

ONE YEAR FOLLOW-UP REPORT ON IMPLEMENTATION PLAN

Early Childhood Studies – June 2023

RECOMMENDATION AND IMPLEMENTATION PLAN
Recommendation # 1
Recommendation: Hire more full-time faculty
Rationale: Identified as a need in faculty SWOT. This will support the development of a doctoral program and will enhance capacity for nonteaching tasks and initiatives
Objective: Hire 2-3 additional (non-replacement) RFA faculty, especially those representing ethno-racial minorities - in particular from Indigenous groups
Actions: <ul style="list-style-type: none">• Advocate for positions with the Dean• DHC to develop appropriate recruitment materials and strategies to attract suitable candidates• Review CV, short-list, interview, select and appoint
Timeline: July 2021: .5 FTE non-replacement Indigenous hire was completed. 2022-23: 2-2.5 additional non-replacement hires.
Responsibility for leading initiative: Director and DHC Chair
Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
Action Taken (1 year follow-up): July 2021 saw the School welcome a Black scholar and a 0.5 FTE Indigenous scholar (a joint appointment with the School of Child and Youth Care). The School has advocated for hiring a second Black scholar along with external non-replacement hires, but at present no further hires have been made and the School is uncertain of whether additional hires are able to be made.

Recommendation # 2
Recommendation: Collect, communicate, and facilitate more career options for students
Rationale: Identified as a need in NSSE by students: the shift from ECE to ECS broadens curriculum and focus, but more opportunities are needed for student to learn about career options reflected in this change.
Objective: Enhance graduates' employment opportunities
Actions: <ul style="list-style-type: none"> • Seek guidance from other Schools / Universities • Develop and maintain appropriate databases • Offer advisory and referral services • Work more closely with Ryerson's Career and Co-op Centre
Timeline: Starting in Fall 2021. Ongoing monitoring and evaluation to be conducted

Responsibility for leading initiative: Program Director
Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean
Action Taken (1 year follow-up): This initiative has not yet been actioned, mainly due to 2022-23 seeing the School have an Interim Director from a different discipline. We anticipate that the incoming Director will be able to move forward with this initiative.

Recommendation # 3
Recommendation: Conduct ongoing curriculum review
Rationale: Curriculum mapping exercise, students' focus groups, and study by Dr. Berman pointed to need for ongoing curriculum review
Objective: Review curriculum for gaps, overlaps, coherence, and rigour
Actions: <ul style="list-style-type: none"> • Faculty to collectively identify priorities and responsibilities • Individual faculty members to identify areas of interest (e.g. Field Education, writing skills), methodology for review, timelines and resources needed • Procure internal resources to examine specific aspects of the curriculum, conduct study & report back to faculty for curriculum revision
Timeline: Starting in May 2021.
Responsibility for leading initiative: Chair of Curriculum Committee

Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair / Director of School

Action Taken (1 year follow-up): The Curriculum Committee did much work in conjunction with faculty colleagues over the last year, including adding two new courses (Black Childhoods and Indigenous Childhoods) and approving a major revision (currently underway during a faculty member's sabbatical) of a required course (CLD307) to reflect a post-colonial insights and a broader cultural lens. Lastly, the removal of a difficult course as required in 3rd year, Policy in ECEC, to its new status as an elective responds directly to student concerns about the 3rd year curriculum being too heavy. Other tasks undertaken as part of the school's ongoing curriculum review and revision include:

- Planning meeting of faculty members in year groups (e.g., 1st year course instructors, etc.)
- Planning meeting of faculty members in subject groups (e.g., curriculum, field education, etc.)
- Creation of undergraduate program course diagram/map shared with faculty to support cohesion and connection between and across course curricula
- Examination of FT and PT program enrolment numbers to begin review for rigour, coherence, and quality in programs
- Voluntary faculty "leads" on courses (not required by TFA collective agreement)
- Regular meetings of school's Curriculum Committee
- Faculty members regularly revising course outlines, readings, and assignments in response to reflection and feedback
- Some faculty members co-planning for course curriculum and instruction
- Funding secured for bringing Indigenous content (guest speakers) into a required course in each year and a PD opportunity for faculty members (2023/24)
- Supporting approval of proposed hybrid model course in the program
- Use of writing coach in first year course to support students' writing and communication skill development (this is something that we would like to continue pending funding)

The review of the Program Learning Outcomes has not yet been actioned, mainly due to 2022-23 seeing the School have an Interim Director from a different discipline. We anticipate that the incoming Director will be able to move forward with this initiative.

Recommendation # 4

Recommendation: Develop a doctoral program in ECS

Rationale: Identified in faculty SWOT; need for appropriately qualified instructors, researchers and policy advisors; raising profile of work with young children and families

Objective: Write the proposal for the doctoral program

Actions:

- Build on current LOI initiative by Dr. Langford & Berman to write a full proposal
- Seek support from with the Ryerson community (student, colleagues and administrators), and other organization (e.g. Colleges, the College of ECEs and other stakeholders) for the proposed program

Timeline: LOI submitted 2019. Full proposal by Fall 2022- Spring 2023.

Responsibility for leading initiative: Dr. Berman and other interested faculty

<p>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Director of School & Faculty Dean, YSGS</p>
<p>Action Taken (1 year follow-up): Fall 2021-A group of interested faculty came together under the direction of Dr. Berman and the FCS Associate Dean for Graduate Studies at the time, Dr. Jennifer Martin, to begin the process of writing the full proposal. However, shortly afterwards, the program learned the PPR for the MA program would need to be undertaken. Dr. Berman consulted with the Associate Dean of Programs in YSGS who initially recommended both processes be carried out simultaneously. However, this was deemed infeasible due to the demanding nature of both processes and furthermore, it was agreed that the MA PPR would likely inform the PhD full proposal. Thus, this initiative was put on hold until which time the PPR is completed, which will be in winter 2024.</p>
<p>Recommendation # 5</p>
<p>Recommendation: Develop a plan for recording, sharing, reviewing and celebrating excellent teaching</p>
<p>Rationale: Teaching and its quality is currently conceptualized/assessed/recorded/shared etc. in very limited ways. ECS faculty, including RFA and CUPE instructors, are well- positioned to expand the scope of this work.</p>
<p>Objective: To develop processes for recording, sharing, reviewing and celebrating teaching within the School; to create a model for other schools to consider</p>
<p>Actions:</p> <ul style="list-style-type: none"> • Set up a school committee for Teaching (as for SRC, Curriculum etc.) to define its mandate, prepare and present a plan, report on progress etc. • Work with the Teaching Chair in FCS • Work with the Learning and Teaching Office • Recognize and celebrate excellence through nominations for teaching awards
<p>Timeline: Begin work in Winter 2022 and report progress to faculty at the end of the academic year</p>
<p>Responsibility for leading initiative: Departmental Curriculum Committee</p>
<p>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Chair / Director of School</p>
<p>Action Taken (1 year follow-up):</p> <p>This initiative has not yet been actioned, mainly due to 2022-23 seeing the School have an Interim Director from a different discipline. We anticipate that the incoming Director will be able to move forward with this initiative.</p>