

## FINAL ASSESSMENT REPORT

### PERIODIC PROGRAM REVIEW (PPR)

#### Bachelor of Arts In Creative Industries The Creative School

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

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

### SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE CREATIVE INDUSTRIES PROGRAM

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

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

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

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

- This unique, interdisciplinary program is strong and delivered with exceptional efficiency. The modular structure provides a lot of flexibility and choice, which the students value.

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

The PRT also identified areas for improvement, such as:

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

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

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

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

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

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

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

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

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

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

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

**RECOMMENDATION 2. *Strengthen the EDI Content of the Program*** – CI already has made strides to embed EDI ideas in its curriculum. This is an excellent foundation for further building. CI might – for example – become a leader in the intersection of identity and the creative industries. There is real potential, for example, as it relates to the resurgence in areas of indigenous creativity (art/literature/music etc.) we are seeing right now - particularly amongst urban indigenous communities in the Toronto region and across the country. Recent developments related to indigenous research and education across campus (e.g., the Saagajiwe incubator for Indigenous art, storytelling and research creation within FCAD, the Yellowhead Institute in the Faculty of Arts) might be natural places to collaborate and to seek advice on this idea.

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

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

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

**current program. If the University expects the program to further mature, the School needs to augment its core faculty.**

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

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

- As a program that does not have its own grad program, but does mostly include emerging scholars in research intensive SRC profiles, it is imperative for the professional development of faculty that some of their loading is done for graduate teaching, in the FCAD practice based PHD program, ComCult and, potentially other appropriate programs, as they develop their graduate teaching and supervision practices and connect with graduate programs and topics for the purposes of enhancing their research programs. It is also important to strengthen these programs with nationally and internationally recognized scholars.
- Elsewhere, CI faculty are not exclusively being loaded on CRI courses, through super courses, course releases and cross appointments and secondments.
- As a new program, CI faculty trends younger and also has been hired in relatively rapid succession. As a result, faculty availability has to take into account possible parental leaves, but also a steady stream of first career sabbaticals in succession and possibly in parallel. A bench is needed.
- CI has always had a seconded chair. Planning should take into account the need to add an additional faculty member for such future point as the chair might come from the CI faculty and, in addition, prepare for cover should other CI faculty pursue seconded administrative positions as they arrive at mid-late career status.

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

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

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

**RECOMMENDATION 4. Reflect on and Modify LOs as Appropriate/More fully Articulate the Role of the Internship – Most LOs are appropriate and well supported. In addition to addressing LO-related gaps identified in the self-study, the program should consider whether LO2b may be too ambitious for an undergraduate degree program. LO5b seems to not have an assessment method at the introductory level. The**

**internship is a key part of the program, but it is not explicitly mapped to LOs. A deeper analysis of the role of the internship program component should be provided in a follow up report.**

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

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

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

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

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

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

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

**Dean's Response:** With reference to E) development of a 1-year graduate degree (Recommendation #6 in the PRT report), the Dean's office suggests that graduate study in existing FCAD master's programs be promoted to students and that CI faculty continue to have a presence through their teaching of graduate courses. Creating a

graduate degree specific to CI is an initiative that may fit best in the next phase of growth in the School of Creative Industries.

**PRT’s Further Suggestions:**

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

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

The PRT has taken the liberty of proposing a possible categorization for the 15 recommendations. The category themes were generated by reflecting on the 15 recommendations presented by the program, as well as issues raised in the self-study and input from the focus groups with faculty, staff, students and alumni. Each of the 15 recommendations was then slotted into one or more categories. The PRT’s hope is that this framework helps to frame priorities within the program. Ultimately, of course, the program itself must decide on how best to proceed with the implementation of the recommendations.

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

Recommendation	Curriculum /Academic	Program Identity	HR	Administrative	Physical Resources	Student Experience
1. Reduce module courses from 12 to 10 and move selection of modules from first to second year.	X					
2. Develop dedicated experiential classroom space.					X	
3. Develop strategies to increase the percentage of paid internships for students.				X		

4. Reladder and re-design the 11 CRI Core curriculum for the program. Move CRI700 HR in Creative Industries from 4th to 3rd year and CRI710 CI Research Methodology from 4th to 2nd year.	X					
5. Reorganization and redesign of CRI/BSM Core Curriculum. Compress the delivery of CRI/BSM core curriculum with Cland School of Entrepreneurship. With that change done re-ladder and re-design courses to more purposefully work together.	X					
6. Systematically review staff resources related to servicing a larger cohort of students.			X			
7. Increase number of Faculty for the program.			X			
8. Identify and invest [in] programs or services which can add value to the current student or alumni experience.						X
9. Develop initiatives or communications which can celebrate CI research activities and build a stronger research culture.		X				

10. Create an undergraduate program director structure.			X	X		
11. Review the program's communication and marketing strategies to ensure the attractiveness for high quality students.		X				
12. Create short overviews of each module to provide students with more background information.		X				X
13. Create a new module for Event and Live Entertainment Management.	X					
14. Review Admissions Standards and Optional Statement.	X					
15. Rejuvenate Program Advisory Council.		X				

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

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

**Suggestion 2. Curriculum/Academic.**

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

**Department's Response:** Based on the findings from the Periodic Program Review and the Program Review Team report the School's curriculum committee has prepared major curriculum changes for consideration by Creative Industries School Council the FCAD Dean and Academic Standards. This reform will be submitted in May for approval and consideration. We may need support from the Dean in order to ensure a Fall 2022 start. From an



academic perspective the School will look to launch new modules and review the admission standards during the 2021/22 School year for implementation in the future.

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

### **Suggestion 3. Administrative.**

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

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

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

#### **As proposed by the program in the self-study:**

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

## IMPLEMENTATION PLAN

### Priority Recommendation # 1: Modify Curriculum and Learning Objectives

#### Rationale:

The School has had the same curriculum since the first year of the program in 2013-14. Some key learning during that time includes the difficulty for students to access 6 module courses, need for re-laddering of Creative and CRI/BSM core curriculum, and the challenges with managing curriculum relationships with multiple Schools. Also included in the learning is a series of gaps in learning objectives.

#### Implementation Actions:

1. Submit a major curriculum change to address the issues identified from the Periodic Program Review.
  - Reduce Module courses from 12 to 10.
  - Reladder and re-design the 11 CRI Core curriculum for the program. Move CRI700 HR from 4th to 3rd year and CRI710 Research from 4th to 2nd Year
  - Re-organization and redesign of CRI/BSM Core Curriculum to more purposefully work together.
  - Create new module for Event and Live Entertainment Management
  - Review Admission Standards and Optional Statement
  - Review course description and title for EID 100 Digital Skills International Innovation - no mention of international or innovation as is implied by course title.
2. Review learning objectives for the program to address gaps identified in PRT on pages (15-17);
  - LO2b Transform creative ideas into commercial products and services through application of business and management concepts and practices applicable to media and cultural production
  - LO3b Develop strategies to access funding and investments; to facilitate the work of artists, writers, designers and media maker
  - LO5 Research
  - LO6 Project Management
  - LO8 Professional Capacity
3. Role of Module Courses. Assess the role of module courses in supporting the Learning Objectives of the program, can you find a way to map them.

#### Timeline:

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

#### Responsibility for:

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

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

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

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

**Implementation Actions:**

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

**Timeline:**

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

**Responsibility for:**

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

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

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

**Implementation Actions:**

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

**Timeline:**

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

## Responsibility for:

1. Staff Resource: Chair responsible for leading initiatives with support from the Dean office to review staffing levels.
2. Increase Faculty: Chair and Dean
3. Undergraduate Program Director: Chair and Dean

**Priority Recommendation #4: Administrative & Student Experience****Rationale:**

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

**Implementation Actions:**

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

**Timeline:**

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

## Responsibility for:

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

**Priority Recommendation #5: Physical Resources****Rationale:**

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

**Implementation Actions:**

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

**Timeline:**

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

**Responsibility for:**

1. Dedicated Space. Chair and Dean