

# YSGS Report to Senate

For December 2021 Senate

Submitted November 10, 2021

The Yeates School of Graduate Studies Council (YSGS Council) submits to Senate its evaluation and recommendation on the following items.

## Periodic Program Reviews

### Social Work (MSW)

The MSW in Social Work self-study report was reviewed thoroughly by the Program and Planning Committee. Following this review, the Peer Review Team completed a site-visit and provided their report. On October 4, 2021, the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On October 19, 2021 the YSGS Council voted in favour of moving the FAR to Senate.

*Motion: That Senate approves the periodic program review for the MSW in Social Work.*

### Psychology (PhD/MA)

The PhD/MA in Psychology self-study report was reviewed thoroughly by the Program and Planning Committee. Following this review, the Peer Review Team completed a site-visit and provided their report. On October 4, 2021, the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On October 19, 2021 the YSGS Council voted in favour of moving the FAR to Senate.

*Motion: That Senate approves the periodic program review for the PhD/MA in Psychology.*

## Fashion (MA)

The MA in Fashion self-study report was reviewed thoroughly by the Program and Planning Committee. Following this review, the Peer Review Team completed a site-visit and provided their report. On October 25, 2021, the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On November 3, 2021, the YSGS Council voted in favour of moving the FAR to Senate.

*Motion: That Senate approves the periodic program review for the MA in Fashion.*

## New Graduate Program Proposal

### Project Management in the Built Environment (MPM/MASc)

The MPM/MASc in Project Management in the Built Environment self-study report was reviewed thoroughly by the Program and Planning Committee. Following this review, the Peer Review Team completed a site-visit and provided their report.

On October 4, 2021, the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On October 19, 2021, the YSGS Council voted in favour of moving the proposal to Senate.

*Motion: That Senate approves the new program proposal for the MPM/MASc in Project Management in the Built Environment.*

## **Final Assessment Report (FAR) and Implementation Plan**

Periodic Program Review (PPR)

### **Graduate Program in Social Work (MSW)**

Last Updated: November 3, 2021

*\*Renaming in process*

In August 2021, the university announced that it would begin a renaming process to address the legacy of Egerton Ryerson and build a more inclusive future. Let's write the next chapter together.

[ryerson.ca/next-chapter](https://ryerson.ca/next-chapter)

## FINAL ASSESSMENT REPORT

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate program in **Social Work (MSW)**. This report identifies the peer review identified strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report also includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the final assessment report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

## EXECUTIVE SUMMARY

The Master of Social Work program is a one-year, three term program for students who have an undergraduate degree in social work. Students complete 18 credit hours of coursework; a major research paper focused on research as it applies to practice; and 450 hours of field work in a practicum setting.

Consistent with the vision and mission of the Ryerson School of Social Work, the approved Ontario Council for Graduate Studies field of study for the MSW program is “anti-oppression practice with marginalized communities.” Over the past fifteen to twenty years, anti-oppression approaches have become influential across Canada within academic social work, accreditation requirements, and social work practice. For many years, Ryerson School of Social Work has garnered an international reputation as a school focused on anti-oppression practice in terms of research, service and teaching. It is the lens through which we understand theory, research and practice. The MSW strives to keep abreast of recent developments in anti-oppressive practice and as a result, our dynamic and nuanced focus has shifted toward a deeper acknowledgement of anti-Black racism and anti-Indigenous racism as well as a focus on decolonizing approaches to practice.

The School began offering the MSW in 2007 following a successful candidacy report from the Canadian Association for Social Work Education (the profession’s academic accrediting body), and received full accreditation in 2013. In November 2020 the MSW program will submit a self-study in order to apply for re-accreditation in anticipation of a June 2021 deadline.

At the time of the last review, the program was very much in its infancy. Since that time the program has stabilized into a responsive, innovative and contemporary pathway to graduate social work education for students interested in anti-oppressive and decolonizing approaches to social work.

## **Periodic Program Review and Peer Review Team Social Work (MSW)**

The graduate program in **Social Work**, Faculty of Community Services (FCS), submitted a Self-Study Report to the Yeates School of Graduate Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Social Work (MSW) consisted of Dr. Mirna E. Carranza, Associate Professor, McMaster University; Dr. Dexter Voisin, Dean and Professor, University of Toronto; and Dr. John Shields, Professor, Ryerson University.

The PRT site visit was conducted virtually on March 15th and 18th, 2021. The visit included interviews with the University and Faculty Administration including the Provost and Vice-President Academic, Faculty of Community Services, Associate Dean, Vice-Provost and Dean Yeates School of Graduate Studies (YSGS); Associate Dean YSGS, Graduate Program Director of the Graduate Program, and meetings with Faculty, a group of current students, and support staff.

The PRT report was communicated to the Associate Dean, YSGS on April 26, 2021, and the response to the report from graduate program was communicated on May 25, 2021.

The Peer Review Team identified program strengths, weaknesses and opportunities for program improvement and enhancement, outlined below.

### **Program Strengths, Weaknesses, and Opportunities**

The program's strengths are many. As it stands now the MSW program possess — strong theoretical and practical components both—research (MRP) and clinical practice [Placement]. These are much needed for the formation of strong and critical social work professionals. The admission criteria read adequate for what is expected of the students.

Ryerson's School of Social Work is uniquely positioned, as it is located at the heart of the City. This is translated to having a diverse student body that brings about both—opportunities and challenges. Opportunities relate to bringing forth Indigenous and community knowledge or non-Western approaches to inquiry that have been historically marginalized. Thus, informing both, social work policy and practice – much needed in the social work profession. Challenges, as students coming from groups historically marginalized need much support in navigating academic spaces. Moreover, carrying their MRP usually involves much emotional invisible labour. As it stands now, the administrative personnel and faculty needed to provide academic and emotional support to bring students to a successful completion of their MRP is very slim.

Having said this, it is important to note students' reflections around the supervision of their MRP i.e., "students' cohorts got diverse experiences, given the time their supervisor had available for them". Faculty and alumni echoed this sentiment. Also, a significant tension emerged as faculty is both—very passionate and committed to the MRP, but also overextended given their multiple responsibilities i.e., teaching, pursuing their research program and citizenship. Furthermore, the time of completion of one year while also doing a placement appeared very demanding of their time. Thus, leading to exhaustion of everyone involved.

Moreover, students are required to complete course work, MRP and a social work placement over the span of 12 months. Noteworthy is the fact that students' position on the matter varied: (i) wanting to do placement only, as their main goal of pursuing graduate education was to enhance their clinical skills, (ii) wanting to do both, the MRP and placement, but over a more extended period of time, (iii) wanting to do the MRP only as their desire was to develop research skills.

Faculty members have a very active research agenda, nationally and internationally. For several, it involves community engagement and/or in their own communities. In these cases, there is an added invisible labour i.e., developing and maintaining community connections and emotionally change processes –as their research program may involve examining exclusionary processes and practices. There is a parallel between racialized faculty members and students coming from historically marginalized groups i.e., GLBTI2s, racialized and living with disabilities (visible and invisible). Thus, adding to the existing inequalities.



# Summary of PRT Recommendations, Graduate Program and YSGS Responses, and Implementation Plan

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in one year from the date of Senate approval.

PRT Recommendation	PRT Rationale	MSW Response	FCS Response	Action Plan	Timeframe/Responsibility	YSGS Response
<b>Recommendation 1:</b>  <b>Create more flexibility and degree of choice options for the MRP.</b>	The MRP is a major point contributing to heavy workloads for the students and faculty. Strategic modifications in the approach to addressing the MRP would go a considerable way to addressing this pressing issue.	The MRP needs to be reconsidered and recalibrated.	The Dean’s Office Supports the program’s response.	Discuss at MSW Committee (consisting of faculty members from the School).	MSW Committee to provide clear recommendations by the end of Winter 2023. All changes will be approved by Graduate Program Council.	YSGS looks forward to supporting the program through any curriculum modifications that may arise from this. YSGS recommends examining how the MRP helps meet the program’s learning outcomes and look into ways that this can be done more efficiently and effectively. It should be noted that significant changes the MRP requirement may be considered a major modification (see Senate Policy 127).
<b>Recommendation 2:</b>  <b>Consider part-time program options.</b>	There is a clear societal demand for this mode of delivery.	If viable, we would like to offer a part-time program.	The Dean’s Office is in support of the program exploring the possibility of a part-time program with the understanding that there are no new spots available.	The MSW Committee will seek information from FCS/YSGS and consider implementation based on this feedback.	MSW Committee to gather information from FCS/YSGS by fall 2022, with possible implementation plan to follow.	YSGS is happy to discuss this further with the MSW Committee to determine the practicality of adding a part-time option.  It is important to realize that the addition of a part-time option to a program is considered a major curriculum modification as described in Senate Policy

PRT Recommendation	PRT Rationale	MSW Response	FCS Response	Action Plan	Timeframe/Responsibility	YSGS Response
						127. This requires a proposal that examines the implications of this option on, among other things, meeting the program's learning outcomes, the resources used by the program, and the mode of delivery.
<b>Recommendation 3:</b> <b>Review curriculum content and address gaps while considering independent study options that might support custom curricula designs.</b>	Addressing student needs and opening up wider choice is of primary importance to any program. Program revision with the goal of addressing flexibility and student centred options is highly desirable.	Remove redundancy, make Anti-Black racism/Anti-Indigenous Racism core content, include critical clinical content.	The Dean's Office supports the program's response.	Discuss at MSW Committee.	MSW Committee to provide clear recommendations by the end of Winter 2023.	YSGS is happy to support the program through any curriculum modifications that may arise from this. Keep in mind that curriculum modifications can be categorized as one of three types of minor modifications or a major modification. Minor modifications can be created and approved more rapidly than major modifications so consideration should be made to separating some minor modifications from any major modifications, if appropriate.

## **Final Assessment Report (FAR) and Implementation Plan**

Periodic Program Review (PPR)

**Graduate Program in Psychology (MA | PhD)**

Last Updated: November 3, 2021

\*Renaming in process

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## FINAL ASSESSMENT REPORT

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate program in **Psychology (MA|PhD)**. This report identifies the peer review identified strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report also includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the final assessment report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

### EXECUTIVE SUMMARY

Psychology is one the largest departments in the Faculty of Arts, and over the past 10-15 years the Department has undergone substantial growth. In 2007, graduate programs were launched including MA and PhD programs in 2 streams: Clinical Psychology and Psychological Science. The Department now has 30 full-time, core graduate faculty members and has among the highest incoming GPA for graduate students at Ryerson. Faculty members are highly productive scientists, having held approximately \$30 million (more than \$20 million as principal or co-principal investigator) in external grants from CIHR, NSERC, SSHRC, NIH, and other sources throughout their careers. In 2010, the Department partnered with St. Michael's Hospital to establish a Psychology Training Clinic, and in 2012, the Institute for Stress and Wellbeing Research was launched.

The graduate program has a number of important strengths. Since the inception of the program, our graduate students have been extremely successful at securing external graduate fellowships at the MA and PhD levels, including three recipients of the prestigious Vanier Tri-Council fellowship. Few students withdraw or leave the program, and most students are very productive researchers with hundreds of publications in scholarly journals and presentations at conferences. Courses typically have high enrolment, but course offerings are challenging to coordinate in order to meet the demands of students in both the Clinical and PS programs for courses in their areas of interest. Since 2009, 56 doctorates have been awarded, and graduates have gone on to work as full-time clinical psychologists, consultants, policy advisors, and tenure-track faculty. Our alumni also report feeling well-prepared for their careers

as a result of the graduate program, though current students report challenges with some program milestones (e.g., the comprehensive exam) and significant variability in the student-supervisor relationship.

Some important challenges and opportunities for the graduate program are identified in Section 8, such as reducing students' tuition costs, improving funding for graduate students due to the high cost of living in Toronto, improving recruitment and retention of PS students to the program and at the doctoral level, and improving access to professional development opportunities and nonacademic employment opportunities. Our development plan specifically addresses concerns related to funding and tuition. Further, recruiting new faculty as Canada Research Chairs and endowed chairs may also increase access to professional development opportunities and widen the Department's professional network for students to access.

## **Periodic Program Review and Peer Review Team Psychology (MA | PhD)**

The graduate program in **Psychology**, Faculty of Arts, submitted a Self-Study Report to the Yeates School of Graduate Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Psychology consisted of Dr. Penny Pexman (University of Calgary), Dr. Jennifer Connolly (York University), and Dr. Paul Moore (Ryerson University).

The PRT site visit was conducted virtually on January 22, 28, and 29, 2021. The visit included interviews with the University and Faculty Administration including the Provost and Vice-President Academic, Faculty of Arts, Associate Dean, Vice-Provost and Dean Yeates School of Graduate Studies (YSGS); Associate Dean YSGS, Graduate Program Director of the Graduate Program, and meetings with Faculty, a group of current students, and support staff.

The PRT report was communicated to the Associate Dean, YSGS on February 25, 2021, and the response to the report from graduate program and Dean was communicated on Aug 17, 2021.

## **Program Strengths, Weaknesses, and Opportunities**

The Peer Review Team identified program strengths, weaknesses and opportunities for program improvement and enhancement, outlined below.

### **Strengths**

- Exceptional faculty complement and student body
- Rigorous training in clinical and Experimental Psychology
- Excellent student completion rates
- Experiential lab spaces, research support, and clinical training that compliments in-class learning
- Planned expansion of undergraduate program with important implications for further development of the graduate program
- Dedicated, engaged alumni and a high rate of employment in the field

### **Weaknesses**

- Student tuition is high relative to GTA institutions creating potential inequities for Ryerson students
- Lacking diversity in student body and faculty complement
- Planning for the expanded psychology undergraduate program has yet to be articulated
- Electives availability, especially in Psychological Science
- Ad-hoc problem-solving, treating challenges case-by-case rather than strategizing for clarity and consistency

### **Opportunities**

- World class psychology training that addresses the complex challenges of its high-density urban setting
- Greater diversity and inclusivity within the faculty complement and student recruitment, as well as the curriculum, towards addressing Indigenous initiatives, systemic discrimination and poverty, and other forms of social marginalization
- Significantly expanded undergrad program can support graduate training and funding, opening more opportunities for teaching and teaching support, but this must be carefully planned to avoid having undergraduate teaching overwhelm research capacity and quality
- Evaluate PhD Comps expectations and experiences for greater clarity and consistency, and to ensure greater benefits for all students

## Summary of PRT Recommendations, Graduate Program and YSGS Responses, and Implementation Plan

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in one year from the date of Senate approval.

PRT Recommendation	PRT Rationale	Psychology Response	Dean Arts Response	Action Plan	Timeframe/Responsibility	YSGS Response
<b>Recommendation 1</b> <b>Prioritizing diversity and inclusion within the Department and across more of the graduate curriculum</b>	<p>The Psychology Department and its graduate programs should challenge the status quo to advance Indigenous initiatives and build community and urban partnerships with a view for prioritizing diversity and inclusion and awareness of the impacts of social marginalization, to complement its foundation of academic excellence.</p>	<p>Our program has already begun to implement this recommendation (even before receiving the PRT report), and will continue these efforts going forward. We have made a commitment to prioritizing equity, diversity, inclusion, and justice (EDIJ) across all of our activities. Some examples of recent initiatives include:</p> <ul style="list-style-type: none"> <li>▪ Formation of a new EDIJ Committee in 2020 to champion relevant initiatives across our department and programs</li> <li>▪ A commitment to hiring more faculty members from diverse backgrounds as we move ahead with several new hires over the next few years, including a recently advertised CRC position</li> <li>▪ A commitment to accepting more students from diverse racial and cultural backgrounds, with an emphasis on Black and Indigenous students (e.g., around 40% of our incoming MA class come from racial groups of colour, including students who are Black and Indigenous)</li> </ul>	<p>We commend and support the Department's and Graduate program's efforts. The Faculty of Arts has created new internal research grants and curriculum redevelopment grants to assist, prioritize and enhance EDI across the Faculty. We have also recently financially supported the Psychology Department's initiative to bring in a speaker for EDI training.</p> <p>This has been a priority in the Faculty for many years and will continue to be. We encourage the Department and Program to reach out to sources of knowledge and expertise within the Faculty, including the Dean's Advisors, Dr. Knight and Dr. King, the Yellowhead Institute.</p>	<p>The Program will continue the initiatives started (see Program Response), including the Diversifying Psychology event.</p> <p>The Program will develop and offer the noted new courses.</p> <p>The Program will consult with the Dean to explore possible relief time or course release for the Chair of the EDIJ committee.</p>	<p>The Psychology department and the Faculty of Arts will continue to work together towards these goals.</p> <ul style="list-style-type: none"> <li>▪ The Program will offer the new courses on Prejudice and Discrimination (PS8523) in W2022 and on Culturally-Informed Clinical Practice (PS8308) in 2022-2023.</li> <li>▪ The Department will recruit faculty from diverse backgrounds over the coming years.</li> <li>▪ The Program will hold the Diversifying Psychology event annually.</li> <li>▪ The Program will reach out to the expertise and sources of knowledge within the Faculty.</li> </ul>	<p>YSGS commends the Program and Faculty on the many initiatives already underway and is happy to help in any way it can to continue and enhance such initiatives.</p>

		<ul style="list-style-type: none"><li>▪ Encouraging all faculty members to review and revise their courses from an EDIJ lens. We also hired an external consultant to provide 6 hours of training to faculty members (in May 2021) on how to practice anti-racism and anti-oppression approaches in the classroom.</li><li>▪ The addition of a required course on Culturally-Informed Clinical Practice (PS8308) in our clinical MA program</li><li>▪ Adding electives focusing on EDIJ-related topics, including a new course on Prejudice and Discrimination (PS8523) that will be offered in the coming year.</li><li>▪ Introduction of an annual “diversifying psychology” event in 2020 to attract potential graduate applicants from diverse backgrounds to the field of psychology (and to Ryerson University, in particular). On the morning of our 2021 diversifying psychology event, we will be holding another event to share EDI-related research by students/faculty in our department, training for grad students and faculty on EDI in research, and student-led sessions targeting students from underrepresented groups.</li></ul>				
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		<p><i>Resource Implications:</i> At this time, there is much that we can do to continue our efforts to diversify our program, students, and faculty members. At the same time, some initiatives will cost money, including bringing in outside speakers to speak about EDI-related topics (both within and outside of our curriculum), supporting research on EDI-related topics, support for students from underrepresented groups, and possible relief time or course release for the Chair of the EDIJ committee.</p>				
<p><b>Recommendation 2</b></p> <p><b>Undertake a review of the parameters of the Comprehensive paper to ensure it continues to meet its objectives in the program</b></p>	<p>Within an unusually strong program, PhD Comprehensive papers had historically been a singular stumbling block for some student progress, and had gained an outsized reputation as a relatively stressful, inconsistent and undefined process. This is not unusual for any PhD program, and informal measures have begun to alleviate the</p>	<p>This issue has been on our radar for a long time, and we plan to implement this recommendation. We will initiate a discussion during the 2021-2022 academic year with our graduate executive committee on how we can improve our comprehensive requirement. The process will include consultations and discussions with our graduate students and faculty members. Any changes will be approved by the graduate program council.</p> <p><i>Resource Implications:</i> No additional resources are needed to implement this recommendation.</p>	<p>The Faculty of Arts looks forward to reviewing the proposed changes when they are ready.</p>	<p>The Program will initiate and hold discussions with and survey students, faculty, and graduate executive committees.</p> <p>Depending on the scope of approved recommendations, modifications will be implemented accordingly (e.g., clarifications to process can be provided sooner than substantial modifications to the</p>	<p>The graduate Executive Committee will initiate discussions with the Department Program Committees, faculty, and graduate students during the 2021-2022 academic year.</p> <p>Depending on the scope of proposed modifications, revisions will be implemented according to relevant policies. Substantial modifications will be discussed with the Dean's offices.</p>	<p>YSGS is pleased to see that this recommendation is already being worked on and is happy to provide guidance and support as needed. The Program needs to be aware of the classification of curriculum modifications defined in Senate Policy 127 and the corresponding consultations and approvals needed for each type of curriculum modification.</p>

	problem, but it still merits a careful, open evaluation and ongoing advising for greater clarity and consistency.			format of the milestone).		
<b>Recommendation 3</b> <b>Plan for a wider range of elective courses, in particular for Psychological Science</b>	Program administrators explore with Senior Administration how they might offer a wider range of elective courses to their students, including the possibility of facilitating enrollment in courses at GTA universities when the topics are contemporary and cutting edge.	<p>Our program has already begun to implement this recommendation through several initiatives:</p> <ul style="list-style-type: none"> <li>First, we have introduced a number of new elective courses into our curriculum (effective Fall 2021), including Prejudice and Discrimination (PS8523), Psychology of Addictive Behaviours (PS8713), Multilevel Modelling (PS8714), Structural Equation Modelling (PS8715), and Supervision, Consultation, and Evaluation (PS9307). PS9307 is a required course for clinical psychology students and an elective for psychological science students.</li> <li>In addition, we will have further discussions with faculty members and students to ensure that our available electives cover the most relevant, contemporary, and cutting-edge topics. New faculty hires with diverse expertise will provide opportunities for new courses that we cannot currently</li> </ul>	<p>While the Dean's office appreciates the desire for diversity of electives, any changes are dependent upon budgetary limits and considerations.</p> <p>Following consultation and discussion within the program, we expect that electives which are less popular or no longer necessary will be retired/not offered.</p> <p>Regarding the collaboration with York University, please be sure to include the Faculty of Arts' Dean and Associate Dean in discussions.</p>	<p>The Program will explore how we might offer a wider range of electives.</p> <ul style="list-style-type: none"> <li>The Program will discuss elective options with students.</li> <li>The Department will consider diverse expertise that may support relevant new courses when hiring.</li> <li>The Program will continue forming a course-sharing arrangement with York University.</li> <li>The Program will explore funding options to increase our graduate course offerings.</li> </ul>	<p>The Program has begun to implement this recommendation.</p> <p>Program administrators will explore with the Dean of Arts how to offer a wider range of elective courses.</p> <p>The Program will continue forming a course arrangement with York University (2021-2022), with support from YSGS and the Dean of Arts.</p>	<p>YSGS supports all the actions proposed. It further recommends reviewing the current elective list to determine whether some should be retired and new ones added to make the interest in the elective list more uniform.</p> <p>Student exchange/course sharing with York University is an interesting idea that should be fully investigated. This would also require support from the Registrar's Office, who should be consulted before arrangements are finalized.</p>

		<p>offer with our existing faculty complement.</p> <ul style="list-style-type: none"><li>▪ We are also in the process of negotiating an arrangement with York University (pending approval from our respective schools of graduate studies) that will allow 3 students from our program to take courses at York University at no charge (up to 3 students from York will be able to take courses in our program as well).</li><li>▪ Finally, we currently offer 19 classroom courses per year, of which around 6 or 7 are electives. We will request funding to increase our number of graduate courses by 2 per year.</li></ul> <p><i>Resource Implications:</i> Additional funding will be required to support 2 additional graduate courses per year.</p>				
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<p><b>Recommendation 4</b></p> <p><b>Expand staffing for research support at least proportionate with planned expansion of faculty and programs</b></p>	<p>While the current staff support of psych research and labs is impressive, this must be expanded as the number of faculty members and psych labs expands, especially in light of new, probationary faculty having likely greater need.</p>	<p>We agree that this recommendation is important for the sustainability of our program. Our research activity has increased substantially since we first hired our full time Research Operations Administrator in 2010 (Carson Pun has held this position since 2012). We now have many more graduate students, faculty members, and research grants. In addition, the anticipated growth in our undergraduate program over the next few years will lead to a doubling of undergraduate theses conducted annually, and significant increases in our faculty complement, research funding, and research staff. These changes have direct benefits for our graduate students, including increases in funding from their graduate supervisors and anticipated increases in GA funding to support our undergraduate growth.</p> <p>At the same time, these changes mean that Psychology will require additional research infrastructure support for our growing department; we also need to catch up as a result of our growth over the past decade (e.g., several current faculty members have outgrown their space).</p>	<p>As you noted, the Faculty has hired a second Research Accounts Support Officer to support research and research growth in the Faculty of Arts.</p> <p>We are working with the Chair of Psychology and the Facilities Management Department at Ryerson to locate, lease, and renovate additional research space.</p> <p>The Dean of Arts and Chair of Psychology are in discussion about Departmental/Program staffing needs.</p>	<p>The Program will request one additional FTE to support our Research Operations Administrator.</p>	<p>The Dean of Arts and Chair of Psychology are in discussion about Departmental/Program staffing needs.</p>	<p>Research support staffing is outside the purview of YSGS, but we are supportive of finding ways to ensure adequate support of research activities that stays proportionate with growth in research.</p> <p>Keeping in mind that postdoctoral fellows often play a large role in supporting research activities and that YSGS now also supports postdoctoral activities, it is happy help the program find ways to increase and enhance the role of postdoctoral fellows in research programs.</p>
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		<p>The addition of a second Research Accounts Support Officer in the Faculty of Arts will provide important financial support for Psychology researchers. However, there is also a need to expand the research infrastructure within the Department.</p> <p><i>Resource Implications:</i> Given the continued expansion of our research infrastructure, we request one additional FTE to support our Research Operations Administrator. Details of these requests will be discussed between the Chair of Psychology and Dean of Arts.</p>				
<b>Recommendation 5</b> <b>Establishing an office or other support of statistical consulting for grad students and faculty alike, prioritizing quantitative modeling in Psychology where the need is clear</b>	<p>Ryerson-wide or the Faculty of Arts should support the Psychology Department (and potentially other grad students and faculty) by establishing an office of statistical consulting beyond the duties of faculty teaching and supervision, with special attention to the needs of advanced currency in</p>	<p>The lack of adequate statistical support for our students and faculty members has been a limitation since the launch of our program in 2007, and unfortunately one that sets us apart from similar programs at other universities. Implementing this recommendation is important for the sustainability of our program. There are many different ways that this recommendation could be implemented. Some ideas include:</p> <ul style="list-style-type: none"> <li>▪ Providing course release to a faculty member with the required expertise to free up</li> </ul>	<p>The Dean of Arts will consider the various options presented and discuss this with the Department Chair.</p>	<p>The Program will explore and discuss funding options to attain adequate statistical consultation support.</p>	<p>The Psychology department will initiate discussions with the Dean of Arts office this year (2021-2022). .</p>	<p>Statistical consulting services is something that many graduate programs could benefit from. Such services could provide senior graduate students and postdoctoral fellows some valuable mentoring experience and additional funding. YSGS is therefore motivated to collaborate with the Program and Faculty in finding ways that provide such services</p>

	Psychological quantitative modeling.	<p>time to provide consultation across the department.</p> <ul style="list-style-type: none"> <li>▪ Provide funding to one or more senior graduate students (in lieu of TA funding) to provide support across the program.</li> <li>▪ Develop a statistical consultation service to provide support across the Faculty of Arts or across the University.</li> </ul> <p><i>Resource Implications:</i> We request funding for adequate statistical consultation support for our graduate students and faculty members.</p>				for the benefit of all graduate programs that may need it.
<b>Recommendation 6</b> <b>Lower tuition and increase funding to align with other nearby PhD programs</b>	While it may seem a minor, marginal difference from an administrative perspective, every student and alumni was astutely aware they paid more tuition, and often received less funding, than PhD students at other universities nearby.	Over the years, our program has scanned the graduate training landscape across the province on a number of occasions. Although our levels of funding (e.g., scholarships, stipends, etc.) for graduate students are close to average (compared to other psychology MA/PhD programs), our students are among the most financially strained in the province because (1) Toronto has the highest cost of living in the province, and (2) Ryerson has among the highest levels of tuition (for Psychology MA and PhD programs) across the province. The contrast is particularly noticeable between Ryerson and our GTA neighbours. York and U of	The Faculty of Arts provides funding support to graduate programs through scholarship/RA funding and TAGA, as well as travel grants and special events grants. We are committed to supporting graduate students but do not have the capacity to do more at this point. We support Psychology's effort to lower tuition for graduate students but making changes to tuition lies outside of the Faculty.	The Program will request that program students' tuition be reduced and explore alternative options to bring training costs in line with local competing universities.	The Department will work with the Faculty of Arts and YSGS to identify funding opportunities and options over the next few years.	The University has provided substantial additional funding for graduate education in the last few years. These include the RGS, 4 <sup>th</sup> -year PhD funding, distribution of the YSGS BIP to programs, and the COVID tuition voucher. YSGS will continue to advocate for lower tuition fees for graduate students, understanding that graduate students typically have larger personal expenses than undergraduate students and have more

		<p>T have among the lowest tuition rates in the province, and they are our greatest competitors when it comes to attracting top applicants. Strong applicants routinely turn down our offers because of anticipated financial challenges.</p> <p>The university has done a number of things to lessen the financial burden on graduate students, including (1) introducing additional scholarship funding (e.g., RGS), (2) providing one-time funding to students whose progress was delayed due to COVID-19, and (3) providing RGF funding for fourth year students. In addition, our faculty members have increased their annual support for graduate students by 45% compared to 2 years ago.</p> <p>These initiatives have allowed our program to increase the minimum levels of funding that we provide, for which our program is grateful. At the same time, our students continue to pay a significant proportion of their funding toward tuition, leaving little to cover the costs of living in the GTA. Many of our students struggle to cover their expenses. Our survey of student mental health and wellbeing found that funding was one of the top two sources of</p>				<p>employment options to choose from over graduate studies.</p> <p>It is important to be aware of the current constraints on revenue from graduate programs while still raising awareness of this concern so that it can be addressed when additional revenue is made available.</p>
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		<p>stress for our students (the other was workload). Difficulty making ends meet is especially challenging for Psychology graduate students (compared to those in most other graduate programs at Ryerson) because our program is a combined MA/PhD program and most of our students are with us for at least 7 years. Furthermore, financial constraints disproportionately affect marginalized and historically excluded communities, which has obvious implications for access to education and our diversity goals.</p> <p><i>Resource Implications:</i> Therefore, in order to implement this recommendation, we request that our students' tuition be reduced to bring training costs in line with those at York University and the University of Toronto.</p>				
<p><b>Recommendation 7</b></p> <p><b>The School of Grad Studies and Faculty of Arts should create a grad student “research costs fund”</b></p>	<p>Existing conference travel funding for grad students was appreciated and considered sufficient, but other research costs for grad students had no similar means of support (beyond the inequitable means of</p>	<p>Graduate student research often has a number of associated costs including participant recruitment (e.g., paying participants; paying for advertising), publication costs, and equipment costs (e.g., purchasing “consumables” for EEG research). Some faculty members are able to cover these costs, but others are not. The program has been able to support a small number of research projects</p>	<p>As you note, we support graduate student travel and events through internal Arts grants. Due to budget restrictions (and cutbacks), creating a pool of funding to support graduate student research would take away from existing graduate students funding opportunities.</p>	<p>The Program will explore potential sources of funding to develop a resource to support graduate student research costs.</p>	<p>The Department will work with the Faculty of Arts, and YSGS, to identify additional sources to support student research over the coming years.</p>	<p>As noted in the YSGS reponse to recommendation 6 above, the University has provided substantial additional funding for graduate education in the last few years. YSGS remains supportive of all means to improve the student's experience in the</p>



	<p>relying informally on supervisors' grants).</p> <p>At very least, current grad student travel funding streams should clarify that conference travel is just one type of eligible research cost among others.</p>	<p>through donor-funded grants (from Harry Rosen; Jackman Foundation). However, these funds support only a small number of students, and we only have commitments for a limited time.</p> <p><i>Resource Implications:</i> In order to support this recommendation, we request that a pool of funding be created to support graduate student research (analogous to funding from Arts and YSGS to support graduate student travel to present at conferences).</p>				<p>program and support their career development.</p>
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## **Final Assessment Report (FAR) and Implementation Plan**

Periodic Program Review (PPR)

### **Graduate Program in Fashion (MA)**

Last Updated: November 3, 2021

\*Renaming in process

In August 2021, the university announced that it would begin a renaming process to address the legacy of Egerton Ryerson and build a more inclusive future. Let's write the next chapter together.

[ryerson.ca/next-chapter](https://ryerson.ca/next-chapter)

## FINAL ASSESSMENT REPORT

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate program in **Fashion (MA)**. This report identifies the peer review identified strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report also includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the final assessment report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

## EXECUTIVE SUMMARY

Ryerson's MA Fashion program is relatively new (2010), and the only one of its kind in Canada.

Welcoming students from a broad array of undergraduate programs, the interdisciplinary and student-focussed curriculum draws on the strengths of faculty working from a variety of perspectives, from creative practice to humanities and social science methodologies. The pedagogical framework of the graduate curriculum reflects this diversity of approach. Students emerge with an MA in Fashion which is both broad and expansive, with advanced skills in research methods and critical thinking, as well as an in-depth understanding of fashion as an interdisciplinary and evolving field. Students complete a Major Research Project which allows them to focus their academic development in an area of their choosing—with the option to include a creative and/or practice based component.

Canada has some catch up work to do in terms of post-graduate education in Fashion. Well-established in a U.S. and U.K. context, with a variety of specialist degrees being offered in creative design (MFAs/MDes) and historical/curatorial approaches (typically MAs), Ryerson's competitors have advantages in several areas—most notably in terms of reputation, financial resources and administrative support. In Canada, the graduate-level study of dress history, body politics, textiles and creative practice, apparel design, ethics/sustainability, and fashion business/entrepreneurship is possible, but often accommodated in more traditional academic departments/units, which tend to isolate and divide historical, creative and social science approaches (ie: art history, fine arts, economics, business, psychology/sociology and literary or material culture studies). Ryerson is one of the few universities

that emphasizes (and supports) the integration of theory and practice in the areas of fashion, communication and design. This fact alone underscores the importance and potential growth of Ryerson's Fashion MA (and proposed MDes) in the context of Canadian culture.

## **Periodic Program Review and Peer Review Team Fashion (MA)**

The graduate program in **Fashion**, The Creative School, submitted a Self-Study Report to the Yeates School of Graduate Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Fashion consisted of Hélène Day Fraser (Associate Professor, Emily Carr), Dr. Marlis Schweitzer (Associate Professor, York University), and Dr. Izabella Pruska-Oldenhof (Ryerson University).

The PRT site visit was conducted virtually on October 21 to 23, 2020. The visit included interviews with the University and Faculty Administration including the Provost and Vice-President Academic, The Creative School Associate Dean, Vice-Provost and Dean Yeates School of Graduate Studies (YSGS); Associate Dean YSGS, Graduate Program Director of the Graduate Program, and meetings with Faculty, a group of current students, and support staff.

The PRT report was communicated to the Associate Dean, YSGS on January 25, 2021, and the response to the report from graduate program and Dean was communicated on October 15, 2021.

## **Program Strengths, Weaknesses, and Opportunities**

The Peer Review Team identified program strengths, weaknesses and opportunities for program improvement and enhancement, outlined below.

### **Strengths**

The MA Fashion program seeks to offer “cutting-edge graduate level education and training”. Its most impressive strengths (referenced in the self-study) include:

- Its emphasis on interdisciplinary perspectives and emerging research methods drawn from across the social sciences, humanities, and creative arts, with a growing interest in practice-based research
- Its enthusiastic support of students’ diverse research interests; its willingness to invite new approaches to research, including practice-based methods; and its emphasis on student choice and self-expression
- Its efforts to center diversity, inclusion, and sustainability in curricular choices, faculty hires, and student research projects
- The excellence and quality/diversity of faculty research

### **Weaknesses**

The MA Fashion program has thoughtfully identified several weaknesses that require swift attention in order for the program to realize its full potential. These weaknesses include:

- Insufficient funding is the most significant barrier to the program’s future success “both in terms of the operation/running of the program, as well as for student recruitment/admission”. Without improvements to funding, the program will continue to face serious challenges in recruiting and retaining its top applicants. Simply put, the current funding situation threatens the program’s future.
- Unwieldy workloads for full-time faculty, especially tenured faculty who teach in the undergraduate and graduate programs and also carry heavy service loads in addition to their supervisory responsibilities.
- The need to combat negative perceptions (both internally and externally) of fashion studies as an academic discipline and address concerns about fashion’s apparent “unruliness” as a discipline.
- Concerns about the consistency of administrative support and the physical distance between staff offices and teaching/program spaces.
- Limitations about the availability and suitability of teaching and studio space; desire for greater access to equipment and technical support

## Opportunities

The MA Fashion program has identified a number of important opportunities to address the weaknesses and related challenges referenced above.

- First and foremost, its status as Canada’s only Masters degree program in Fashion “presents a unique moment for unlocking the potential of post-graduate fashion education in a Canadian context”. The program is ideally placed to lead important conversations in areas such as Critical Fashion Studies, Sustainability, and Social Justice. Recent hires will play a critical role in helping the program realize these opportunities.
- The program recognizes the importance of supporting international students and scholars who will, in turn, enhance the program’s international presence and impact”.
- The program has also identified exciting opportunities to develop new partnerships, support research intensification, and attract external funding through its existing ties to the Centre for Fashion Diversity and Social Change, the open-access Fashion Studies journal and the Fashion Research Collection (FRC)

Summary of PRT Recommendations, Graduate Program and YSGS Responses, and Implementation Plan

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in one year from the date of Senate approval.

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
Curriculum					
1. Reassess the relationship of the current core courses to guiding principles	This process got underway during Fall/Winter 2020-21 with deliberate incorporation of the guiding principles in all syllabi but broader discussion will occur in the coming years.	Discuss with the Fashion Graduate Curriculum Committee and instructors teaching in 2021/22. Prioritize this discussion for curriculum meetings in 2021/22.	GPD	Agree with plan.	YSGS encourages continuous curriculum improvement and is eager to support the program in doing this. A recommended approach is to do a careful review of the program’s intended learning outcomes to ensure they align with the guiding principles of the program followed by a review of the mapping of the core courses to these learning outcomes. The curriculum consultants from the Vice-Provost, Academic, office can assist in this exercise as well.
2. Review learning outcomes and required/ elective course matrix, and, where appropriate, adjust to better bolster this goal.	Agreed and will work towards this recommendation in coming years.	Discuss with the Fashion Graduate Curriculum Committee and instructors teaching in 2021/22. Prioritize this discussion for curriculum meetings in 2021/22.	Chair of Fashion, GPD & Fashion Graduate Curriculum Committee	All course outlines should have learning outcomes per policy.	This recommendation is closely tied to recommendation #1. YSGS is supportive of any action taken to address this recommendation. The program is advised to review the categories of curriculum changes defined in Policy 127 and their approval steps early in this process and consult with YSGS as needed.

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
3. Create a clear matrix for tenured and pre-tenure faculty, and sessional instructors to work and build from will help clarify: student trajectories through the program; student/faculty expectations of deliverables; identify any faculty workload distribution issues and assure that program's guiding principles are met and built on effectively.	Agreed and will work towards this recommendation in coming years.	Discuss during the Fashion Graduate Curriculum Committee meetings in 2021/22.	Chair of Fashion, GPD & Graduate Program Council	Agree with plan. Implementation of "First Day to First Sabbatical" – a new Creative School guide and support initiative for pre-tenure faculty, in place as of Sept 2021.	The workload of instructors and supervisors in the program and their roles and responsibilities are outside the purview of YSGS, but YSGS commends the program for making efforts to address this.
4. Continue developing courses in sustainability; the introduction of such courses should not hinge on the success of an MDes proposal.	Agreed and will work towards this recommendation in coming years.	Discuss during the Fashion Graduate Curriculum Committee meetings in 2021/22.	Chair of Fashion, GPD & Fashion Graduate Curriculum Committee	Curriculum is the purview of the program.	The development and addition of courses is governed by Policy 127. YSGS recommends that this be tied to the work for recommendations #1 and #2 above and that the program is aware of the types of curriculum modifications defined in policy and the procedures for review and approval of any proposed modifications.
5. Engage with areas of graduate studies at Ryerson to assess means of potentially ensuring the MA Fashion program's guiding principles are embedded within overall	Agreed and will work towards this recommendation in coming years.	Discuss with the Fashion Graduate Curriculum Committee and instructors teaching in 2021/22. Prioritize this discussion for curriculum meetings in 2021/22.	Chair of Fashion, GPD & Fashion Graduate Curriculum Committee	Agree that this aligns with sub-Rec 2.	This recommendation overlaps with recommendation #1 above. Refer to the YSGS response to that recommendation, above.



PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
GDLES – Master’s Degree-Level Expectations.					
6. Consider the relationship of specific local needs to broader global trends in future planning conversations. Key questions include: What are the needs in Ontario? What are the value sets and concerns pertaining to the local Fashion Industry context? Who are the stakeholders in this region? How does this link to the broader global context of the industry? Of research? How does/ might insight from graduate studies in Fashion respond to needs in other sectors?	Agreed and will plan to discuss with relevant stakeholders	Develop plan for outreach by the end of 2021/22.	Chair of Fashion, GPD, GPA, and Fashion Graduate Admissions Committee	Agree with plan.	YSGS is supportive of the proposed action plan for outreach to stakeholders. This exercise will help tailor the intended program learning outcomes that will be reviewed when addressing recommendation #1.
7. Consult employment data and other information gathered from alumni when making decisions around programming, messaging, and post-graduation support.	Agreed and plan to develop a systematic gathering of employment data needed	Develop plan with GPA to acquire such information by the end of 2021/22.	GPD & GPA	This has already begun. Programs Manager in consultation with GPAs and GPDs in all graduate programs.	YSGS is happy to provide any support it can in reaching out to alumni and gathering any other relevant information.
<b>Workload</b>					

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
8. Revisit expectations for faculty and discuss strategies to move towards greater equity with respect to the following: roles and contribution across undergraduate and graduate curriculum in Fashion; supervisory responsibilities; and expectations of peer mentorship of pre-tenure faculty.	The program agrees that this is a worthwhile goal but is hindered by the ratio of tenured vs. probationary faculty in our program. We hope to work with the Faculty Dean's office to find ways to improve this by hiring 2 senior faculty to achieve this recommendation.	By the end of the 2021/22 school year.	Chair of Fashion, GDP & DHC	We plan to do this at a faculty wide level so look forward to working closely with the school to develop more guidance for the discipline.	YSGS provides guidelines on graduate supervisory roles and responsibilities, but other matters of this recommendation are outside the purview of YSGS.
9. Conduct a workload audit for all staff (administrative and technical) in light of COVID-19 challenges as well as new demands associated with recent curricular changes to the undergraduate Fashion program and proposed plans for the MDes.	The program agrees that this is a worthwhile goal and will explore how to conduct this audit with support from our GPA.	By the end of the 2021/22 school year.	Chair of Fashion, GPD & GPA	We will look into this more closely with the school.	This is outside the purview of YSGS but YSGS is supportive of any ways to improve the workload associated with delivering the program.
10. Consider whether adjusting the duration of the degree might alleviate the heavy supervisory burden and appeal to students looking for a shorter period of study (3 semesters vs. 5 semesters).	The Fashion MA GPPR team disagrees with this recommendation. As discussed above, the supervisory burden in our RFA faculty will not be alleviated, but exasperated by a shortened period of study.	N/A	N/A	Agree with program's assessment of structure.	YSGS agrees with the program's response.

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
<b>Partnerships and Professional Opportunities</b>					
11. Seek out longer-term partnerships with community organizations and other groups that align with the program's guiding principles, specifically its emphasis on inclusion, decolonization, and sustainability, in order to enhance opportunities for networking, professional skills development, and research exchange.	Agreed and will explore further.	Ongoing	Chair of Fashion, GPD, & larger School of Fashion and Fashion MA community.	The Faculty will support this initiative where feasible.	YSGS will support any efforts made by the program in addressing this recommendation.
12. Pursue opportunities for paid research internship programs such as MITACs to offer the meaningful experience and financial support students are seeking.	Agreed and will explore further.	Ongoing	Chair of Fashion, GPD, Associate Dean SRC and Internship instructor, along with larger School of Fashion and Fashion MA community.	Agree to support where feasible.	YSGS will support the program in their efforts to pursue paid internships through MITAC.
13. Consider expectations for internships required of students without prior training and experience in the fashion industry.	The Fashion MA GPPR team disagrees with this recommendation. Internships are optional and if students decide to pursue an internship, they can select internships appropriate to their background and interests. We do not want to limit or	N/A	N/A	Agree with program's perspective and knowledge of their own field/context.	YSGS is in agreement with the program's response.

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
	impose any control over these opportunities.				
14. Augment internship and RA offerings to address student desires to network and build toward meaningful post-graduation career opportunities.	Agreed and will explore further.	By the end of the 2021/22 school year.	Chair of Fashion, GPD, & larger School of Fashion and Fashion MA community.	Associate Dean plan to provide ladder research and practice training for RAs is in progress.	YSGS is willing to support this in any way it can.
15. Track information about student involvement as RAs or GAs on faculty research projects for future planning purposes.	Agreed.	By the end of the 2021/22 school year.	GPA and UG Program Administrator for GAs and GPD/Faculty for RAs	As above #14. These data are part of the assessment plan of this strategy.	YSGS is willing to support this in any way it can.
16. Consider one of more of the following to address desires for enhanced networking and professional skills development opportunities:	See rows below.	See rows below.	See rows below.	See rows below.	
<ul style="list-style-type: none"> <li>Hosting an annual or biannual fashion studies symposium for graduate students and faculty from across Canada; this could be aligned with the launch of new Fashion Studies issues;</li> </ul>	Agreed but would require further financial and institutional support.	By the end of the 2021/22 school year.	GPD to discuss with Chair, Dean, Associate Dean of Graduate Studies and Fashion Studies co-editors.	Faculty (AD GRAD, AD SRC) will support where feasible.	YSGS is willing to provide guidance and support where it can.

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
<ul style="list-style-type: none"> <li>Collaborating with graduate students to host a fashion studies speaker series, with talks and workshops scheduled throughout the year;</li> </ul>	Agreed but would require further financial and institutional support.	Ongoing	GPD to discuss with Chair, Dean, Associate Dean of Graduate Studies.	Programs can and do set aside funds for this purpose. Associate Dean also runs faculty-wide speaker series.	YSGS agrees with this recommendation and notes that several other programs have an invited speaker series.
<ul style="list-style-type: none"> <li>Developing “artist-in-residence” opportunities to recognize the value of creative arts methodologies and align with the program’s emphasis on decolonization, inclusion and sustainability.</li> </ul>	The Fashion MA GPPR team disagrees with this recommendation. The cost of implementing this recommendation does not justify the impact for a relatively small number of students pursuing creative practices. In addition, we have many faculty able to provide support in this area.	N/A	N/A	Agree with program.	This recommendation is outside the purview of YSGS but it respects the program’s view on this.
<b>MDes Proposal</b>					
17. Reevaluate the feasibility of building towards an MDes at this historical moment; consider waiting until faculty complement can alleviate intense pressure that current faculty are under.	Agreement	To be re-evaluated only if a Senior Tenured Hire, who could lead M.Des initiative, is provided.	GPD to discuss with Chair, Dean, Associate Dean of Graduate Studies, Vice Provost of Academics and School of Fashion and Fashion MA communities.	To be determined if/when such a position materializes.	YSGS is happy to support the development of this and notes that the policies and procedures for the development of new programs can be found in Policy 112.
18. Undertake an audit of all available spaces in the early	Agreement	See above.	As above.	As above.	YSGS agrees that this is need before developing a new program.

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
stages of developing an MDes proposal.					
19. Maximize the potential for curricular and supervisory sharing across the MA and MDes while also ensuring that the program identities are distinct.	Agreement	See above.	As above.	As above.	While the sharing of curricular and supervisory resources across two programs is a worthy arrangement, care should be taken to ensure that each program's intended learning outcomes are adequately met by the respective curricula.
<b>MDes Proposal</b>					
20. Prioritize hiring 1-2 new faculty members at the senior level (Associate or higher) to address significant workload challenges.	Agreement	GPD to discuss with Chair and Dean	GPD, Chair School of Fashion and Departmental Hiring Committee	Note that decision on the rank of a hire is a provostial decision.	This is outside the purview of YSGS.
21. Revisit the workload of the graduate program administrator and consider reducing the number of programs they serve.	Agreed.	To discuss with Associate Dean.	GPD, Chair School of Fashion	The university provides for .5 GPA only.	It is standard across the University for each program to receive 0.5-FTE GPA support, but when there are two closely aligned programs (such as a master's and doctoral program in the same discipline) then a full-time GPA position is allocated to support both programs.
22. Hire a dedicated support person with fashion studies knowledge to assist with	Agreement especially in light of above limitations in 21	GPD to discuss with Chair, Dean, Associate Dean	GPD, Chair School of Fashion	The Faculty team can assist with this plan,	This is outside the purview of YSGS.

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
recruitment and professional skills development.				however, it is not a dedicated position.	
23. Hire a dedicated Research Officer to support faculty grant writing and alleviate expectation that much of this work will be assumed by already overworked senior faculty.	Agreed but this is unrealistic considering our current and foreseeable financial resources.	N/A	N/A	This is not under the purview of this review. AD SRC and many other Faculty resources support grant writing.	This is outside the purview of YSGS.
24. Hire a full-time technician to monitor the MA studio/lab and support student projects.	Disagree. There is not enough creative activity to warrant a full-time technician.	N/A	N/A	Agree with program.	This is outside the purview of YSGS.
<b>Graduate student funding</b>					
25. Critically reexamine graduate student funding in order to improve program abilities to attract and retain top applicants and thereby manifest a shift in Ryerson's research culture more broadly.	Agreement but progress has been made in guaranteed GAships with revised UG curriculum and it ties in with fluctuating Ont. Government funding. We would like to further implement scholarships for BIPOC students, for which institutional support will be needed.	GPD to discuss with Chair, Dean, Associate Dean	GPD, Chair School of Fashion	Additional research assistantships are in the works. Other resources depend on Govt funding.	YSGS has been advocating for increased institutional funding of graduate students and has made progress in obtained additional Ryerson Graduate Scholarships and established scholarships for black and indigenous students. It has also transferred all of its carry-forward funding to graduate programs across the university. YSGS will continue to advocate for increased graduate student funding.

PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
26. Provide greater support in marketing and recruitment for individual programs.	Agreement	GPD to discuss with Chair, Dean, Associate Dean	GPD, GPA, Chair School of Fashion	This support is ongoing. Faculty MARCOMM team can assist. GPA/Programs Manager can help coordinate.	YSGS encourages the program to work with the Faculty communications team in addressing this recommendation, while coordinating with the university-wide initiatives at YSGS in outreach and marketing.
<b>Space</b>					
27. Allocate a dedicated exhibition space to the MA Fashion Program.	Ongoing	GPD to discuss with Chair, Dean, Associate Dean	GPD, Chair School of Fashion, Dean's Office	Dedicated program space is currently not available but will explore pop-up and shared spaces for student work.	This is outside the purview of YSGS.
28. Provide greater opportunities for MA students to exhibit research projects (dedicated exhibition space).	Ongoing	GPD to discuss with Chair, Dean, Associate Dean	GPD, Chair School of Fashion, Dean's Office	The Catalyst and the Innovation Studio spaces are part of the revolving exhibition spaces available to graduate students.	This is outside the purview of YSGS.
<b>Future program reviews</b>					
29. Schedule time for PRTs to observe classes for both in-person and remote visits.	According to the Associate Dean this is not part of the PRT process	N/A	N/A	Agreed.	There is a structured agenda template for PRT site visits that falls under the University's Institutional Quality Assurance Process (IQAP). The IQAP program undergoes regular review and updates. Any changes are reviewed



PRT Recommendations	Fashion (MA) Program Response	Action Items/Timelines	Lead/Responsibility	Faculty Dean Response	YSGS Response
					and approved by Quality Council. YSGS will take this into consideration in future reviews of its IQAP related processes.
30. Consider the simultaneous review of undergraduate and graduate programs so PRTs can offer a more holistic view of programs.	Disagree. The undergraduate and graduate program are each in flux and do not correlate.	N/A	N/A	Agreed.	Policy 126 allows for simultaneous review of undergraduate and graduate programs that are in the same School/Department, but YSGS notes that there is no obligation to conduct the reviews simultaneously.
31. Ask graduate programs to include supplementary material on internships, MRP titles, course outlines for elective courses, and data on courses taken, as part of future self-study packages.	Agreed. This information would be beneficial.	GPD to discuss process with GPA.	GPD and GPA.	Agreed.	YSGS notes that some of these items are included in self-studies by programs but will ensure that programs include any such elements where it is appropriate for the program's review.

**New Graduate Program Proposal**

**Master of Project Management (MPM)**

**and**

**Master of Applied Science (MASc)**

**in**

**Project Management in the Built Environment**

## **EXECUTIVE SUMMARY**

Toronto's next twenty-five years will be shaped by explosive population growth and over one trillion dollars of investment in building construction and renovation. This will be driven by a low carbon and healthy building agenda. To realize this growth, it is necessary to develop significant new technical and research capacity in project management within the building sector to more efficiently leverage the potential of emerging technologies and approaches and apply them to sustainable project delivery.

A graduate program in Project Management in the Built Environment based in the Department of Architectural Science at Ryerson in conjunction with the Department of Civil Engineering will be uniquely positioned to develop this expertise, building on both departments' well-established connections in the Architecture, Engineering and Construction industry. The new program will build upon the long established fourth year Project Management option within the Bachelor of Architectural Science. It will provide a strong research capacity related to innovative construction, fabrication and virtual construction technologies and sustainable building practices, as well as synergistic ties with existing graduate programs in Building Science, Architecture, Civil Engineering, Master of Science in Management, and Real Estate. The program will further reinforce Ryerson's position as a sustainable city-builder.

A graduate program in Project Management in the Built Environment (PMBE) will address the need for innovative project management techniques based on digital technologies and tools to facilitate effective management of the many diverse built environment projects across the GTA, Ontario, and Canada. It will provide a forum for research and experimentation of new digital methods and tools to facilitate efficient delivery of complex low carbon, resilient and healthy projects, which will assist the industry as it struggles to address issues of a shortage of construction professionals and skilled labor, an ageing workforce, improved building performance, low carbon, health & wellness, and a growing concern about the future availability of resources.

The program will provide a venue for graduate studies and research in advanced topics related

to alternative project delivery, automation and digital fabrication in construction, the use of virtual design and construction management using digital technologies such as building information modeling (BIM) and geospatial information systems (GIS), and the application of data analytics and predictive models to improve project delivery. This program will leverage the existing expertise in the Departments of Civil Engineering (GIS, P3 delivery) and Architectural Science (BIM, digital fabrication, design management, construction management, sustainable design) along with broader Ryerson expertise in building science, architecture, real estate management, econometrics, and data science. Four new core courses are proposed. Many existing graduate-level courses appropriate for electives in this program are already offered, and several existing fourth-year courses have the potential to be expanded to be offered at a graduate level. Four new elective courses have also been proposed.

A three-term Master of Project Management (MPM) in the Built Environment with a full-time and part-time option (14 to 15 FTE) and five-term full-time research based Master of Applied Science (MASc) (4 FTE) are proposed to form the basis for this program, with a goal to expand this to include a PhD program as soon as appropriate.

This proposal aims to fill a current void within the graduate program offerings at Ryerson University and respond to the well-articulated industry need for highly skilled personnel in advanced construction and project management techniques. The proposal can be implemented in a two-year timeframe and will require one new faculty position in addition to making up the current shortfall of one faculty member in this subject area. The Dean of FEAS has committed to reallocate resources and seats within the faculty. The program also addresses several of the objectives of Ryerson's new five-year academic plan (2020 – 2025), particularly related to innovation, community and urban partnerships, and a continued focus on communities and cities, as well as the FEAS Strategic Plan, particularly related to enhancing and development of new graduate programs, increasing SRC impact, and the development of societally relevant programs. The program also addresses a longstanding objective in the Department of Architectural Science to build on its undergraduate strengths to create a graduate level program in project management alongside its existing graduate programs in architecture and building

science.

Ryerson's Department of Architectural Science is unique in Canada with a distinctive interdisciplinary model that integrates teaching and SRC in the areas of architectural design, building technology and delivery processes (sometimes called design, detail, deliver). This connects across three disciplines: Architecture, Building Science and Project Management. This model recognises that creating, maintaining, and managing a successful and high-performance built environment requires close collaboration between different types of expertise, and success relies on effective and appropriate management techniques, based on a strong understanding of the AECO industry. It also allows our students, researchers and partners to generate new perspectives about the future of the built environment. Cross-disciplinary conversations at DAS inspire the creation of innovative, sustainable and healthy designs of the future. At graduate level there is a significant gap in the department and at Ryerson due to the lack of graduate studies of the project management aspect of this interdisciplinary approach.

Link to full brief:

[MPMBE full brief](#)

**Response from YSGS on the PRT Report for the  
Proposed Project Management in the Built Environment  
Master of Project Management (MPM) &  
Master of Applied Science (MASc)**

**Dr. Carl Kumaradas, Associate Dean, Programs  
October 8, 2021**

The Peer Review Team (PRT) for the proposed MPM and MASc in Project Management in the Built Environment consisted of Dr. Thomas Froese, Professor and Chair, Dept. of Civil Engineering, University of Victoria; Dr. Carrie Sturts Dossick, Professor and Associate Dean for Research, College of Built Environments, University of Washington; and Dr. Donatus Ogumanam, Associate Professor and Chair, Dept. of Mechanical and Industrial Engineering, Ryerson University.

The PRT site visit was conducted virtually on March 15-19, 2021. The PRT report was communicated to the Dean and Vice Provost, Yeates School of Graduate Studies (YSGS) on April 27, 2021, and the response to the report from the proposed graduate program and Faculty was communicated on June 8, 2021.

During the site visit the Peer Review Team (PRT) met with the Vice Provost and Dean and Associate Dean, Yeates School of Graduate Studies (YSGS); representatives from the library, members of the senior University administration (Interim Provost; Dean of Faculty of Engineering and Architectural Science, interim Associate Dean FEAS), industry representatives, faculty and staff.

The PRT cited several strengths of the proposed program in their report including that the program benefits greatly from being housed in the Department of Architectural Science with its strong, very complementary undergraduate programs, an emphasis on design project management that is fairly unique, highly capable faculty with enthusiasm and passion for the program, and an ambitious case-based, project-based curriculum that builds off well-understood curriculum models in business, engineering, and architecture. The PRT report includes several recommendations, which are discussed below.

As mandated by Ryerson Senate Policy 112, what follows is the YSGS-level response to both the PRT report, and the Faculty responses to the report. We summarize the recommendations and responses below. The role of YSGS is to provide direct commentary on academic matters, while making suggestions for administrative or financial matters. For simplicity, we supply our

responses (as well as a recap of the PRT recommendations and program responses) in the form of a table.

PRT Recommendation	PRT Rationale	Program Response	FEAS Response	Implementation Plan	YSGS Response
<p><b><u>Recommendation 1:</u></b></p> <p>Integrate Collaborative Delivery into the core curriculum of the program</p>	<p>This program emphasizes project management in the context of emerging issues in design, construction, and operations of the built environment. Collaborative delivery, such as Integrated Project Delivery (IPD), is changing the management tools and techniques project managers need and the team building and management skills they should have to be successful in these new project delivery types. The collaborative delivery skills should be core to the program as these can be applied in typical delivery methods as well as emerging integrated projects.</p>	<p>A core learning objective of this program is for students to be able to determine which project delivery techniques and supporting technologies are appropriate for the project, and when and how they should be integrated. The PMBE proponent team agrees that IPD is a significant project delivery method and will be included, along with other emerging collaborative delivery approaches in the program.</p>	<p>The Faculty of Engineering and Architectural Science (FEAS) supports the program level response.</p>	<p>Include IPD in the development of PM8001 &amp; PM8002 (Winter 2022; summer 2022 - J. McArthur &amp; E. Rezazadeh)</p>	<p>YSGS supports the implementation of this recommendation.</p>



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<b><u>Recommendation 2:</u></b>  Clarity in the learning outcomes in the courses that focus on Project Management	The program is very ambitious around the scope of the core in terms of integrating themes of innovation and sustainable design. While the review team feels that this is admirable, and worthwhile, the program needs to be clear about what the core project management skills are that graduates will have when they finish. The coverage of topics may need to be adjusted (particularly within the PM8001 and 8002 courses) to ensure that they are not overloaded for the proposed learning formats. This will support all aspects of the program in terms of attracting prospective students, clarity for those students in terms of learning objectives while in the program, and clarity for those who are looking to hire graduates from the program.	As noted in our responses to Recommendations 4 & 5 (and to a lesser extent, 6), we are planning significant course development workshops over the Winter and Spring 2022 terms in order to finalize the topical distribution, pedagogical approaches and associated assessments, and bridging strategies within and across the four core M.PM. courses in order to avoid overloading any of these courses while achieving the program objectives and specifically the proposed learning outcomes.	FEAS supports the program level response. The planned course development workshops will help refine course learning outcomes to achieve the desired program objectives and learning outcomes.	Develop the comprehensive PM8001 & PM 8002 curriculum, course outlines, and assessment strategy (Winter 2022; led by J. McArthur (PM 8001) & E. Rezazadeh (PM 8002)) and review and refine with input from other PMBE faculty (Summer 2022).	YSGS encourages and supports the development of workshops to refine the design and outlines of the courses in the program.

<b>PRT Recommendation</b>	<b>PRT Rationale</b>	<b>Program Response</b>	<b>FEAS Response</b>	<b>Implementation Plan</b>	<b>YSGS Response</b>
<b><u>Recommendation 3:</u></b>  <b>Review the balance between core and elective topics over time</b>	Some very important topics are covered in elective courses that could easily be considered core. This balance will always be difficult and should be revisited from time to time as experience with the program is gained.	The PMBE proponent team has noted this as a question to be revisited in the second year as part of the second-year monitoring report to YSGS per Policy 112 and as a topic for specific review by the Curriculum Committee in the third year of the program and at the time of future PPRs.	FEAS agrees with the response from the program. The balance between core and elective course topics will be revisited as experience is gained with delivering the program.	No immediate action at present; include as question on first and subsequent PPRs (McArthur).	YSGS encourages continuous curriculum improvement and therefore recommends revisiting this question after the program has been running for a few years.
<b><u>Recommendation 4:</u></b>  <b>Continue to refine delivery format for PM8001, PM8002, and PM 8004</b>	These courses propose high levels of student-centred, active learning, which is an excellent fit for this program. To be successful, these formats require fairly advanced levels of pedagogical design. The further development of these courses should select specific delivery formats and place considerable curriculum design emphasis on designing these learning activities.	The detailed development of these three courses will be the subject of a series of workshops with the teaching faculty of the PMBE program in order to refine the delivery format of each.	FEAS supports the program level response. The planned course development workshops will help refine course delivery formats to achieve the desired program objectives and learning outcomes.	Coordinate PM8001 & PM8002 courses with PM8004 in workshop in Summer 2022 (McArthur/Rezazadeh/Hui).	YSGS encourages and supports the development of workshops to refine course delivery formats.
<b><u>Recommendation 5:</u></b>  <b>Review the overlap between PM8001, PM8002, and PM 8004</b>	There is a degree of overlapping learning objectives and delivery formats between the PM8001/PM8002 courses and the PM8004 course. This may provide ideal scaffolding, but there may	Some reinforcement and therefore overlap is intentional as these are the core series of courses and need to build core knowledge. Nevertheless, the workshops noted in response to Recommendation 4 will	FEAS supports the program level response. The planned course development workshops will address potential course overlap to achieve the desired	Coordinate PM8001 & PM8002 courses with PM8004 in workshop in Summer 2022 (McArthur/Rezazadeh/Hui).	YSGS encourages and supports the development of workshops to resolve any unnecessary overlap of topics in the core courses. We also encourage the use of the curriculum consulting services from the Curriculum Quality Assurance Office to assist in expanding the curriculum

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	be an opportunity to further refine the distribution of learning objectives between these courses as the curriculum is more fully developed.	integrate a detailed analysis of topic in order to refine their distribution and associated pedagogical assessment method.	program objectives and learning outcomes.		map from Appendix IV to include assessments in the map. This will help determine the level of scaffolding that exists between the core courses.
<b><u>Recommendation 6:</u></b> <b>Develop assessment methods</b>	Meaningful assessment of individual student performance can be challenging in courses with high levels of group-based learning activities such as the proposed PM8001/8002/8004. Some careful curriculum design should be done that considers what types and levels of individual student assessment are appropriate in these courses.	The workshops noted in response to Recommendation 4 will also develop a consistent assessment approach and define the assessments for each course. Note that exams covering all course contents and consisting of both problem-based questions and a case study - are planned for each of PM 8001 and PM 8002 in their first iteration in order to provide the necessary individual assessment.	FEAS supports the program level response. The planned course development workshops will help refine course assessment methods to achieve the desired program objectives and learning outcomes.	Develop the comprehensive PM8001 & PM 8002 curriculum, course outlines, and assessment strategy (Winter 2022; led by J. McArthur (PM 8001) & E. Rezazadeh (PM 8002)); Discuss PM8004 assessment methods with a view to PM8001 & PM8002 at workshop in Summer 2022 (McArthur/Rezazadeh/Hui).	YSGS encourages and supports the development of workshops to develop the relevant course outlines and assessments. We also encourage the use of the curriculum consulting services from the Curriculum Quality Assurance Office to assist in expanding the curriculum map from Appendix IV to include assessments in the map.
<b><u>Recommendation 7:</u></b> <b>Formalize relationship with Ted Rogers School of Management</b>	Relationships between colleges of business and engineering are often fraught with some tension as there are cultural differences and institutional barriers to collaboration and integration. We recommend that the university in general and the program specifically explore formalizing a relationship with the School of Management to ensure	A series of meetings were conducted during the LOI and proposal development and a letter of support was obtained from TRSM, which indicates a recognition of the benefits of collaboration between TRSM and FEAS. The PMBE proponent team is confident of a productive collaboration that will support both students in FEAS and TRSM. We further note that Ryerson's University-	FEAS supports the program level response. TRSM is strongly supportive of the proposed program as outlined in their letter of support. Not only have they allowed their courses to be listed as electives within the program but they also expressed interest in proposed program	No action at present; include analysis of cross-faculty cooperation at first and subsequent PPRs (McArthur).	While this recommendation is outside the purview of YSGS, we recommend that these relationships be regularly monitored from the start of the program in order to resolve any concerns that may come up before the first PPR.

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	longitudinal success in this endeavor. There seemed to be some opportunities for reciprocity with students from both schools benefiting from taking classes together. The team discussed a number of ways these types of partnerships can be formalized with departments or schools paying other departments or schools to classes for their students, creating agreements that hold a certain number of slots in classes for students from specific programs, and cross listing classes taught for the joint benefit of two or more programs.	wide efforts to increase cross-listing of courses and availability of courses across departments will complement this activity.	courses for their own students – thereby establishing the basis for a formal relationship between the program and TRSM.		
<b><u>Recommendation 8:</u></b> <b>Importance of staff admin support (professional program)</b>	Recognize that a professional program of this type may need particular expertise and skills in terms of working with students in a professional program context. This may be another way to create connections to the Ted Rogers School of management, by creating formal mentorship between this program's admin staff and other programs for	We are in agreement with this recommendation to help admin staff in dealing with students in a professional program. We will reach out to departments with professional programs across Ryerson, including the MBA but also including those in other faculties, in order to ensure that the program staff understand the unique needs of professional program students.	FEAS agrees with the program level response. Both the Faculty (FEAS) and the department and its members have the necessary expertise and experience in offering professional graduate programs to ensure that our students are well supported. Moreover, as of 21-Sep-2021 there is a search for a graduate	Identify relevant professional programs across the university (Jan/Feb 2022) and invite staff to a discussion about unique student and program needs to help inform our program administrator (March/April 2022). Develop appropriate policies to guide administrative staff based on the insights received	YSGS commends the proactive steps already taken by FEAS to address this concern and is happy to provide further guidance and advice on this as needed.

PRT Recommendation	PRT Rationale	Program Response	FEAS Response	Implementation Plan	YSGS Response
	professionals (such as the MBA programs). Spend time to think through the student advising needs for this type of professional program with these other programs to build a robust advising process to ensure student engagement and success.	Nevertheless, the department has considerable experience in offering two professional programs: Master of Architecture and the Graduate Program in Building Science, and current staff are familiar with issues related to such programs.	program administrator who will be shared between this (MPMBE) and another graduate program with the strong focus on business and entrepreneurship (MEIE), and whose skills align with those presented in PRT recommendations.	(May/June 2022). Led by McArthur, with participation and support of the program administrator (to be assigned upon program approval).	

In addition to the formal recommendations above, any additional PRT comments on the proposal are addressed by the Faculty in their proposal and response to the PRT. YSGS is in full agreement with the responses from the Faculty to these comments.

In conclusion, we thank the external reviewers and colleagues in FEAS for a very thorough assessment of the strengths and challenges of the proposed MPM and MASc in Project Management in the Built Environment. The PRT recommendations and Faculty responses raise important points regarding the program, and the discussion of these will only have a positive development in the evolution of the program.



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