+

undergraduate and graduate students  
completed the survey

# 96%

response rate

The purpose of this report is to provide a snapshot and a baseline from which to measure our progress in advancing student equity, diversity and inclusion at Ryerson. Its data can inform dialogue-driven action toward enhancing the student experience and increasing student success. It can assist the university in all areas, from recruiting high-calibre students of diverse backgrounds to designing more inclusive teaching and learning environments.

Reports will be produced regularly to track our progress and, in addition to representation data, will include student success data such as graduation, persistence, and retention rates.

Explanations of sources for community data and whether the data is from the GTA or Ontario, how we maintain confidentiality, the grading methodology and more are available on the [ryerson.ca/diversity-self-id](https://ryerson.ca/diversity-self-id) website.

We thank our students for sharing important information about their social locations and identities, so that Ryerson can continue to work to improve equity, diversity and inclusion.

More detailed data will be available online on the [ryerson.ca/diversity-self-id](https://ryerson.ca/diversity-self-id) website.



# Inclusion requires deliberate action

**Access to education** is an important determinant of social mobility and a critical factor in redressing social inequities.

Barriers can begin early on with child poverty or with the types of toys and activities available to very young children. Other barriers in K-12 education have been documented by some school boards, such as disproportionate rates of suspension and expulsion for Black and Indigenous students and students with disabilities.

Equity groups also face roadblocks to post-secondary education, including access to social and economic resources, family histories, societal stereotypes and biases, and other barriers that limit access to university programs.



**I'm proud to be a Ryerson student, but at the same time I know there are obstacles on campus that some students have to face.**



– Ryerson Student

## Consider the following:

- Indigenous students may have family histories that include intergenerational trauma due to ongoing colonization and oppression, and lack access to education funding. They also may not want to incur debt through student loans and might work to support themselves and their family. If they live with their Nations and communities in order to be closer to family and social service supports, they may not have easy access to larger urban centres.
- Black students come from communities with histories of oppression that continue to impact their opportunities today, including slavery, racial segregation, stereotypes and biases affecting educational and employment opportunities, and disproportionate representation in foster care, school suspensions and expulsions, police violence, arrests and incarceration.
- Women and persons with disabilities may be influenced away from a career in STEM by societal stereotypes and biases.
- 2SLGBTQ+ students may live in unstable and/or unsafe conditions and experience bullying in school.
- Students with disabilities may not have access to needed supports and accommodations and may be steered toward decisions that limit access to university or specific programs.

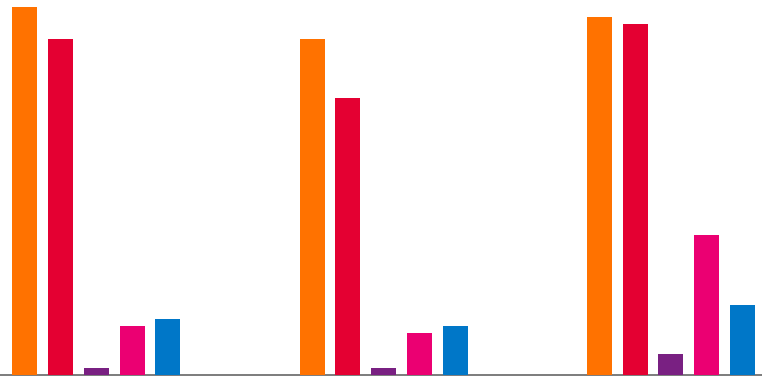
These factors and others can prevent prospective, capable and high-calibre students from applying to university programs, having the funds to pay tuition and living costs, or having the required courses and GPA to get into a program. Access to education is not about lowering academic standards, it is about the post-secondary sector creating equitable opportunities for students to demonstrate their ability to achieve their potential.

The Diversity Self-ID website ([ryerson.ca/student-diversity-self-id](https://ryerson.ca/student-diversity-self-id)) has a reference list with some of the literature and data on barriers to post-secondary education that can impact students from specific equity groups.

Being inclusive requires more than talk. It requires deliberate action. And it involves the entire Ryerson community in taking that action together, as a collective: senior leaders; deans; faculty members; lecturers; researchers; librarians; counsellors; staff who recruit, serve and support students; and those who work with donors and develop communications and marketing plans and strategies. It's up to each and every one of us to use the data presented in this report to continue to make progress.

# Undergraduate and graduate student representation

The graphic compares the representation of student equity groups at Ryerson with data from the GTA or Ontario.



	Undergraduate students	Graduate students	GTA/Ontario population
Women	<b>55%</b>	<b>54%</b>	<b>52%</b>
Racialized people	<b>48%</b>	<b>39%</b>	<b>51%</b>
Aboriginal Peoples	<b>1%</b>	<b>1%</b>	<b>3%</b>
Persons with disabilities	<b>7%</b>	<b>6%</b>	<b>20%</b>
2SLGBTQ+ people	<b>8%</b>	<b>7%</b>	<b>10%</b>



For an explanation of key terms and sources for community data, please visit the [ryerson.ca/student-diversity-self-id](https://ryerson.ca/student-diversity-self-id) website.

# The diversity of the Ryerson student body

The graphic illustrates further diversity of racialized, gender and Indigenous identities, gender expressions, sexual orientations and abilities within the student population. Here are some of the ways Ryerson students identified in the Student Diversity Self-ID:



South Asian Anishinaabe Bisexual Black Mental/emotional health Gay Chinese Women with disabilities Indian Pottawatomi Gender questioning Multiracial Aboriginal women Pottawatomi Southeast Asian Hard of hearing Latin American Genderqueer Arab Muscular dystrophy Gender fluid West Asian Haudenosaunee Neurodiverse Vietnamese Six Nations Queer femme Korean 2SLGBTQ+ women Japanese Omushkego Chronic condition Non-binary Maori Multiple sclerosis Mi'kmaq First Nations women Indian Omnisexual Auto-immune conditions Algonquin Pakistani Panromantic Sri Lankan Dene D/deaf Two-Spirit Cambodian Spina bifida Thai Racialized women Ojibway Afro-Chinese Caribbean Paraplegia Anishinaabe Hong Konger Pansexual Syrian Tamil Nipissing Androgyne Depression Asexual Black and Native American Mohawk African Caribbean Genderfuzz Lunaape Egyptian Stuttering Aromantic Métis Sudanese Two-Spirit Latin American women Cree Ghanaian Asexual Nisga'a Trinidadian Bicurious Nigerian Dexterity Lesbian Nootka Tanzanian Mobility Indonesian Queer Black and Indigenous Cree Speech Trans Ethiopian Dene Gay Korean women African American Inuit Bipolar Lesbian African Canadian Bisexual Low vision Central Asian Blind Kenyan Gender questioning Guyanese PTSD Anishinaabe Jamaican Mental/emotional health Genderqueer Afro-Latina Gender fluid Haudenosaunee Afghan Arab women Bangladeshi Pottawatomi Non-binary Indo-Caribbean Hard of hearing Armenian Muscular dystrophy Omnisexual East African Six Nations Neurodiverse Cree Russian & Burundian Japanese women Panromantic Nepalese West Asian women Caribbean Omushkego Lesbian Black women Auto-immune conditions South African Iranian Pansexual Lebanese Ojibway Low vision Androgyne Taiwanese Iroquois Aboriginal women Genderfuzz Vincentian Racialized women Malaysian Nipissing Portuguese Aromantic West Indian Spina bifida Mohawk Palestinian Paraplegia Greek Biracial Lunaape Asexual Mongolian ADHD Bicurious Brazilian Métis Burmese Mobility Lesbian Somalian Nisga'a Romani Queer Algerian Nootka Speech Haitian First Nations women Kalmyk Trans Dene Hazara Bipolar Gay Kurdish Inuit D/deaf Tibetan Anishinaabe Bisexual Bajan Queer Mental/emotional health Haudenosaunee South Asian Anishinaabe Bisexual Black Mental/emotional health Women with mental health conditions Haudenosaunee Gender questioning East African Indian Neurodiverse women Pottawatomi Southeast Asian Bisexual Hard of hearing Genderqueer Arab Muscular dystrophy Gender fluid West Asian Neurodiverse Vietnamese Six Nations Queer femme Korean Language disability Dene Iraqi D/deaf women Japanese Omushkego Black Chronic condition Non-binary Maori Multiple sclerosis East African Indian Mi'kmaq Filipino Omnisexual Auto-immune conditions Algonquin Pakistani Panromantic Sri Lankan Low vision Cambodian Two-Spirit Spina bifida Thai Bisexual women Ojibway Afro-Chinese Caribbean Paraplegia Hong Konger Pansexual Syrian Iroquois Tamil Nipissing Israeli Androgyne Depression Black and Native American Learning Mohawk African Caribbean Genderfuzz Lunaape Egyptian Aromantic Stuttering Métis Sudanese Dyslexia Low vision women Israeli Asexual ADHD Nisga'a Trinidadian Bicurious Nigerian Dexterity Lesbian Nootka Tanzanian Mobility Indonesian Two-Spirit Black and Indigenous Cree Speech Trans Ethiopian Crohn's Gay Dene Aboriginal women African American Bipolar African Canadian Bisexual D/deaf Central Asian Blind Kenyan Gender questioning Guyanese PTSD Anishinaabe Jamaican Mental/emotional health Genderqueer Afro-Latina Gender fluid Haudenosaunee Afghan Racialized women Bangladeshi Pottawatomi Non-binary Indo-Caribbean Hard of hearing Armenian Trans women Muscular dystrophy Non-binary East African Six Nations Stuttering African Canadian Queer women





A major strength of our university comes from the diversity in our Ryerson family, which reflects the very essence of Toronto, the diverse, multicultural community we call home.



– Academic Plan 2020-2025

Women

Racialized people

Aboriginal Peoples

Persons with disabilities

2SLGBTQ+ People

Pansexual Syrian Iroquois Tamil Nipissing Israeli Androgyne Depression Métis Black and Native American Asexual Mohawk African Caribbean Genderfuzz Stuttering Lunaape Egyptian Aromantic Sudanese Dyslexia Women with Chronic conditions Ghanaian Asexual ADHD Nisga'a Trinidadian Bicurious Nigerian Mohawk Dexterity Lesbian Nootka Tanzanian Mobility Lunaape Queer Black and Indigenous Trans women Cree Speech Trans Ethiopian Gay Crohn's Dene South Asian women African American Bipolar Inuit African Canadian Bisexual Central Asian Nisga'a Kenyan Gender questioning Guyanese Anishinaabe Jamaican Mental/emotional health Genderqueer Afro-Latina Trans women Chronic condition Lesbian Cree Multiple sclerosis Bisexual Gender fluid Haudenosaunee Afghan Métis women Bangladeshi Pottawatomi Indo-Caribbean Non-binary Hard of hearing Armenian Muscular dystrophy Omnisequal East African Six Nations Neurodiverse Gay Russian & Burundian Filipino women Panromantic Nepalese Women with learning disabilities Caribbean Auto-immune conditions Bisexual South African Two-Spirit Iranian Pansexual Ojibway Lebanese D/deaf Taiwanese Androgyne Iroquois Aboriginal women Genderfuzz Vincentian Women with dexterity disabilities Malaysian Nipissing Portuguese Aromantic Spina bifida West Indian Mohawk Paraplegia Biracial Lunaape Asexual Mongolian ADHD Bicurious Brazilian Métis Burmese Mobility Lesbian Somalian Nisga'a Romani Queer Algerian Nootka Speech Haitian 2SLGBTQ+ women Kalmyk Trans Dene Hazara Bipolar Kurdish Inuit Tibetan D/deaf Gay Anishinaabe Bisexual Bajan Mental/emotional health Queer Haudenosaunee South Asian Anishinaabe Bisexual Black Mental/emotional health Chinese Six Nations Women with mobility disabilities Filipino Haudenosaunee Multiracial Genderquestioning Multiracial women Pottawatomi Southeast Asian Hard of hearing Latin American Genderqueer Arab Muscular dystrophy Gender fluid West Asian Neurodiverse Vietnamese Six Nations Queer femme Korean Language disability Iraqi Inuit women Japanese Omushkego Chronic condition South Asian women Non-binary Maori Mi'kmaq Multiple sclerosis Métis Lebanese Omnisequal Auto-immune conditions Algonquin Pakistani Panromantic Sri Lankan Low vision Cambodian Two-Spirit Spina bifida Thai D/deaf women Ojibway Afro-Chinese Caribbean Paraplegia Hong Konger Pansexual Syrian Iroquois Tamil Nipissing Israeli Androgyne Depression Lunaape Black and Native American Queer Mohawk African Caribbean Genderfuzz Egyptian Stuttering Aromantic Métis Sudanese Women with speech disabilities Ghanaian Asexual ADHD Nisga'a Trinidadian Bicurious Nigerian Dexterity Lesbian Nootka Tanzanian Mobility Indonesian Queer Black and Indigenous Cree Speech Trans Ethiopian Crohn's Gay Dene Chinese women African American Bipolar Inuit African Canadian Bisexual D/deaf Central Asian Blind Kenyan Gender questioning Guyanese PTSD Anishinaabe Jamaican Mental/emotional health Genderqueer Afro-Latina Gender fluid Haudenosaunee Afghan Racialized women Bangladeshi Pottawatomi Non-binary Indo-Caribbean Hard of hearing Armenian Muscular dystrophy Omnisequal East African Six Nations Neurodiverse Russian & Burundian 2SLGBTQ+ women South Asian Anishinaabe Bisexual Iroquois Mental/emotional health Chinese Women with disabilities Trans Haudenosaunee Gender questioning Multiracial Multiracial women Pottawatomi Southeast Asian Gay Hard of hearing Korean Genderqueer Muscular dystrophy Gender fluid West Asian Neurodiverse Vietnamese Six Nations Queer femme Korean Language disability Iraqi Chinese women Japanese Omushkego Chronic condition Non-binary Maori Multiple sclerosis Mi'kmaq East African Indian Indian Omnisequal Auto-immune conditions Algonquin Pakistani Panromantic Sri Lankan Low vision Cambodian Two-Spirit

# Black students at Ryerson

“

**From lack of representation, to experiencing hostility, to a sense of not belonging to the larger Ryerson community, Black students articulated an experience that requires redress.**

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– Ryerson University’s Anti-Black Racism Campus Climate Review Report

**Why a special focus on Black students?** Because it is our responsibility as a university committed to equity and inclusion to challenge and dismantle anti-Black racism and discrimination rooted in a long history of colonialism and slavery.

“Current global events are unfolding against the history of centuries of systemic racism which has disproportionately disadvantaged the Black community,” says Mohamed Lachemi, President and Vice-Chancellor of Ryerson University. “At Ryerson, we express our solidarity with the Black community, and we will continue to work toward an inclusive community and society.”

In July 2020, Ryerson released the [Anti-Black Racism Campus Climate Review Report](#), which shared Black students’ experiences of racial discrimination at the university. Students reported that those experiences impacted their grades, confidence, sense of security, mental health and, ultimately, their desire to graduate from Ryerson.

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**One issue of concern for Black students is that while the Ryerson community appeared diverse, their specific programs often did not reflect this...**

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– Ryerson University’s Anti-Black Racism Campus Climate Review Report





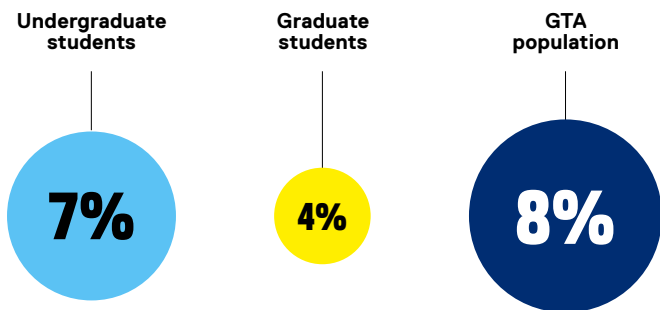
This section of the Student Diversity Self-ID Report provides high-level data on the overall representation of Black students at Ryerson in both undergraduate and graduate programs.

Readers will see that, at seven per cent, the representation of Black students in undergraduate programs is close to the Black representation in the GTA, which is eight per cent. However, this figure masks the uneven representation in different programs. Some programs have a representation of Black students comparable to the community, while others have very little representation.

### Here are further details revealed by the data:

- Black students have a much lower representation in graduate studies compared with undergraduate studies.
- Black students' representation in graduate programs is half of their representation within the GTA.
- The representation of Black students in the part-time student population is much higher than their representation in the full-time population.

These insights further highlight the presence of barriers in some areas of study that impact opportunities and access for Black students. The report card includes grades for the representation of Black students by program, which can be used to develop targeted initiatives that address anti-Black racism and remove barriers.



**The graphic compares** the representation of Black undergraduate and graduate students with overall representation in the GTA.



# How can we increase student representation from equity groups?



**An explicit Ryerson goal** is to substantially increase the number of students from equity groups in programs where they are underrepresented compared with the community representation. It will take sustained intentional action, involving faculty and staff from across the university and also external partners, to address systemic barriers.

Many universities in the United States, and a few in Canada, use a Strategic Enrollment Management (SEM) approach to fulfill the institution's mission and meet student success goals. There is a body of work to support SEM, which plans student engagement from recruitment through graduation, and beyond, building affinity with the institution among alumni.

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Strategies, plans and actions require alignment across all aspects of the university, beginning with our mission and priorities and with optimal student recruitment and enrollment for our targeted student composition. Along with a corresponding strategy for retention and graduation rates, and outreach and recruitment, there are numerous other areas to align, such as:

- academic advising
- alumni relations
- career counselling and development
- curricular and program development
- institutional marketing
- quality of campus life and facilities
- student fees and financial aid
- student life
- student services
- teaching



**As a Deaf person, it is important to me that my identity and presence here at Ryerson University is recognized, valued and counted.**



– Ryerson Student

**There are four main types of initiatives** that can address barriers and increase student representation from equity groups at Ryerson: pathways, partnerships, pipelines and programs. Here are some Ryerson examples of each:

## Pathways

- **Spanning the Gaps** creates accessible pathways to some Ryerson programs for adults and young people who may not otherwise have the opportunity.
- **Aboriginal admissions processes**, such as in Midwifery, create inclusive pathways for Indigenous students.
- **The Faculty of Law's admissions process** (established in 2020) includes interviews with prospective students as an innovation to access.
- **The Ted Rogers School of Management and Undergraduate Admissions** worked together to make Bachelor of Commerce programs more accessible to Indigenous students by eliminating systemic barriers and providing financial aid and student supports throughout their studies.

## Partnerships

In partnership with the **First Nations Technical Institute**, Indigenous students can learn in traditional ways and stay in their communities and jobs while earning a bachelor of social work or bachelor of arts in public administration and governance.

## Pipelines

- The Faculty of Engineering and Architectural Science's **Women in Engineering** initiative provides education and outreach to encourage young women to consider a career in engineering.
- **Undergraduate Women in Science at Ryerson** is a student group dedicated to exploring the challenges and insecurities experienced by undergraduate women and underrepresented groups in the Faculty of Science.

## Programs

- **Ryerson Aboriginal Student Services (RASS)** provides a culturally supportive environment to promote academic excellence and serves as a place to balance academic learning with traditional teachings and culture.
- **Targeted scholarships and awards**, such as the Yeates School of Graduate Studies awards for Black students and the Ethel Louise Armstrong Post-Doctoral Fellowship in Disability Studies for women scholars with disabilities, also help to create pathways and opportunities for diverse future scholars.
- **Teaching Development** resources for implementing Universal Design for Learning build Ryerson's reputation for accessible education. Teaching Development is a resource area within the Centre for Excellence in Learning and Teaching that develops inclusive teaching practices.
- **Tri-Mentoring** is a program that offers mentorship opportunities to students of all identities across all faculties, using students' individual experiences to find their sense of belonging on campus. The "tri" represents peer-to-peer, career, and group mentoring activities.

**Ryerson has innovative initiatives in place** that create opportunities for access to a number of programs for students from underrepresented and marginalized communities. Continuing to build on and expand these programs creates an even more vibrant and inclusive campus for all students.

We can also learn and adapt models, such as initiatives to increase access to engineering programs for Indigenous students. With many STEM programs having little or no representation of Indigenous students, Ryerson should make access a priority.

Ryerson's 2018 [Truth and Reconciliation Community Consultation Summary Report](#) and 2020 [Anti-Black Racism Campus Climate Review Report](#) also provide information and recommendations that can inspire action to improve opportunities for Indigenous and Black students.

# Student diversity report cards

**One pattern seen throughout this report** is that while the overall data may show fairly high representation for some equity groups in undergraduate and graduate populations, it is not evenly distributed. For example, the representation of women is very low in many programs, including those in STEM. To present the overall data in greater detail, the student diversity report cards illustrate student representation by each undergraduate and graduate program differentiated by grading scores.



## How to read the report cards

The report cards grade every program in terms of the representation of each equity group, as well as the three largest racialized groups in the student population: South Asian, Chinese and Black. From those individual grades, an average program diversity score is calculated as a percentage. Then, all of the program diversity scores are averaged to find the percentage score for each faculty. The programs included are from the 2018-2019 academic year. The data is a snapshot from winter 2019.

More details about the grading system and formula are available in the Appendix.



# Undergraduate Student Diversity Report Card

Program name	Women students	Racialized students	Aboriginal students	Students with disabilities	2SLGBTQ+ students	South Asian students	Black students	Chinese students	Diversity Score
<b>Faculty of Arts</b>									<b>66.8%</b>
Arts & Contemporary Studies	A+	C	A-	A-	A+	C-	A+	D	72.2%
Criminology	A+	B-	C+	B-	A	A-	A+	D-	71.2%
English	A+	C-	A	B+	A+	D+	A+	D	70.2%
Environment & Urban Sustainability	A+	D+	C-	B-	A+	C+	B-	D	58.7%
Geographic Analysis	C+	C-	D-	C	A	C-	A+	C	53.9%
History	B+	D	A	A	A+	C-	B	D	64.5%
International Economics & Finance	C	B+	D-	D+	C-	B+	A+	C	53.9%
Language & Intercultural Relations	A+	B+	A	A-	A+	C+	A+	D-	77.9%
Philosophy	B	C-	C	A-	A+	D+	A+	D-	54.8%
Politics & Governance	A+	A+	A	B	A+	A	A+	D-	83.7%
Psychology	A+	C-	B	B+	A+	C	A-	D+	59.6%
Public Administration & Governance	A+	B-	A+	B	A	C-	A+	D-	72.2%
Sociology	A+	B	B-	B+	A+	B	A+	D+	76.0%
<b>Faculty of Communication &amp; Design</b>									<b>62.7%</b>
Creative Industries	A+	D+	A-	B	A+	D-	D+	A-	64.5%
Fashion	A+	C	C	B-	A+	D	C+	A	59.6%
Graphic Communications Management	A+	B	C+	C-	A+	B-	D+	A+	69.3%
Image Arts (Film Studies)	A-	D	B	B+	A+	D	C-	B	52.0%
Image Arts (Photography Studies)	A+	D-	B	A-	A+	D	D	C-	48.1%
Interior Design	A+	C+	D+	C+	A+	D	D	A+	60.6%
Journalism	A+	C+	A-	B	A+	B	A+	C-	77.0%
Media Production	A+	C-	B+	B+	A+	D+	A-	A-	74.1%
New Media	A+	B-	B-	A-	A+	D+	A-	A+	77.9%
Performance (Acting)	A	D-	A+	B-	A+	D-	A+	C+	67.3%
Performance (Dance)	A+	D	A-	C+	A+	D-	B-	B-	62.6%
Performance (Production)	A+	D-	B+	A-	A+	D	D	B+	62.5%
Professional Communication	A+	D+	B-	C	A+	C-	A-	D	60.6%
Sport Media	C	D-	B-	C+	B-	D-	B-	D-	41.4%

Program name	Women students	Racialized students	Aboriginal students	Students with disabilities	2SLGBTQ+ students	South Asian students	Black students	Chinese students	Diversity Score
<b>Faculty of Community Services</b>									<b>72.2%</b>
Child & Youth Care	A+	B+	A-	B+	A+	B-	A+	D+	78.9%
Disability Studies	A+	D+	C	A+	A+	C	A+	D-	61.5%
Early Childhood Studies	A+	B+	B	B	C+	C+	B-	A	63.5%
Midwifery	A+	D+	A+	A	A+	C	A+	D+	75.0%
Nursing (Collaborative Program)	A+	A+	D	C	B+	B+	A+	A+	77.9%
Nursing (Post-Diploma Degree Completion)	A+	C+	C+	C+	B	D+	A+	D+	61.5%
Nutrition & Food	A+	B	B+	C	B+	B-	D+	A+	70.2%
Occupational & Public Health	A+	A+	D	D+	B	A+	A+	B-	73.1%
Social Work	A+	A	A+	A+	A+	B-	A+	C-	86.6%
Urban & Regional Planning	A-	C+	B+	C+	A	B-	A	B+	74.1%
<b>Faculty of Engineering and Architectural Science</b>									<b>54.1%</b>
Aerospace Engineering	D	A+	D	D+	C+	A+	D+	B-	52.9%
Architectural Science	A+	A	D-	C-	B+	C	D-	A+	60.6%
Biomedical Engineering	A	A+	D-	D	B-	A+	B-	D+	60.6%
Chemical Engineering	B-	A+	D+	D-	C-	A+	A+	C+	62.5%
Civil Engineering	D+	A	D-	D-	D	A	D	C-	41.4%
Computer Engineering	D	A+	D-	D-	C	A+	D	A-	51.0%
Electrical Engineering	D-	A+	D-	D-	D-	A+	C+	B+	49.1%
Industrial Engineering	C+	A-	D-	B-	D+	A+	D+	C-	52.0%
Mechanical Engineering	D-	A+	D	D-	D-	A+	C	C	45.2%
Undeclared*	D+	A+	D-	B	C-	A+	A+	B	65.4%
<b>Faculty of Science</b>									<b>64.9%</b>
Biology	A+	A+	B+	C-	A-	A	B	B-	77.9%
Biomedical Sciences	A+	A+	C-	D-	B+	A+	B	C-	67.3%
Chemistry	B+	B	D-	D+	B	C+	A+	A	63.5%
Computer Science	D	A+	C-	C	A-	A+	D-	A	62.6%
Financial Mathematics	C-	A+	D-	D-	C	A+	A	A	62.6%
Math & Its Applications	C-	B-	C+	C-	B-	B+	D-	C+	50.1%
Medical Physics	B+	A+	C	B-	B-	A	A+	B	70.2%

\* First year studies only

Program name	Women students	Racialized students	Aboriginal students	Students with disabilities	2SLGBTQ+ students	South Asian students	Black students	Chinese students	Diversity Score
<b>Ted Rogers School of Management</b>									<b>54.8%</b>
Accounting & Finance	<b>B</b>	<b>A+</b>	<b>D+</b>	<b>D-</b>	<b>D-</b>	<b>A+</b>	<b>D-</b>	<b>A-</b>	<b>53.9%</b>
Business Management (Accounting)	<b>C+</b>	<b>A+</b>	<b>D-</b>	<b>C+</b>	<b>D+</b>	<b>A-</b>	<b>A</b>	<b>B-</b>	<b>61.6%</b>
Business Management (Finance)	<b>D-</b>	<b>C-</b>	<b>D-</b>	<b>C-</b>	<b>D</b>	<b>B</b>	<b>D-</b>	<b>D</b>	<b>29.9%</b>
Business Management (Undeclared)	<b>B-</b>	<b>C+</b>	<b>D+</b>	<b>C-</b>	<b>D+</b>	<b>B+</b>	<b>B+</b>	<b>C</b>	<b>51.9%</b>
Business Management (Economics & Management)	<b>C</b>	<b>A-</b>	<b>D</b>	<b>D</b>	<b>D-</b>	<b>A+</b>	<b>C</b>	<b>B</b>	<b>51.0%</b>
Business Management (Entrepreneurship)	<b>B-</b>	<b>C</b>	<b>C+</b>	<b>C</b>	<b>C+</b>	<b>C+</b>	<b>C</b>	<b>C</b>	<b>51.0%</b>
Business Management (Human Resource Management)	<b>A+</b>	<b>A+</b>	<b>C-</b>	<b>D</b>	<b>C-</b>	<b>A+</b>	<b>B</b>	<b>B+</b>	<b>68.3%</b>
Business Management (Real Estate Management)	<b>C-</b>	<b>C</b>	<b>B-</b>	<b>D+</b>	<b>D</b>	<b>B</b>	<b>C-</b>	<b>B-</b>	<b>46.2%</b>
Business Management (Global Management Studies)	<b>B</b>	<b>A+</b>	<b>C-</b>	<b>D</b>	<b>D</b>	<b>A+</b>	<b>C+</b>	<b>C+</b>	<b>57.7%</b>
Business Management (Law & Business)	<b>A+</b>	<b>A-</b>	<b>D-</b>	<b>D+</b>	<b>D+</b>	<b>A+</b>	<b>C-</b>	<b>C-</b>	<b>54.8%</b>
Business Management (Marketing Management)	<b>A</b>	<b>A-</b>	<b>D+</b>	<b>D</b>	<b>C</b>	<b>A-</b>	<b>C-</b>	<b>A-</b>	<b>60.7%</b>
Business Technology Management	<b>D+</b>	<b>A+</b>	<b>D</b>	<b>D</b>	<b>D-</b>	<b>A+</b>	<b>B+</b>	<b>B</b>	<b>54.8%</b>
Health Services Management†	<b>A+</b>	<b>C</b>	<b>D-</b>	<b>C-</b>	<b>A-</b>	<b>A-</b>	<b>B+</b>	<b>C+</b>	<b>62.6%</b>
Health Information Management	<b>A+</b>	<b>D</b>	<b>A</b>	<b>D+</b>	<b>B</b>	<b>D-</b>	<b>C+</b>	<b>D+</b>	<b>51.9%</b>
Hospitality & Tourism Management	<b>A+</b>	<b>B-</b>	<b>C+</b>	<b>D+</b>	<b>A-</b>	<b>C</b>	<b>D</b>	<b>A+</b>	<b>62.5%</b>
Retail Management	<b>A+</b>	<b>B</b>	<b>B</b>	<b>D</b>	<b>C</b>	<b>B+</b>	<b>B+</b>	<b>B+</b>	<b>58.7%</b>

† Currently known as Health Administration



# Graduate Student Diversity Report Card

Program name	Women students	Racialized students	Aboriginal students	Students with disabilities	2SLGBTQ+ students	South Asian students	Black students	Chinese students	Diversity Score
<b>Faculty of Arts</b>									<b>59.4%</b>
Criminology & Social Justice (MA)	A+	A+	D-	C+	A+	A+	A+	D-	73.1%
Economics (PHD)	A+	D	D-	B+	B+	D-	B+	B	56.8%
International Economics & Finance (MA)	A+	C	D-	D+	C-	A-	A+	D+	55.8%
Literatures of Modernity (MA)	A+	C-	D-	A-	A+	C-	D-	C+	55.8%
Philosophy (MA)	C-	D-	D-	A+	A+	C-	D-	D-	42.4%
Policy Studies (PHD)	A+	A+	A+	B	A+	B+	A+	B+	90.4%
Psychology (MA)	A+	D+	D-	D+	A+	C	C	A+	58.7%
Psychology (PHD)	A+	D-	D-	B-	A+	C-	D-	D+	47.2%
Public Policy & Administration (MA)	A+	C	D-	C+	A+	A+	D-	D-	55.8%
Spatial Analysis (MSA)	A-	C	D-	D	A+	B-	C-	A	57.8%
<b>Faculty of Communication &amp; Design</b>									<b>67.8%</b>
Digital Media (MDM)	A+	A-	D-	A-	A	B-	A+	B	76.0%
Documentary Media (MFA)	A+	B+	D-	A	A+	B+	A	B+	78.9%
Fashion (MA)	A+	C-	A+	B	A+	C-	B+	A-	76.0%
Film & Photo Preservation & Collections Management (MA)	A+	C-	D-	A+	A+	D+	C	B	62.5%
Journalism (MJ)	A+	C-	D-	B	A+	D	B	C+	58.7%
Media Production (MA)	A+	B-	A+	B	B-	D-	A+	D-	65.4%
Professional Communication (MPC)	A+	D	D-	B+	A+	D+	D-	A	56.8%
<b>Faculty of Community Services</b>									<b>74.9%</b>
Child & Youth Care (MA)	A+	B+	A+	B-	A+	B	A+	C-	80.8%
Early Childhood Studies (MA)	A+	B+	A-	A	A+	A+	A	C+	87.5%
Nursing (MN)	A+	B+	D	D+	B+	B	A-	B+	67.3%
Nutrition Communication (MHSc)	A+	B-	D-	C	A-	B	A-	A+	70.3%
Social Work (MSW)	A+	A+	A+	A+	A+	C+	A+	D	84.6%
Urban Development (MPI)	A+	D+	C	B-	A+	C	C	A-	58.7%

Program name	Women students	Racialized students	Aboriginal students	Students with disabilities	2SLGBTQ+ students	South Asian students	Black students	Chinese students	Diversity Score
<b>Faculty of Engineering and Architectural Science</b>									<b>40.1%</b>
Aerospace Engineering (MAsc, MEng)	D	A	D-	D-	D	A+	D	D	39.5%
Aerospace Engineering (PhD)	D-	C+	D-	C-	C+	B-	B-	C	43.3%
Architecture (MArch)	B-	D+	B-	D-	B	D	D+	B-	44.3%
Biomedical Engineering (MAsc, MEng)	B	A-	D-	C	D+	A+	D-	C	51.0%
Biomedical Engineering (PhD)	A+	C	D-	D-	D-	A+	D-	D-	40.4%
Building Science (MAsc, MBSoc)	A+	D+	D-	C	D-	D	D-	A	42.3%
Chemical Engineering (MAsc, MEng)	A+	D+	D-	D+	D-	D+	D-	B+	39.4%
Chemical Engineering (PhD)	B	C+	D-	D-	D-	C+	D-	D-	31.8%
Civil Engineering (MAsc, MEng)	D+	B	D-	D	D	A-	D+	D	37.5%
Civil Engineering (PhD)	D+	B-	D-	D	B-	D+	B-	C	41.4%
Computer Networks (MAsc, MEng)	D	C+	D-	D-	D-	A+	C-	D-	34.7%
Electrical & Computer Engineering (MAsc, MEng)	D	B	D-	D-	D	A+	D	C	39.5%
Electrical & Computer Engineering (PhD)	C	B	D-	D	D-	B	D-	A-	42.4%
Master of Engineering Innovation & Entrepreneurship (MEIE)	D	B	D-	D	C+	A	B-	B-	50.1%
Mechanical & Industrial Engineering (PhD)	C+	D	D-	D-	D-	D	D-	D-	22.2%
Mechanical Engineering (MAsc, MEng)	D-	B-	C+	C+	D-	A+	D	D-	42.3%
<b>Faculty of Science</b>									<b>48.4%</b>
Biomedical Physics (MSc)	A+	C-	D-	C	D-	A+	B	D-	50.1%
Biomedical Physics (PhD)	C	A-	D-	D-	D-	C+	D-	A-	41.4%
Computer Science (MSc)	C+	D	D-	B-	C-	C	D-	D+	35.6%
Computer Science (PhD)	B-	B-	D-	D-	D-	C+	D-	D-	31.8%
Mathematics (Applied Mathematics) (MSc)	A+	C+	D-	D-	D-	A+	D-	A+	52.0%
Mathematics (Math Modelling & Methods) (PhD)	A+	D-	D-	D-	A+	B+	D-	D-	44.3%
Molecular Science (MSc)	A+	A	D-	B-	A+	A+	A-	C+	76.0%
Molecular Science (PhD)	A+	D-	D-	C-	A	A	C+	C-	55.8%

Program name	Women students	Racialized students	Aboriginal students	Students with disabilities	2SLGBTQ+ students	South Asian students	Black students	Chinese students	Diversity Score
<b>Ted Rogers School of Management</b>									<b>62.8%</b>
Master of Business Administration (MBA, MBA-MTI)	C-	B	D-	C-	D+	A-	B	B-	51.0%
Master of Health Administration (Community Care) (MHA(CC))	A+	A-	D-	B+	A-	B+	A	C-	71.2%
Master of Science in Management (MScM)	A	A-	C-	C-	B	A-	B+	D	63.5%
Professional Master's Diplomas*	B+	A+	D-	D+	C	A+	C+	A+	65.4%
<b>Yeates School of Graduate Studies</b>									<b>63.2%</b>
Communication & Culture (MA)	A+	C-	B+	A	A+	D	D+	B	66.4%
Communication & Culture (PhD)	A+	D-	A	A-	A+	C	C-	D+	63.5%
Data Science & Analytics (MSc)	A+	B+	B	D-	C+	A	D+	A	57.7%
Environmental Applied Science & Management (MASc)	A+	C	D-	D+	A+	B-	C+	B-	58.7%
Environmental Applied Science & Management (PhD)	A+	D	A+	A-	C	D-	A-	C-	61.6%
Immigration & Settlement (MA)	A+	A+	D-	C+	D+	A	A+	B+	71.2%

\* Enterprise Information Security, Privacy and Data Protection, Accounting, Finance for Social Innovation, Financial Analysis, Management of Technology and Innovation





# Setting goals and targets

**The aspirational goal** is to have student representation reflect the community representation, which will change over time with growing diversity. The report card sets a baseline indicating how far away a program is from the aspirational goal. The farther away from the goal, the longer it may take to achieve it, although with intentional action change can happen more quickly.

Targets do not require lowering standards, rather they create impetus for action and allow us to measure the effectiveness of initiatives to remove barriers and make adjustments where needed.



## Distance to goal

An A+ grade for representation of one or more equity groups will not necessarily mean there aren't any goals. In the GTA and Ontario, representation is always changing. In addition, programs may want to go further and set goals based on intersections of identities, the populations being served by professionals in the field, and the communities engaged in the work. Goals can focus on improvements to inclusion, to student success and to meeting changing circumstances, such as a pandemic.

Those programs with A, A- or B+ grades should be able to reach community representation in one to two years by building on what they are currently doing and with additional outreach efforts.

Programs with B, B-, C+, C and C- grades will likely need to establish short-term targets to make progress toward the longer-term goal. At the same time, bold action can help to achieve some goals more quickly.

Programs with D+, D and D- grades will also need to establish short-term targets. These programs, where there are either small numbers or no students from underrepresented equity or racialized groups, need to take care when establishing targets to avoid having only one or very few students in their program from an underrepresented group. This creates isolation and exclusion, which can be compounded by intersectionality if a student self-identifies with more than one underrepresented group, which can ultimately affect student success, retention and/or the overall experience. Therefore, programs with low grades should consider setting goals and targets to create a critical mass of students in the program or faculty. Doing so minimizes those experiences of isolation, tokenization and exclusion.

In all cases, targets have to be set considering both the actions to recruit students and to create an inclusive and supportive environment for success.



## Review and planning

Working groups could be established to develop plans, set goals and targets for representation from equity groups by bringing together leaders, faculty, staff and students from across the university. It is critical to engage students in this review and planning. Their lived experiences are required to identify and remove barriers.

In addition to academic departments and schools, other areas may include the Ryerson Library, Teaching Development, University Planning, the Office of the Vice-President, Equity and Community Inclusion, Access Ryerson, Aboriginal Initiatives, as well as teams responsible for domestic and international recruitment and admissions for undergraduate and graduate programs, student affairs and wellbeing, university advancement, communications, marketing and more.

The working groups would consider which pathways, pipelines, partnerships and programs are nascent or established, what resources are required and where there is opportunity for partnerships and further innovation and new initiatives. This involves assessing factors such as where or whether:

- Scholarships and awards are available to students from underrepresented groups.
- Academic programs, curriculum and course materials include histories, experiences, perspectives and knowledges of underrepresented groups.
- Universal Design for Learning has been adopted by faculty and lecturers in a program.
- Mentoring programs are established for specific equity or racialized groups.
- Partnerships with school boards, government and/or other organizations and institutions can be developed to expand representation from one or more equity or racialized groups.

There are also documents that should be reviewed, including university plans. The recommendations in the [Truth and Reconciliation at Ryerson Community Consultation Summary Report](#) and the [Anti-Black Racism Campus Climate Review Report](#) provide ideas and recommendations from broad community dialogue.

Based on the working groups' review of the current circumstances and opportunities, decisions on targets can be established. Once established, Student Diversity Self-ID Reports, and more detailed data available on the Diversity Self-ID website ([ryerson.ca/student-diversity-self-id](https://ryerson.ca/student-diversity-self-id)), can help track progress to achieving goals.

# Appendix

## Understanding the data in the report

Only summary, aggregated data is reported. To avoid small numbers and protect privacy, some data are combined, such as students in full-time, part-time and co-op options for the same program.

Student diversity data comes from students who have completed Ryerson's Diversity Self-ID questionnaire, which is part of the self-service functionality in the student system (RAMSS). Although the university requires that students complete the questionnaire, self-identification is voluntary, as there is a "Prefer not to answer" option for every self-identification question.

Students are counted in every equity and racialized group they identify in and so may be counted more than once.

Diversity data disaggregated by program is provided in a report card format, grading every program in terms of the representation of each equity group and of the three largest racialized groups in the student population and the GTA or Ontario.

Once the grades are assigned for a program, a total diversity score is calculated by adding up the points assigned for each grade and dividing by eight (the number of equity and racialized groups graded) to find the average, represented as a percentage. Points are assigned for grades based on Ryerson's grade points used for calculating GPA for undergraduate students, as follows:

<b>A+</b> = 4.33	<b>B+</b> = 3.33	<b>C+</b> = 2.33	<b>D+</b> = 1.33
<b>A</b> = 4.00	<b>B</b> = 3.00	<b>C</b> = 2.00	<b>D</b> = 1.00
<b>A-</b> = 3.67	<b>B-</b> = 2.67	<b>C-</b> = 1.67	<b>D-</b> = 0.67

Faculty percentage grades are then calculated as an average of the program diversity scores.

## How diversity grades for programs are determined

The A+ grade is assigned to programs that have representation at or above the community representation. A to D- grades are assigned by dividing the remaining programs into 11 groups from highest to lowest representation, with the top groups assigned to A, A-, B+, and so on and the groups with the lowest representation are assigned to C-, D+, D or D-. All programs with zero representation of a group are assigned a D- grade automatically.

## The methodology is assigned based on the following goals and conditions

- The purpose of the report card is to illustrate the uneven representation of students from equity and racialized groups in undergraduate and graduate programs, within the context of the aspirational goal of Ryerson students reflecting the community representation of equity and racialized groups across programs.
- An A+ grade is assigned to programs that have representation at or above the community representation.
- Minus and plus grades are used to establish groupings with smaller ranges of representation, so that we can better track our progress over time by showing changes in grade levels.
- Programs with the same representation for a group, to two decimal places, are assigned to the same grade. This also means that all programs with zero representation for a group are assigned a D- grade.

## Sources for community data compared with the student data

- Data for women and racialized people is from the 2016 Census data for the GTA.
- Data for persons with disabilities is from the 2017 Canadian Disability Survey for Ontario.
- Data for Aboriginal Peoples is from the 2016 Census data for Ontario.
- Data for 2SLGBTQ+ people is from a 2001 Toronto Health Survey.



# WORKING TOGETHER, WE CAN CONTINUE TO MOVE TOWARD INCLUSIVE EDUCATION AT RYERSON.

“

Much of the current state of troubled relations between Aboriginal and non-Aboriginal Canadians is attributable to educational institutions and what they have taught, or failed to teach, over many generations. Despite that history, or, perhaps more correctly, because of its potential, the Commission believes that education is also the key to reconciliation... Education must remedy the gaps in historical knowledge that perpetuate ignorance and racism.

”

Truth and Reconciliation of Canada Final Report, 2015

“

Black students interviewed also articulated a view of the curriculum as the 'White experience.' Many reported that to find scholarships for their programs and in the areas of their academic interests – in and on Black life – the only place available was Caribbean studies.

”

Ryerson University's Anti-Black Racism Campus Climate Review Report