

**PERIODIC PROGRAM REVIEW  
EXECUTIVE SUMMARY  
CRIMINOLOGY (BA)**

**BACKGROUND**

The BA in Criminal Justice (previous name) launched in 2005 with an intake of 100 students, 20 more students than the expected target. Since then, the program has flourished with entering averages up from 78% at its inception to the most current year with an 85% incoming average. The undergraduate program has been extremely successful in attracting and retaining excellent students, and the Department has been able to attract high calibre faculty from a range of criminology related disciplines.

The major focus of the Criminology program is a critical understanding of the structural, administrative, political and professional contexts of the Canadian criminal justice system and its related agencies. The program examines the “traditional” institutional machinery of justice (i.e., police, courts, corrections), as well as a wide range of relationships between, for example, the state and the individual as victim, accused, offender, worker and professional. Relationships between criminal and non-criminal forms of regulation are also explored.

Our program draws on the theories, methods and practices of a broad range of social sciences, including political science, sociology and geography. Within this framework, students examine the scholarly and practical considerations of traditional challenges; for example, contested definitions of crime, state and non-state responses to crime, prospects for reform, the governance of criminal justice workers and the agencies and institutions in which they work. At the same time, issues that have emerged in the contemporary Canadian context are also considered; in particular, the implications of cultural and social diversity for justice and equity within the system; the emerging role of communities, not-for-profit and private-sector agencies in delivering justice; and the increasing politicization of criminal justice issues. Special emphasis is also placed on the impact of structural inequalities (e.g., gender, race, class) on individuals, communities and criminal justice outcomes.

**STRENGTHS, WEAKNESSES AND OPPORTUNITIES**

**1. Admissions and Intake**

The last admission cycle places Criminology with an entering average of 85% and we received 23 applications for every successful admission. Criminology met the 2014 target of 123 students with 23 students still on the waiting list (this is 23/53 on the Faculty of Arts waiting list overall). We had a 13.0% increase from last year in students choosing Ryerson Criminology as their first choice. We are extremely strong in attracting excellent students to our program.

Until this year (2013-14) we have managed to provide community engagement, applied options and experiential opportunities to our students in formal, but mostly informal ways. However, given the exceptional quality of incoming students, we are finding the demand for such opportunities is increasing and are concerned about losing our competitive advantage as the first choice in Criminology programs in the GTA and surrounding area without adequate faculty resources to provide applied and experiential opportunities in smaller class settings.

The other threat comes from the colleges in the surrounding area. For example, Humber College awards a 4 year BAA (Bachelor of Applied Arts) in Criminal Justice. Ryerson has had an advantage over the way in which the Criminology program has been positioned in relation to criminology related programs at the University level (for example as compared to Toronto or York). Ryerson’s emphasis has been on applied and practical experience, both inside and outside of the classroom which is appealing for prospective applicants. Programs like Humber are now competing for this space but the emphasis on

work experience and application of criminology is even more pronounced and may have an impact on the Ryerson Criminology program.

The main opportunity here is to have adequate resources to capitalize on the incredible interest in Ryerson criminology. Ryerson's mandate of providing applied, experiential scholarship is well suited to the field of criminology.

## **2. Research Activities**

This past year, 2 SSHRC grants were awarded to members of the Department of Criminology out of a total of 5 SSHRC grants awarded across the entire university. In 2013-2014 alone, Criminology faculty members were awarded or held over \$400,000 in external funding (note that there are only ten full time faculty members in our department). In 2013-2014, Criminology faculty authored or co-authored 13 peer reviewed articles in a variety of scholarly criminology and related journals and 1 edited collection for UBC Press.

The main threat to our SRC productivity is the large class sizes and high teaching load (3/2) in comparison to other Criminology programs, as well as a high administrative load on a small number of senior faculty members. In order to continue the excellent work in research productivity faculty members will need to have access to teaching releases for grants in order to carry out research projects, publish, and host scholarly conferences. Moreover, criminology is a burgeoning field and there is a demand by students and faculty to be in a position to host large conferences and organize events. The budget attributed to Criminology when the program was conceived does not reflect the unprecedented growth and demand for this program, and thus, in order to continue providing high quality undergraduate programming, and be in a position to provide graduate program and increase scholarly work, the budget attributed to Criminology needs to be re-assessed.

The excellent results in SSHRC external funding and the productivity of faculty in this department in a small (10 faculty) department with 600 students shows the promise of this department and a great opportunity to build on SRC and innovation.

## **3. Graduate Programming**

We have a committee that has been working on a proposal outlining a Master's Degree in 'Criminology and Social Justice' (working title). The field of Criminology – both undergraduate and graduate – is burgeoning<sup>1</sup> and graduate programs in the surrounding area are fully subscribed (Toronto, York, Guelph, UOIT, WLU - Brantford).

However, we are at a major disadvantage having not yet launched a graduate program. Many programs (WLU-Brantford; UOIT for example) began *after* Ryerson Criminology and have had graduate programs in place for a few years already. This is a major weakness as we are losing students who wish to continue to pursue graduate programming at Ryerson, and we are weak in promoting a scholarly environment where faculty have the opportunity to work with graduate criminology students.

Similar to the keen interest in undergraduate criminology, there is great interest in graduate work in this program by current and former students, and the faculty members themselves. A criminology graduate program at Ryerson would provide students and faculty with the intellectual environment to carry out scholarly work.

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<sup>1</sup> The job market for criminology is positive. See Canadian Business: <http://www.canadianbusiness.com/lists-and-rankings/best-jobs/2014-full-ranking-canada-100-best-jobs/>. In addition, the most recent edition of the Chronicle of Higher Education (June 18, 2014) pointed out that PhDs in Criminology/Criminal Justice have their pick of tenure track positions because of a shortfall of doctorates in this field and positions cannot be filled. <http://chronicle.com/article/Believe-It-or-Not-in-Some/147207/>

## **MOVING FORWARD**

Consistent with the new academic plan *Our Time to Lead* (2014) the Department of Criminology is ready to launch to the next level. Our main priorities in developing our program are:

- Student engagement and fostering community-based engagement through curricular opportunities as well as partnerships with community organizations in the field
- Increasing SRC excellence and impact through continued applications for grants, hosting scholarly conferences, launching a graduate program, and increased publication and collaboration
- Continuing to foster interdisciplinarity in the Department of Criminology, nurturing collaboration within the department, and building bridges to other programs at Ryerson.
- Continuing to attract excellent students at the undergraduate level by offering opportunities for experiential learning, the possibility of graduate programming and interdisciplinarity that fosters creative thought, innovation and greater opportunity.

# **FINAL ASSESSMENT REPORT**

## **REPORT OF ACADEMIC STANDARDS COMMITTEE TO SENATE**

**Approved by Senate May 31, 2016**

### **PERIODIC PROGRAM REVIEW**

#### **CRIMINOLOGY (BA)**

**Faculty of Arts**

#### **1. BASIC INFORMATION**

##### **1a. Program/Degree Information and Description**

Ryerson University's Department of Criminology offers three academic designations:

- Bachelor of Arts, Criminology
- Minor in Criminology (noted on a student's transcript only)
- Criminal Justice and Criminology certificate (via The G. Raymond Chang School of Continuing Education)

The major focus of the Criminology program is a critical understanding of the structural, administrative, political and professional contexts of the Canadian criminal justice system and its related agencies. The program examines the "traditional" institutional machinery of justice (i.e., police, courts, corrections), as well as a wide range of relationships between, for example, the state and the individual as victim, accused, offender, worker and professional. Relationships between criminal and non-criminal forms of regulation are also explored.

The program draws on the theories, methods and practices of a broad range of social sciences, including political science, sociology and geography. Within this framework, students examine the scholarly and practical considerations of traditional challenges. At the same time, issues that have emerged in the contemporary Canadian context are considered. Special emphasis is placed on the impact of structural inequalities (e.g., gender, race, class) on individuals, communities and criminal justice outcomes.

##### **1b. Program History**

The School of Justice Studies was established in 1996; it was administered by the Department of Psychology until 2002 and offered a part-time degree-completion program in Justice Studies. The School had an academic and professional foundation that was multidisciplinary, rather than specifically psychology-based. In 2002, the School of Justice Studies' administrative home was transferred to the Department of Politics and School of Public Administration. The School of Justice Studies partnered with the Department of Politics and School of Public Administration to offer a four-year BA degree that began with a common first two years and then split off into a more focused program of study in either criminal justice or politics and governance in the last two years. This BA in Criminal Justice (as it was then known) was launched in 2005 with an intake of 100 students, exceeding its enrolment target of 80. The Justice Studies program, meanwhile, remained intact as a separate academic stream, and there was little overlap between the two programs' curricula and students. The Justice Studies program was phased out as of fall 2008.

The Department of Criminal Justice and Criminology became a separate, independent Faculty of Arts department in fall 2006. On November 5, 2013, Ryerson University Senate gave its approval for the department's name to change from the Department of Criminal Justice and Criminology to the Department of Criminology, and for the BA program to change from Criminal Justice to Criminology.

## **2. DEVELOPMENTS SINCE PREVIOUS PROGRAM REVIEW**

The program began in 2005-2006; therefore, this is the first program review.

## **3. SOCIETAL NEED**

### **3a. Current and Anticipated Societal Need**

#### **Contexts**

Over the last few decades, the governance of nations, regions and municipalities has become increasingly intricate. Governments and non-governmental and non-profit sectors have had to find new ways of accommodating social, environmental, economic, political and justice issues. This is especially true in urban Ontario, where rapidly changing demographics and social values require innovative solutions, and where issues of social welfare, immigration and social and criminal justice have made the tasks of governance more complex.

Increasingly, governments have turned to the non-profit and voluntary sector to deliver services formerly undertaken by governments directly. In response to these changes, Ryerson's interdisciplinary Criminology program helps to prepare a fresh generation of decision-makers to deal with the new realities facing their communities, cities, regions, nations and the world at large.

#### **Employment Prospects**

The Criminology program is professionally relevant and leads to careers in professional and quasi-professional fields. The majority of these positions are in Canada's Western provinces (especially British Columbia and Alberta); a sizeable number are also located in Montreal, Toronto, Hamilton, Ottawa, St. John's and Halifax.<sup>1</sup>

Human Resources and Skills Development Canada reveals numerous jobs that are available, relevant and of interest to program graduates:

- protective services – from correctional officers, sheriffs and bailiffs to enforcement and regulatory officers
- administrative and regulatory occupations such as court officers and justices of the peace; immigration, employment insurance and revenue officers; executive assistants; and various office-administrator positions
- community and social services, which range from working in group homes and as social service consultants and employment counsellors. Graduates obtain positions helping at-risk children and youth, as well as in other family services-oriented professions, and some choose to pursue religious vocations. Paralegal positions are widely available in Ontario and other provinces.
- psychologists, counsellors and in the more traditional fields of probation and parole-related occupations (The primary demand is and will continue to be specifically for social workers. The reason for this is because Canada has a relatively large aging population, and graduates with backgrounds in socially oriented and interdisciplinary fields are required to respond to seniors' needs. This could include working directly in social services, psychology, education and/or religion-related positions.)
- police forces and fire departments
- managerial as well as more broadly, policy-focused occupations - these include government managers in health and social-policy development, economic analysis, education policy and public

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<sup>1</sup> <http://www.esdc.gc.ca/en/jobs/index.page>

administration. Projections to 2020 indicate that there will be a slightly higher number of job seekers than available job openings in these fields. This specific category of occupations usually requires significant years of experience to obtain and thus might not be attainable for graduates directly out of university.

To-date, there have been five graduating classes from the program. The program keeps in touch with alumni through the social website, linkedin.com and through faculty contacts with individual students. An examination of the kinds of positions Criminology students have obtained shows that many students are employed in criminal justice or related fields. Some examples are probation and parole officer, RCMP officer, operations and compliance officer, and security supervisor for a financial institution. Some of the graduates have gone into social service related fields or have created non-profit organizations such as executive director, intake worker, and project manager. Some alumni have found work in unrelated fields such as recruitment and staffing officer, sales and service, social media marketing, and data analysis. Many graduates have gone on to law school (both Canadian law schools and international law schools, particularly in the U.K.) and many have completed graduate studies in various fields (MAs in Public Policy, Immigration and Settlement studies, Criminology, Social Justice). One of the earliest graduates (from the first graduating cohort in 2008-09) is completing a PhD in Law in the UK and has taken a sessional position teaching in the Criminology Program at an Ontario university.

### **3b. Existing and Anticipated Student Demand**

#### **Applications**

When the program started in 2005-2006, there were 22 applications for every one person admitted. That ratio increased over the years and hit a peak of 27:1 in 2009-2010; more recently it has declined slightly to 23:1. This high application-to-acceptance ratio stands in contrast to the Faculty of Arts average (17:1) and to Ryerson overall (10:1). It is anticipated that the demand will remain strong and to grow.

#### **Entrance Averages**

Criminology entrance averages have changed – from an average of 78% in 2005-2006 to an average of 84% in 2011-2012 (slightly higher than the current entrance averages for the Faculty of Arts and Ryerson, both of which stand at 82%). 47% of the first cohort (2005-2006) had averages of 80% or higher, and now 92% of the most recent cohort (2012-2013) have averages of 80% or higher. Again, this is considerably above the rest of the Faculty of Arts and Ryerson (overall), where only 70% and 66% (respectively) of the 2012-2013 cohorts had an entrance average of 80% or higher.

#### **Admissions and Current Students**

The Criminology program has generally had relative stability in the number of first-year admissions, with from 100 to 110 students admitted each year. Because the department has only ten faculty members, more students cannot be accepted, even though there is clearly demand. Currently, the program is operating at full capacity: nearly 600 students are enrolled. The majority are full-time students. The student population has been relatively stable with regard to gender. Slightly over half the students are female, which is similar to the rest of the Faculty of Arts.

#### **Transfers**

In addition to attracting excellent students to the program, high-quality students are being attracted from other programs at Ryerson that share the same Arts common platform. Since fall 2006, the number of transfers into the program has greatly exceeded the number of transfers out (see Figure 1). Since 2011, a 3.0 CGPA minimum has been required for students wishing to transfer into the program from other Arts common platform programs and Undeclared Arts.

### **Figure 1 – Number of Faculty of Arts students who transfer out of and into Criminology**

	Fall 06	Fall 07	Fall 08	Fall 09	Fall 10	Fall 11	Fall 12	Fall 13
Transfers <b>from</b> Criminology	5	4	7	2	2	2	1	1
Transfers <b>into</b> Criminology	9	18	9	12	14	25	14	13
<b>Net gain into Criminology</b>	<b>4</b>	<b>14</b>	<b>2</b>	<b>10</b>	<b>12</b>	<b>23</b>	<b>13</b>	<b>12</b>
Total transfers - all Faculty of Arts	50	44	53	60	48	74	121	100

#### 4. PROGRAM LEARNING OUTCOMES

##### 4a. Program Learning Outcomes

The Department of Criminology has seven intended program learning outcomes that address the knowledge, skills and values that are anticipated students will have developed by the time they have been graduated:

1. Demonstrates a critical working knowledge of the organization and operation of the criminal justice system, including current criminological research, different theoretical perspectives, key concepts and the interdisciplinary nature of criminal justice.
2. Applies critical perspectives based on concepts of social inequality and the impact of the administration of justice in reproducing or creating inequality.
3. Critically reviews social and socio-legal policies; effectively assesses factors in the policy-development process; uses that critical assessment to propose research questions, appropriate methodology and solutions to social and social-legal problems.
4. Analyzes the social context in which the criminal justice system operates as well as the shifting boundaries of crime and other forms of social regulation in local and international contexts.
5. Critically reviews, evaluates and uses qualitative and quantitative sources of information; synthesizes research finding and effectively communicates results. Identifies the limits of current knowledge and directions for further research.
6. Communicates effectively with diverse audiences in various forms.
7. Works independently and collaborates reflectively and respectfully with a diverse range of individuals and groups.

##### 4b. Program Consistency with other Academic Plans

###### i. Consistency with the five principal priorities in *Shaping Our Future: Academic plan for 2008-2013*

###### *Priority 1: High Quality, Societally-Relevant Undergraduate and Graduate Programs*

The Criminology program accords with Ryerson's tradition of societally-relevant career-oriented education. It is professionally relevant and leads to careers in professional and quasi-professional fields. The program is helping students acquire the skills necessary for a career in the public sector, advocacy groups and other organizations that interact with the public sector.

Program students participate in the Arts common platform. The curricular flexibility of this common platform – including allowing students to transfer to and from the program to other Arts common-platform programs, to pursue any minor offered at Ryerson and to access a wide range of professionally-related electives – is consistent with the university's 2008-2013 academic plan for undergraduate programs.

Within the program's curriculum itself, the first two years provide students with a multidisciplinary social-sciences focus. Students are introduced to the subject of criminal justice through introductory core courses that provide an overview and assessment of the administration of the criminal justice system in Canada, the main theories of criminality and the nature and extent of crime in Canada. Students acquire skills and knowledge in academic writing, research and critical thinking, and they choose electives from a broad range of areas, such as business, law and the natural sciences.

Professionally-related electives give students extensive multidisciplinary learning opportunities throughout their upper years of study. In addition to program courses, students can choose courses from a broad range of subject areas that complement their professional studies and broaden their career preparation. These include courses in business communication, human resources management, law, non-profit and voluntary sector management, interdisciplinary studies, economics, geography, politics and governance, sociology, psychology, biology, chemistry, mathematics and physics. The Criminology Minor enables students to couple studies in the field with a major in another discipline.

### ***Priority 2: Student Engagement and Success***

There is considerable interest among faculty members in developing more experiential learning opportunities and, thereby, enhancing student engagement. Most Criminology courses tend to have large enrolments (80-100 students); therefore, achieving this goal has been difficult. Attempts are made to engage students through extra-curricular events such as career days, public lectures and film nights. Funding has been sought for awards for students and they are assisted with various student-driven activities.

### ***Priority 3: Learning and Teaching Excellence***

To every extent possible, faculty members are given courses to teach that are related to their own research, thus leading to a close fit between teaching and research. Moreover, many faculty members engage students in their scholarly endeavours by employing them as research assistants or by hiring them to work on special Ryerson-funded projects.

### ***Priority 4: Scholarly, Research and Creative Intensity***

Faculty members' scholarly research and creative (SRC) activities have grown steadily over the past six years. Of particular note is the fact that faculty members have attracted competitive external funding, made constructive use of internal funding opportunities, established intra- and inter-university collaborations, partnered with local communities and clinics and conducted (funded) research for government.

Faculty members have used their grant money to conduct research that highlights Ryerson's status as a distinctively urban, global and multicultural institution. Their funded research has tended to focus on the impacts of state law, policy and practices on local communities and on means of improving access to justice for members of disadvantaged groups. The benefits of this research include dissemination of theoretical and empirical knowledge, assistance in shaping government law and policy, cultivation of trust and support between academia and local communities, reinforcement of the work of community organizations, professionalization of student assistants and the fuller realization of the department's educational and curricular goals. Faculty members' SRC activities have produced a wide range of outcomes, including scholarly publications in leading peer-reviewed journals in disciplines such as criminology, sociology and law; commissioned reports; community outreach projects; improvements to department, faculty and university curricula and teaching; and conference/workshop organization and participation.

### ***Priority 5: Reputation***

Faculty members enhance the department's and Ryerson's reputations through their involvement in regional and international academic conferences, public lectures, community panels/workshops and professional associations. Faculty members have helped to organize and present at community panels/workshops on various topics (e.g., security/terrorism; trends in criminal justice policy; doing community-based research; policies) for government and other agencies. Community panels and various public lectures have been organized. Faculty members serve on relevant boards and participate in a range of professional associations. One faculty member is involved in producing *Criminology Highlights*, which



is a criminological research information service run by University of Toronto professors, and funded by the Ontario Ministry of the Attorney General.

**ii. Ryerson's Criminology program's alignment with the three Faculty of Arts common foundation goals:**

***Goal 1: Breadth of Knowledge***

Given the interdisciplinary nature of the Criminology program, the curriculum covers a wide variety of theories and methodologies. The first program learning outcome focuses on ensuring that students develop a critical working knowledge of different theoretical perspectives, key concepts and the interdisciplinary nature of criminal justice.

***Goal 2: Foundational Skills***

This goal focuses on developing students' critical abilities to compile, read, analyze, evaluate and synthesize various forms of information and data, as well as to communicate and argue effectively in written, oral and other modes. These achievements mirror the program learning outcomes: being able to critically review, evaluate and use qualitative and quantitative sources of information; synthesize research findings, and to effectively communicate with diverse audiences in various forms.

***Goal 3: Attitudes and Values***

This goal focuses on fostering students' curiosity; creativity; constructive scepticism; intellectual responsibility; openness to diverse knowledge, approaches and identities; and enthusiasm for scholarly endeavours and civic engagement. This broad range of results permeates the program learning outcomes; most of which focus on students developing a critical working knowledge, perspectives and assessments as in program learning outcomes 1, 2 and 3. Finally, program learning outcome 5 focuses on different types of knowledge and approaches (qualitative and quantitative), while program learning outcomes 6 and 7 focus on students effectively communicating and working in various forms with a diverse range of individuals and groups.

**5. ACADEMIC QUALITY**

**5a. Description of the Program Curriculum and Structure**

The four-year baccalaureate degree program in Criminology shares a common first year platform and offers basic knowledge of theories, methods and practices of a broad range of social sciences and humanities. The final three years focus on specialized study of criminal justice issues.

Students learn to question the assumptions behind the administrative practice and policies that emerge from a variety of sources, and to evaluate them on a range of criteria, including the empirical, theoretical and ethical bases. Their studies include an analysis of the influence of race, class, gender and other forms of social inequality on the administration of criminal justice, and the tools to engage constructively with both state and non-state/community responses to crime are a theme throughout. The latter includes analyses of events that initiate the criminal process, the various paths through which criminal cases proceed, the professional roles and responsibilities of workers within that process, prospects of reform and the politics that provide the professional context in which decisions are made.

Required Courses – 13  
Required Elective Courses – 6  
Professional Elective Courses – 8  
Professionally Related Electives Courses – 7  
Liberal Studies Courses – 6  
TOTAL – 40

**CRIMINOLOGY CURRICULUM**

<p><b>1st &amp; 2nd Semester</b>  <b>REQUIRED:</b>  CRM 100 Introduction to Canadian Criminal Justice  CRM 102 Introduction to Criminology  SSH 105 Critical Thinking I  SSH 205 Academic Writing and Research</p> <p><b>REQUIRED GROUP 1:</b> Four courses from Table I.  <b>PROFESSIONALLY-RELATED:</b> One course from Table I or III.  <b>PROFESSIONALLY-RELATED:</b> One course from Table III.</p>
<p><b>3rd &amp; 4th Semester</b>  <b>REQUIRED:</b>  CRM 200 Criminal Law  CRM 202 Victims and the Criminal Process  CRM 204 Criminal Justice Research and Statistics  CRM 402 Criminal Justice and Social Inequality  SSH 301 Research Design and Qualitative Methods</p> <p><b>LIBERAL STUDIES:</b> Two courses from Table A.  <b>PROFESSIONAL:</b> Two courses from Table II.  <b>PROFESSIONALLY-RELATED:</b> One course from Table I, Table III or Table IV.</p>
<p><b>5th &amp; 6th Semester</b>  <b>REQUIRED:</b>  CRM 322 Ethics in Canada  CRM 324 Security Threats</p> <p><b>REQUIRED GROUP 1:</b> Two courses from the following:  CRM 300 Policing in Canada  CRM 306 Corrections in Canada  CRM 308 Criminal Courts in Canada</p> <p><b>LIBERAL STUDIES:</b> Two courses from Table B.  <b>PROFESSIONAL:</b> Two courses from Table II.  <b>PROFESSIONALLY-RELATED:</b> Two courses from Table III or Table IV.</p>
<p><b>7th &amp; 8th Semester</b>  <b>REQUIRED:</b>  CRM 404 Criminal Justice Policy  CRM 406 Seminar in Criminal Justice</p> <p><b>LIBERAL STUDIES:</b> Two courses from Table B.  <b>PROFESSIONAL:</b> Four courses from Table II.  <b>PROFESSIONALLY-RELATED:</b> Two courses from Table III or Table IV.</p>

The Department of Criminology offers one section each of two Liberal Studies courses to non-program students: one lower-level course (CRM 101: Understanding Crime in Canadian Society) and one upper-level course (CRM 601: Violence in Society).

To date, graduates of the program have completed the following eight minors: Psychology (52 students), Sociology (26 students), Politics (23 students), Law (22 students), Human Resources (4 students), Child and Youth Care (2 students), Biology (1 student) and Marketing (1 student).

### **Program Learning Outcomes**

Student survey results indicate that the courses are enabling students to achieve proficiency relative to all of the program learning outcomes. All seven program learning outcomes are continually addressed in many of the courses; this stands to reason, given their interrelated nature. For example, learning outcome 4 links to concepts from learning outcome 2. In addition, the program – and, therefore, the courses – tends to be interdisciplinary, with many themes cutting across all courses.

The Criminology program is not based on a scaffolding of program learning outcomes, where certain ones are necessary as a foundation upon which later program learning outcomes are introduced. Rather, the depth or complexity of the issues within the outcomes increases as students progress through the program. Many of our courses discuss similar kinds of themes throughout the 4 years of the degree (marginalization of certain groups, inequality, exclusion) across different courses. So, first and second year courses introduce these themes and, generally, third and fourth year courses reinforce and deepen the critical analysis associated with these themes.

Additionally, different aspects of the program learning outcomes are emphasized across the years. The depth to which an outcome is developed differs across the years. For example, within learning outcome 7, collaboration is likely addressed in both first- and fourth-year courses, but at a much greater depth towards the end of the program. In first year, class time may include group exercises to help develop collaborative working skills (e.g., CRM 100: Introduction to Canadian Criminal Justice). However, fourth-year seminars may include small-group student debates and presentations (e.g., CRM 406: Seminar in Criminal Justice).

While there are variations across the program, the first-year courses typically introduce the program's learning outcomes. In second year, there is a mix of introducing and reinforcing learning outcomes, while in third year the emphasis tends to shift towards reinforcing. By fourth year, the emphasis is on ensuring students' proficiency in each of the learning outcomes.

Introduction, reinforcement and proficiency appear to be operating well relative to learning outcomes 1, 6 and 7. However, introduction appears to be lacking for learning outcomes 2, 3 and 4; for example, CRM 100: Introduction to Canadian Criminal Justice, CRM 102: Introduction to Criminology and CRM 202: Victims and the Criminal Process are the only three courses that introduce learning outcome 4. For learning outcomes 3 and 5, less time than ideal is spent empowering students to achieve proficiency.

Given the fact that most learning outcomes are addressed in most of the courses, there might be overlap in content that could be reduced. Some courses could perhaps move from reinforcing to proficiency either by deepening the attention that is accorded to certain outcomes or by focusing on different aspects within them.

It needs to be considered whether enough time is spent introducing students to learning outcomes 2, 3 and 4. It might be that more time be spent in second year introducing those learning outcomes. Part of the problem may be that there are only 3 second-year courses. Because social inequality is such an important concept in the study of criminal justice and criminology, many of the program learning outcomes relate to topics and theories pertaining to it. Currently students do not complete CRM 402: Criminal Justice and Social Inequality until their third or fourth year. Changing the curriculum so that social inequality becomes the focus of a second-year course would probably be highly beneficial both for students' knowledge development and for ensuring a fuller introduction of the learning outcomes at an earlier stage of the program.

Despite the fact there are large class sizes and no tutorials, ways must be developed to ensure that students develop their oral communication skills. Similarly, it needs to be better understood the reasons why students do not find group work as effective as other teaching methods and then develop ways to improve this component of their learning experience.

### **5b. Diversity and Inclusion**

Diversity and inclusion is intentionally integrated into the Criminology curriculum, beginning with the two required introductory courses (CRM 100: Introduction to Canadian Criminal Justice and CRM 102: Introduction to Criminology), which address diversity and inclusion in the context of social inequality and

critical approaches to criminology. Additional required courses that incorporate significant attention to diversity and inclusion include CRM 402: Criminal Justice and Social Inequality and CRM 400: Indigenous Governance and Justice. While calendar descriptions provide the framework for the substance of all the courses, faculty choices of specific topics (e.g., genocide, the structural and historical roots of exclusion in the law, racialization and criminal justice policy) extend the exploration of diversity and inclusion throughout the program. Two new electives have recently been opened: CRM 205: Gender, Sexuality and the Law and CRM 206: Race, Ethnicity and Justice – that enhance the curricular commitment to diversity and inclusion.

Complementing the formal exploration of diversity and inclusion in their courses, faculty members employ a broad range of related teaching techniques and tools that help to reinforce the diversity and inclusion content. These include films, guest speakers from community-based organizations and specific case studies.

### **5c. Curriculum and Structure - Undergraduate Degree Level Expectations**

The curriculum and structure adhere to the guidelines set by the Ontario Council of Academic Vice-Presidents (OCAV) on the intellectual and creative development of students. Throughout the curriculum (years 1 through 4) all courses provide students with a critical understanding of the social and legal institutions involved in governing justice involved individuals and given the interdisciplinary nature of the field of Criminology and the variety of disciplines reflected by the faculty, multiple perspectives on these questions are provided. All courses require students to provide one written evaluation and, therefore, students leave the program having written assignments or essays in every course taken from 1<sup>st</sup> to 4<sup>th</sup> year. Quantitative and qualitative methodologies are introduced at the 2<sup>nd</sup> and 3<sup>rd</sup> year levels which allow students the tools to review and critically evaluate statistics and research in justice related fields. The application of knowledge is assessed using case studies, case law, personal reflection through field observation (for example in observing court cases) and applying this to the substantive materials in the course.

### **5d. Curriculum Development**

The Criminology program's curriculum has evolved over the years to ensure currency in the field of criminal justice scholarship and to provide students with electives in a broader range of areas that mirror new faculty members' research. A Departmental Curriculum Committee considers proposed changes from faculty members (and, at times, from students) on an ongoing basis. Curriculum changes often occur as the result of Faculty of Arts-wide initiatives that have an impact beyond the program. While less common, previous revisions to the curriculum have been made as a response to discussions at the department's annual year-end retreat, and at the suggestion of members of the Advisory Council.

### **5e. Enrolment in Program Courses**

Enrolment in Criminology courses (required and elective) has been extremely strong. Data from the past three years show that the vast majority of courses are almost full or in some cases over capacity. This has occurred while raising the enrolment caps each year. High student enrolment (which is partly the result of opening a number of courses to non-program students) allows us to provide access to all of the courses described in the course offerings. For the most part, there are multiple instructors who have taught/can teach these courses, and it is therefore possible to run all of the courses each year. There are, however, some anomalous courses for which, in certain years, enrolment has been low.

### **5f. Relationship to Current Discipline and Profession**

Disciplinary and professional currency is the cornerstone of the Department Criminology. The range and depth of faculty members' scholarship and community engagement strongly support the program's seven learning outcomes. While the curriculum focuses on policy and reform, faculty members bring into the

classroom their experiences with grassroots initiatives, as well as findings from their research and those of their academic peers.

All faculty members are active researchers in their respective disciplines and publish extensively in peer-reviewed journals. In addition, there is a high degree of participation in professional and academic societies. Acting as reviewers for scholarly journals is an additional way faculty members remain current. An examination of other Criminology/Public Policy and Criminology and Socio-legal studies programs in the GTA and surrounding area shows that the program covers the main tenets of the field of Criminology, as well as providing currency in courses that relate to the areas in which there have been recent hires (immigration, migration and crime; public spaces and the historical constitution of various laws regarding crowd violence, public protest and criminal justice responses).

### **Professional Practice**

Throughout the curriculum there is an emphasis on the professional and ethical responsibilities of people who work in the criminal justice system and wider social services. In particular, the required course CRM 322: Ethics in Criminal Justice exposes students to the matter of ethics in public/private policing, the legal profession and in correctional settings.

Students' interests tend to include the acquisition of skills and knowledge essential for policing/law enforcement, legal practice, policy and government work and graduate school. Career fairs are organized several times a year. These events expose students to career options (especially policing/law enforcement, community advocacy, law school and graduate school), put them in contact with practitioners in various fields and help them think about how to build their resumes. Outside these fairs, faculty members have been excellent at providing career advice and support.

### **Accreditation**

Not applicable.

## **5g. Student Engagement**

### **i. Teaching Methods and Innovative or Creative Content Delivery**

The Criminology program is delivered through traditional classroom-based lectures using a variety of teaching techniques (online or distance-education courses are not offered). We have found that classroom-based delivery is the best way to ensure that students develop a critical working knowledge of the justice system the development and implementation of social and legal policies; and broader issues that affect or flow from social policies.

Because the vast majority of Criminology courses have high caps on enrolment, options for content delivery are restricted. All courses are delivered through lectures; however, there is diversity among teaching techniques. In first-year courses many teaching techniques involve dividing students into smaller groups to analyze cases, explore the impacts of policies and spark debates about issues. These smaller-group discussions encourage active learning, as students engage with issues rather than passively listening to lectures. Films are employed – typically, documentaries – and guest speakers to expose students to different perspectives.

In CRM 200 student groups explore brief vignettes in order to identify and apply elements of criminal offences and to reflect on how those offences do, or do not, reflect background social values (learning outcomes 2 and 4). In CRM 204, aspects of data collection, coding and interpretation are introduced, and students work in groups to critically analyze the benefits, drawbacks and limits to various approaches (outcome 5).

Third-year courses tend to supplement traditional lectures with various small-group exercises, guest speakers and films. Group work differs in terms of content, structure and objectives across the various courses; for example, in CRM 306 students are given cases to sentence using the relevant sentencing section from the Criminal Code (S.718). The type of offence committed and the characteristics of the offender vary across different cases; as students debate in groups what the sentences should be and engage with the legislation, they quickly see how sentencing disparity occurs. This helps students develop a critical understanding not only of legal policy, but also its effects across communities (learning outcome 2 and, to some extent, 4).

In other third-year courses, group work varies in form and substance. For example, in CRM 316: International Perspectives and CRM 324: Security Threats, in-class group work takes the forms of debates. Students discuss the issues in smaller groups and then present their ideas to the larger class. This method encourages the development of communication skills and collaboration (learning outcomes 6 and 7; it also supports aspects of learning outcomes 2, 3 and 4).

Third-year courses that focus on specialized topics tend to use a diverse range of small-group work to help facilitate learning. For example, in CRM 310, students are divided into groups and engage directly in research activities such as conducting and transcribing interviews. Because this class tends to be relatively small (N=25), students go outside the classroom in order to conduct an ethnographic observation in a public space. In CRM 322, the small-group exercises focus on writing one-paragraph summaries of the main arguments contained in assigned journal readings. Oral discussions of ethical concepts are then developed, including the frameworks and principles of various ethical issues.

In fourth year there is greater emphasis on group presentations. This method helps students to develop effective communication skills and the ability to work independently, collaboratively and respectfully with individuals and groups. To some extent, these goals are addressed even in the lower-level, large courses through the group work and exercises. The difference in the fourth-year small-seminar courses is that there is a much greater emphasis on formalizing the processes of materials synthesis, discussion, debate and formal public presentation.

In addition, during fourth year, students have some opportunities for experiential learning. For example, one of the sections of CRM 406: Seminar on Criminal Justice – on alternatives to formal justice processing – includes a field trip to a local court for observation, and a discussion is usually held with one of the presiding judges. Later during the same course, a guest from an international organization facilitates a restorative justice circle on a topic chosen by students.

## **ii. Partnerships or Collaborative Agreements**

There are partnerships in place for international exchange opportunities in two locations: Stirling University in Stirling, Scotland, and RMIT University in Melbourne, Australia. In 2012-2013 a student was approved to take courses at the Hebrew University of Jerusalem on a letter of permission. As of May 2016 we have had 21 exchanges for Nottingham Trent, RMIT in Australia, and Stirling University in Scotland. The student experience is greatly enhanced through these exchanges, and anecdotal confirmation from these students show that these exchanges are life-changing experiences. Other opportunities for exchange partnerships with universities in Glasgow, Scotland, and Durban, South Africa are being analyzed.

The 2011 NSSE results indicate that the percentage of 4th-year students who have studied abroad is lower among students in Arts than in Ryerson overall (6% versus 8%, respectively). There were also significant differences among Arts programs. Few 4th-year Criminology students (as well as International Economics and Finance students) have studied abroad compared to their counterparts in Arts and Contemporary Studies, Geographic Analysis and Psychology.

Students also participate in CINT 912: Community Development, International Field Experience. In past years, this course has involved selected students in community service in New Orleans. Beginning in summer 2013, students instead assisted in First Nations Northern Communities in Ontario. IN 2012-13, out of 40 applicants, 3 were selected, including 2 Criminology students.

### **iii. Experiential Learning Opportunities**

It is not until their fourth year that Criminology students are provided with a significant course-based experiential learning opportunity: a field trip either to observe a criminal court in session or to participate in a restorative justice circle. It would be beneficial to provide more experiential learning opportunities for students; however, Criminology's small faculty complement often makes it difficult to go beyond traditional classroom teaching techniques. Many courses – and students – would benefit from being more directly engaged with aspects around policing, the courts and corrections.

There are some pockets of experiential learning on a small scale such as:

- attending a Gladue court (courts designed for Aboriginals)
- observing youth court hearings
- role-playing circle sentencing based on the facts of an actual case at an international organization
- conducting and transcribing interviews, conducting participant observation and writing critical reflection papers on their field work
- conducting a photo-voice project
- participating in a mock trial

As well, other experiential learning initiatives include:

- ongoing discussions with the Service Learning Coordinator regarding how, given the limited resources, experiential learning can be expanded
- a yearly self-supervised prison field trip, which entails touring 3-4 federal correctional institutions in the Kingston area, organized by members of the Criminal Justice Students' Union
- the VAST Program (Volunteers Assisting Students and Teachers). VAST is an opportunity for Arts students to volunteer as classroom assistants with students from Junior Kindergarten to Grade 8 at schools in Regent Park and Parkdale. Of the approximately 460 students that have participated in VAST since fall 2007, 13% were Criminology students.
- the INVOLVED program which assists students in exploring real-world issues and gaining hands-on experience through volunteering on campus or in the community. Thirteen Criminology students participated in INVOLVED workshops in fall 2012, and more than half had secured placements by November 2012.
- the SEC (Student Experience Centre) has worked with Criminology faculty members to develop an alternative assignment model that provided a framework for students to analyze their community experience in relation to course concepts and peer-reviewed literature. Faculty encouraged students to submit a learning portfolio, through which students demonstrated their ongoing learning in the community experience.
- FEAT's (Fostering, Empowering, Advocating, Together for Children of Incarcerated Parents) youth mentorship and drop-in programs where they assisted the children with homework, mentoring and activities. In the fall of 2013, approximately 40 Criminology students volunteered weekly with FEAT.

### **5h. Student Assessment**

Many of the objectives are related to developing a critical working knowledge of the justice system; social policies and the development/implementation of social-legal policies; and broader issues that impact or flow from social policies. Thus, the social context in which the criminal justice system operates must be critically analyzed, along with the shifting boundaries of crime and other forms of social

regulation, and skills need to be assessed through various kinds of evaluations. Underpinning this critical knowledge and analysis is the ability to evaluate and use qualitative and quantitative sources of information and the ability to identify the limits of current knowledge and directions for further research.

To summarize our students assessments based upon our mapping exercise, the larger courses (1<sup>st</sup> and 2<sup>nd</sup> year predominantly and around 100-150 students) evaluations are assessing a working knowledge of the criminal justice system, criminological research and theory and key concepts/themes in the course. Students are broadly introduced to critical evaluation of the operation of the criminal justice system and wider bodies of legal governance. This is accomplished through written assignments (critical analysis and substantive knowledge); short answer (working knowledge of the system and key concepts or themes); and multiple choice (substantive knowledge).

In mid-size courses (2<sup>nd</sup> and 3<sup>rd</sup> year ranging from 60-80 students) evaluations are more heavily based upon written essays (critical analysis/engagement with criminological research or theory/knowledge of the field) as well as some evaluation of substantive knowledge through multiple choice and short answer testing.

In smaller courses (4<sup>th</sup> year, ranging from 25-60 students) the focus is heavily based upon written papers (critical analysis/engagement with criminological research or theory/knowledge of the field) and oral presentations in groups (the ability to communicate ideas orally and integrate course content and independent research/the ability to facilitate a group discussion on a key topic and weave in course concepts and overall themes).

#### **5i. Student Success and Achievement**

Criminology students are relatively positive about their experience in the program and in the academic skills they gain. By fourth year, for example, 70%-90% of students see the courses as having helped them a great deal or very much to improve their problem-solving/critical thinking, written communication, oral communication and research skills.

As the Criminology program has grown over the years, the program has been relatively successful in retaining the students: historically exceeded the Faculty of Arts in retention rates. Among the 2005 cohort, 61% were retained after three years. While that was higher than the Faculty of Arts (52%), it was lower than Ryerson (66%). The 2006, 2007 and 2008 cohorts all exceeded the Faculty of Arts in retention rates. The most recent cohort for which there is data (2011) indicates a retention rate of 80%, well above the Faculty of Arts (60%) and Ryerson (72%). Throughout the program's history, a stable or increasing proportion of students in "clear" academic standing after first year has been retained.

#### **5j. Variation from GPA Policy**

There is no variation from Ryerson's GPA policy.

#### **5k. Library Resources**

Ryerson University Library and Archives (RULA) supports the Criminology program's curriculum. RULA last assessed its holdings related to criminal justice and criminology in 2004, as part of the proposal for a BA in Criminal Justice (as it was then known). At the time, additional funds were requested to improve the monograph and serials holdings, although databases were found to be adequate to support the program. Since that time RULA's collection has grown significantly in all areas.

With respect to RULA's facilities and services available to students and faculty members, there is a sufficient, and growing, number of resources applicable to the program. RULA acquires materials to support undergraduate courses in criminal justice in areas such as, but not limited to, policing, courts, prison systems, theories of crime, criminal law, statistics, ethics, aboriginal justice, youth justice, crime prevention, class, race and gender. The interdisciplinary nature of the program means that the library's



collections in the following areas are useful: sociology, politics and governance, psychology, economics, geographic analysis, history and philosophy.

RULA has considerable print and electronic holdings, and it is moving towards acquiring more, a plan that accords with the format students find most effective. Roughly 60% of the Criminology students who completed the student survey in Winter 2012 identified print resources as “very effective” or “effective” in contributing to their learning; meanwhile, 80% found computer-based/electronic sources to be “very effective” or “effective.”

## **51. Student Surveys, Focus Groups and Graduate Surveys**

### **Student Survey**

Results from the survey of two hundred and seventy four undergraduate students in winter 2012 indicate that:

- 63% reported that the program had helped them a great deal or very much, to understand professional/ethical responsibilities or to develop a broad knowledge of the career field
- 60% of fourth-year students agreed or strongly agreed that the program was providing good preparation for their careers (compared to 80% of the students in lower years)
- 30% of fourth-year students reported that the program had helped a great deal or very much, in mastering specific employment-related skills/knowledge (compared to 47% of the students in lower years)

The reasons for this divergence are not clear at this point, in part because the majority of students across all years reported finding the program academically challenging (90%), well-organized (87%) and generally of high quality (88%). Moreover, the majority of students reported feeling the program had helped them improve their critical thinking, written and oral communication and research skills – abilities for which employers would be looking.

The student survey asked about critical thinking (an element that permeates learning outcomes 1-4), written and oral communication (learning outcomes 6 and 7) and research skills (learning outcome 5). While only a small sample of fourth-year students (N=54) responded, the majority of that cohort felt that by fourth-year, the courses they had taken throughout their years had helped them a great deal or very much to improve their problem-solving/critical thinking (70%), to improve their written communication (81%), to improve their research skills (85%) and to improve their oral communication (52%). They were less enthusiastic about courses having been able to help them improve their oral communication because there are no tutorials in the larger classes that help develop that skill. Fourth-year is, for many of students, the first time they are able to make formal presentations.

Students saw greater value in the courses’ ability to help them improve various skills as they moved temporally through the program. For example, among each year’s cohort of respondents a larger proportion of students reported courses had helped them a great deal or very much to improve their critical thinking, written communication, oral communication and research skills.

Across all years, 68% of students said that the program had them a great deal or very much to improve their written communication skills. The proportions indicating that the program had helped them on this dimension significantly increased over the years; from 53% (first-year) to 81% (fourth-year).

Across all years, roughly 39% of students said that the program had helped them a great deal or very much to improve their oral communication skills. This relatively low percentage is understandable, given how large classes are and how few opportunities there are (until fourth-year) for students to create and deliver oral presentations. While not significant, the trend, again, was for larger proportions of students to

feel courses had helped them a great deal or very much to improve this skill as they progressed through the program (30% in first-year to 52% in fourth-year).

Across all years, 70% of students said that the program had helped them a great deal or very much to improve their research skills. Among first-year students, 48% said the courses had helped them on this dimension. By fourth-year, 85% of students felt the courses had helped them a great deal or very much.

According to the survey data, it appears that courses are achieving some fundamental learning outcomes around developing critical thinking, communication and research skills. Students' responses indicate that courses helped them to improve those skills as they move through the curriculum, such that by fourth-year the majority felt that the courses had helped them to improve those skills. The issue that stands out is how to ensure that students develop their oral-communication skills.

The survey data reveal that Criminology students seem generally satisfied with the classroom instruction they receive and, by extension, the methods that faculty members are using. Across all years, 89% reported that classroom instruction is very effective or effective in contributing to their learning. Eighty percent reported that the learning materials (e.g. textbooks, handouts) are very effective or effective in contributing their learning. However, only 46% reported that group work (a standard teaching method) is very effective or effective in contributing their learning.

The majority (83%) of respondents reported that the tests and examinations that are given are very effective or effective in contributing to their learning. An even larger majority (90%) said the written assignments that are required are very effective or effective in contributing to their learning. The proportion of students who felt that the written assignments are effective significantly increased over the years. This may be a result of the ability to set lengthier, more complex written assignments as classes get smaller from first- through fourth-year.

### **Graduate Survey**

We do not have a survey data on Criminology program graduates.

### **Employer Survey**

Given the small number of program graduates, it is a concern that the results of an employer survey would reveal the identities of the graduates being discussed by the employers. Clearly, this would have raised serious ethical issues. Instead, there are plans in place to determine (via a dedicated LinkedIn site) where students are finding employment. In addition, once there is a sample that is large enough to ensure graduates' privacy, an employer survey will be conducted.

## **6. ACADEMIC QUALITY INDICATOR ANALYSIS**

### **6a. Faculty**

Department of Criminology faculty members maintain significant SRC activities, which reflect their diverse academic backgrounds and expertise. The scale and scope of these activities have grown steadily over the past five to six years. In particular, faculty members have attracted competitive external funding, made constructive use of internal funding opportunities, established intra- and inter-university collaborations, partnered with local communities and clinics, and conducted (funded) research for government.

SRC activities have produced a wide range of outcomes, including scholarly publications; commissioned reports; community outreach projects; improvements to department, faculty and university curricula and teaching; and conference/workshop organization and participation. Faculty members have raised the department's profile by regularly participating in leading national and international conferences, such as those hosted by the American Society of Criminology, the Law and Society Association, and the

Canadian Institute for the Administration of Justice. Faculty members have been involved in conference and workshop organization.

Faculty members regularly publish articles in leading peer-reviewed journals in disciplines such as Criminology, sociology and law. In 2013-2014, Criminology faculty authored or co-authored thirteen peer-reviewed articles in a variety of scholarly criminology and related journals and one edited collection for UBC Press.

Criminology faculty members have successfully attracted external and internal research funding. External funding has varied in size and has been received from a range of sources, including SSHRC, the Canadian Institute for the Administration of Justice, Public Safety Canada, Metropolis and the Canadian Institutes of Health Research. Internal funding has been used as a platform for future external funding, the supervision of exceptional undergraduate and graduate students, and the improvement of department, faculty and university-wide teaching.

Faculty members continue to be committed to including undergraduate students in many of their SRC activities through research assistantships, career planning and workshops; and through support of the Criminal Justice Students' Association. The SRC activities have benefitted students in various ways, including through research assistantships and other means of involving students in faculty members' projects. Collaborations with Ryerson's Law Research Centre have yielded internship opportunities and enhanced the ability to satisfy a high student demand for law-related experiences. In addition, faculty members' community-based research and engagement yields a wide range of relatively intangible benefits, including deepening and reinforcing recognition of students' urban, racial, ethnic, religious and gendered identities. The capacity to weave experiential learning and concrete community involvement into the Criminology program stands as one of the most distinctive and valued traits. The commitment to diversity and social justice inspires students, and their internalization of important social and professional values is improved when course content is delivered by strong role models.

The curriculum is the site where faculty members' SRC activities have the most tangible effects on undergraduate students. As with the research, courses survey the full spectrum of the Criminal Justice process from a critical, interdisciplinary perspective, with an emphasis on power, exclusion and access to justice. Teaching goals include the delivery of a strong, liberal arts education, including a range of intellectual skills germane to professional work in contemporary society. A goal is set for sound, moral development and sensitivity to systemic and socio-economic injustices. This requires a good balance of theory, methodology and experiential learning, all of which derive from faculty members' robust SRC activities.

Lacking a graduate program, faculty have made themselves available to supervise students in other designated programs, including those linked to Immigration and Settlement Studies, Policy Studies and Public Policy and Administration. Every Criminology faculty member has supervised a graduate student (many multiple times) or served on a supervisory or comprehensive review committee.

## **6b. Students and Graduates**

### **i. Admission Requirements**

O.S.S.D. with six Grade 12 U/M courses, including Grade 12 U English. ENG4U/EAE4U is the preferred English. A grade of 70 percent or higher will be required in Grade 12 U English. Subject to competition, candidates may be required to present averages/grades above the minimum.

The admission requirements for entry into the Criminology program are based on grades only. The average grade cut-off has been steadily increasing since the inception of the program; from 77% in 2007, to 85% this past year (These figures relate to Ontario Grade 12 grades.). The most recent admission

statistics indicate a cut-off of 85%, and one hundred and twenty four students were accepted (twenty more than was targeted) for the fall of 2013.

## **ii. Student Qualifications**

Statistics for the fall of 2012 show the Criminology student body (years 1-4) is comprised of approximately 60% females and 40% males. The mean age is 21.6 years, and 81.3% are taking a full-time course load. Most (73%) students come from Toronto or the Greater Toronto Area. The percentage of students who enter with an average of 80% or more has been steadily climbing and exceeds the average of students in the Faculty of Arts, and Ryerson more generally.

## **iii. Enrolment, Retention and Graduation Data**

Retaining students has been extremely successful, as has meeting (and in some cases exceeding) enrolment targets. Currently this exceeds both the Faculty of Arts and Ryerson retention rates. Among the first cohort (2005), after three years (by 2008), only 61% were retained. While that was higher than the Faculty of Arts (52%) it was lower than Ryerson (66%). For the most recent cohort for which there is data (2011), within three years (2014) 80% were retained. That was higher than the Faculty of Arts (60%) and Ryerson (72%).

Whether considering retention data after first- or second-year, the pattern remains the same: slightly more students are retained than the Faculty of Arts overall. Most recently, 61% of the Fall 2009 cohort were still with us three years later (in Fall 2012); whereas the Faculty of Arts (overall) had retained 60% of their Fall 2009 cohort.

Given the program's relatively young age, there is not sufficiently robust graduation data to analyze.

## **iv. Additional Program Feedback**

### **Graduate Employment**

Although there is not quantitative data from a representative sample of graduates, it is known that many have gone on to pursue careers in a variety of capacities both inside and outside government. Some graduates work in policing. Others have gained employment as paralegals or are working as law clerks and office managers (specializing in immigration, refugee and family law) in a variety of firms. Some have obtained employment with the government (e.g. policy advisor), others work as counsellors (e.g. immigrant services) and several work at universities (e.g. student-life advisors). Graduates have gone on to work in border control, corrections, fraud investigations for private companies, and various community-based justice agencies that work with at-risk youths and young offenders. Some work in the private sector). One alumna is an account surveillance analyst recruitment consultant in the United Kingdom, and a few have pursued careers as medical representatives in Ontario and other jurisdictions.

Graduates have pursued further education by attending law school. Many others have chosen graduate studies in disciplines such as Criminology; strategic studies; immigration and settlement studies; public policy; journalism; and doctoral studies in law.

## **7. RESOURCES**

### **7 a. Human Resources**

**Faculty and Staff** - To serve the approximately 600 students who are currently enrolled in the Criminology program (26 of whom are part-time students in the phased-out Justice Studies degree students), we have 10 RFA faculty members and two limited-term faculty members. The Department of Criminology has two support staff, a departmental administrator and an undergraduate program administrator.

The Department of Criminology benefits from the support of staff in the Faculty of Arts Student Experience Centre (SEC). This centre's staff support Criminology students by organizing and administering co-curricular and extra-curricular student activities, and by providing personal and career counselling.

**TAs / GAs** - The Department of Criminology has not been permitted to hire TAs since 2007-2008. The Office of the Dean, however, approves funds for grading assistants (GAs) for each faculty member for a limited number of hours per academic term.

**Curriculum Counselling/Advising** - The department's undergraduate program administrator is the primary contact for advising students regarding curriculum matters, which include, but are not restricted to, changes to a student's record, redirection of courses to count in the various course tables, accounting for transfer credits and occasions when a student moves between programs.

### **7 b. Physical and Financial Resources**

**Space Allocation** - Faculty members and staff are located in individual offices on the 8<sup>th</sup> floor of Jorgenson Hall, which is shared with members of the Department of Politics and Public Administration and the Department of Psychology.

A significant concern for Criminology is the total lack of work and meeting space for students on the 8<sup>th</sup> floor of Jorgenson Hall. This is problematic for students who want to work in closer proximity to their professors, particularly during office hours. Perhaps more importantly, the lack of student space fails to engender a sense of community and belonging among students in the program: students are removed from their professors and from one another, and they must seek out other common areas away from the department in which to talk and work together. This situation is made more difficult by the reality that Ryerson students – particularly Faculty of Arts students – have very little common space, in which to gather for academic-meeting purposes. All Ryerson students may meet in the library, while POD 349 serves as the Arts Commons; given the number of Arts students, however, this dedicated space is extremely small.

**Laboratory/Studio and Computing Facilities** - The Criminology program does not require laboratory or studio facilities. Criminology students do not have dedicated computing facilities in Jorgenson Hall. They can use personal laptops and connect to Ryerson's Wi-Fi system or they can borrow a laptop from the library for a four-hour period when the library is open. Students can access desktop computers set up in the library and in the Faculty of Arts computer labs (in POD 351 and POD 356); however, these computers are often in high demand, particularly at times when many students are busy with research and writing assignments (the recent addition of POD 351 as a second lab has helped to ease the pressure during peak times).

## **8. STRENGTHS, WEAKNESSES AND OPPORTUNITIES**

### **Strengths**

- The main strength identified was faculty expertise; in particular, the interdisciplinary nature of our faculty members, who hold PhDs in a range of disciplines, including sociology, women's studies, social anthropology, law and criminology (which, in its very nature, is interdisciplinary).
- Faculty members engage in critical scholarship and there are excellent research connections between faculty members in areas such as human rights law, policing and governance, Indigenous justice, youth justice and victimology.
- Faculty members have strong community contacts that with non-profit organizations. These connections enable our students to participate with these agencies as volunteers.
- The program's physical location in downtown Toronto allows us to work with these organizations easily and sets us apart from other universities whose campuses are more remote.

### **Weaknesses**

- The department's main area of weakness is the lack of resources, particularly in regard to the faculty complement.
- The department's small faculty size has had an impact on other areas of academic growth; most importantly, it has inhibited our ability to launch a graduate program, create experiential learning opportunities for our students and strengthen faculty members' engagement with students and communities.

### **Opportunities**

- Given the program's location, faculty members' connections, and student diversity, the Criminology program is ripe with opportunity to:
  - Develop community-based experiential learning
  - Grow the faculty complement
  - Develop a graduate program
  - Foster inter-departmental research collaboration

### **Threats**

- The shortage of faculty members is the main threat facing the Criminology program even though a new faculty member started in August 2013, and there is approval for another tenure-track hire for August 2014 (at that point our full time faculty complement will be 11). Without an adequate faculty complement of at least 15 tenure track faculty members, we will be unable to develop community-based experiential learning, develop a graduate program and foster inter-departmental research collaboration. For the 2014-15 year we were not provided any new hires which will impede our progress towards graduate programming, increased experiential learning and SRC productivity.
- Without a graduate program, we will not remain competitive with other criminology programs in Southern Ontario. All of the programs in this area (University of Toronto, York University, UOIT, Wilfrid Laurier University–Brantford) have graduate programs in criminology, and the latter two universities launched their undergraduate programs after we did.
- One final (related) threat to note is the overall political climate and “get tough on crime” policies. These threats could undermine our ability to obtain government funding (including grants) as well erode community-based organizations that require government funding in order to partner with post-secondary programs such as ours on research and engagement projects.

## **9. DEVELOPMENTAL PLAN**

The Department of Criminology has been building a strong foundation in substantive areas which has made us an attractive choice for prospective applicants in the field of Criminology. Core areas of scholarly work now include: International perspectives on crime, law, human rights, irregular migration and refugee protection; Canadian national security law and policy; the criminalization of sex workers; international human trafficking; harm reduction approaches in justice systems; youth justice policy and the administration of criminal justice; public perceptions of crime and justice; victims and the justice system; policing and ‘race’; indigenous justice; violence and communities; and public order, political culture and urban governance in the nineteenth-century.

### **Priority #1 Student Engagement and Fostering Community-based Engagement**

We have many links with community-based organizations and have created ‘experiential learning designated’ (EL) courses. We will continue to carve out space for all of our students to have at least one opportunity to receive an ‘exceptional learning experience’ in the field.

As we expand our curriculum, we also will address issues that were identified in our exercise of mapping of required courses to program learning outcomes. In order to address a potential overlap in learning outcomes, we will have an annual retreat of the curriculum committee to conduct a thorough review of all required courses (examining course outlines and methods of evaluation from the previous year) in order to analyze areas of overlap and time spent on learning outcomes (i.e. 2, 3, and 4) to address any concerns.

### **Priority #2 Increase SRC excellence and impact**

We plan to continue to excellence in research funding through external grants, dissemination of our findings through scholarly publications and conferences and to foster a scholarly environment within the department by launching a graduate program in Criminology (MA Criminology and Social Justice) which is slated to start in fall 2017. The Graduate program will not necessarily impact the undergraduate program in terms of curriculum but it will bring graduate assistants to our department in the field who will be equipped to act as GAs and RAs. The graduate program will also feature a graduate conference showcasing field placement experiences through reflection papers and undergraduate students in Criminology will be invited to listen and participate. The annual conference will provide undergraduate students with a sense for possible careers in the Criminology and Social Justice field as well as insight into graduate level academic work.

### **Priority #3 Continue to foster interdisciplinarity in the Department of Criminology and build bridges to other faculties/programs**

We are truly an interdisciplinary department with 3 PhDs in Criminology (which is by its nature interdisciplinary); 3 PhDs in Law, 1 PhD in Social Anthropology, 1 PhD in Women's Studies, 1 PhD in Sociology and 1 PhD in History. Collaboration on research projects brings a healthy mosaic of perspectives to our scholarly work. Ideally we will hire another 2 tenure track faculty members (2014-15) and 1 more each year after that (2015-16; 2016-17) to have a minimum of 15 faculty members across disciplines to strengthen our interdisciplinary approach. We will build bridges to other faculties to allow for innovative and creative partnerships across disciplines. For example, journalism, social work, nursing, and child and youth care are all extremely relevant to the scholarly work we undertake as well as our perspectives in teaching.

### **Priority #4 Continue to attract excellent students at the undergraduate level – admissions**

The latest admission cycle places Criminology with an entering average of 85% and we received 23 applications for every successful admission. Our program easily met the 2014 target of 123 students with 23 students still on the waiting list (This is 23/53 on the Faculty of Arts waiting list overall) and we had a 13.0% increase from the past year in students choosing Ryerson Criminology as their first choice.

## **10. PEER REVIEW REPORT**

Reviewers:

Professor Kelly Hannah-Moffat, Vice-Dean Undergraduate at the University of Toronto in Mississauga (UTM) and Professor of Sociology, University of Toronto

Professor John Shields, Department of Politics and Public Administration and Co-Director of the Master of Arts in Public Policy and Administration, Ryerson University

### **1. Outline of Visit**

Our meetings on April 1, 2015 took place primarily in the meeting room in the Department of Criminology at Ryerson University and hence the peer review team was able to get a good sense of the faculty workspace. The reviewers were also offered a tour of the university campus including the newly opened Student Learning Centre on Yonge Street with its extensive study and learning spaces for students.

The Peer Reviewers met with the Chair of the Department of Criminology, the Dean of Arts and the VP Academic. This was followed by a curriculum overview meeting which included the Chair, the Associate Dean of Arts for Students and Undergraduate Studies, and the Department of Criminology Undergraduate Program Director. Separate meetings were held with the 1) program faculty members; 2) curriculum committee members; 3) department staff; 4) current students; 5) recent alumni; and 6) the Provost.

A full complement of program faculty members was present and actively participated in the discussions at the faculty-centred sessions. The value and contribution of the program to Ryerson University's educational offerings was strongly acknowledged by faculty, senior administrators, students, alumni and staff.

## **2. General Overview**

The Department of Criminology at Ryerson University is a well-established department, which includes 11 faculty members. Criminology is a highly competitive, and high demand a direct entry program with 100-110 admissions each year and about 600 total enrolled students. Students applying for and admitted to this program are among the best high school students in the province with 92% of the incoming class with averages over 80%. At present, the department is operating at full capacity. Although there is demand for this program, the present resources are not able to sustain any further growth. To sustain the impressively high pedagogical quality and levels of community engagement in this program and its reputation, additional faculty resources must accompany program growth or expansion. The student body is diverse and the faculty reflects this diversity.

## **3. Feedback on Evaluation Criteria**

### **3.1 Objectives (alignment with institution's Plan)**

The undergraduate degree in Criminology is very well aligned with Ryerson University's mandate for the delivery of career-centred, experiential and socially relevant education. The program leads to employment in professional and quasi-professional careers in program related fields. There is strong ongoing demand for the program among prospective students. Many graduates of the program also go on to advanced education in Master's programs and professional programs such as law.

While the Ryerson University curricular structure is different and somewhat more complex than most other universities in Canada, there is a clear course path that is laid out (staff support is available to assist and advise students in this regard) for students to clearly navigate the requirements for the degree. The program has clearly identified expected student learning outcomes and is succeeding in providing through its provision of professionally relevant education in criminology Ryerson's and the department's mandate for relevant education that addresses societal need.

The department also places a major emphasis on research excellence, which is also consistent with the strategic plan.

### **3.2 Admission Requirements**

The Criminology program is one of the most popular programs in the Faculty of Arts at Ryerson University with an application-to-acceptance ratio of 23:1 (the Faculty average is 17:1 and Ryerson University overall average ratio 10:1). The average student entrance average for the program stands at some 84% and around 92% of the entering student cohort have averages of 80% or above. Each year about 110 students are admitted and currently just under 600 undergraduate students are registered in the program. The Criminology Program also is a net beneficiary of internal transfer of students from other Ryerson programs.

The general requirements to enter the program from an Ontario High School are completion of a high school certificate with 6 Grade 12 U or M courses with a minimum average of 70%. A U course in English with a minimum average of 70% is also a requirement. While this is the minimum requirement for entrance the very strong student demand means that the actual entrance averages, as noted above, are closer to 80%. Hence, the admissions requirements for the program are high and reflect positively on the quality of the students that are successfully recruited into the program. This program like all other criminology programs are in high demand and able to require high standards of admission. This demand



is unlikely to wane in the coming years as criminal justice and related sectors are expanding and increasingly requiring a university degree.

### **3.3 Curriculum**

The Criminology Program is housed in the Faculty of Arts and is part of a first year common platform of courses that provides greater flexibility to students to potentially switch programs. In the social sciences a number of interdisciplinary courses are part of first year programming for Criminology students with the stated goals of developing: 1) breadth of knowledge; 2) foundational skills; and 3) attitudes and values such as curiosity, creativity, openness to diverse thinking, civic engagement and critical thinking. The department easily achieves these goals.

The array of required and optional courses offered for degree completion is in-line with similar programs in Criminology in Canada. Students are required to take two foundational courses: introduction to criminology (CRM102) and an introduction to the criminal justice system (CRM100). The degree offers an interdisciplinary approach to the subject matter. It provides theoretical, critical academic, experiential and professionally-oriented content with a focus on the organization and operation of the criminal justice system, including critical reviews of social and socio-legal justice policies, that prepares students well for careers and further advanced study related to their disciplinary studies. The curriculum is novel, well aligned with learning outcomes, rationally structured and takes full advantage of a range of pedagogical methods.

The department signaled a need for a wider offering of second year courses and for an earlier introduction to the topic of crime and inequality. The addition of courses on Race, Ethnicity and Justice, Immigration and Refugee Protection in criminal justice, Regulating Public Space, and Gender, Sexuality and Law at the second year level makes for a well-rounded and robust curriculum that prepares students for a range of more specialized topics at the third and fourth year. These adjustments will strengthen the program, as would efforts to reduce class sizes in upper years and continued opportunities for senior students to engage in research projects and undertake their own capstone projects. The program clearly reflects the current state of the discipline. The department would be better able to achieve their stated learning outcomes if the class sizes in upper years were lower and students were able to work more closely with graduate teaching assistants. This department offers an impressive program and range of opportunities for students as compared to other universities and departments of a similar size, but it does appear under-resourced given enrolment demands.

The department provides some for-credit experiential learning opportunities for students and would like to expand in this area, but is limited by the faculty resources. Students benefit immensely from such options and it would be worthwhile and prudent to invest in faculty complement in this unit to enhance this aspect of the curriculum. This is an innovative and unique feature of the Ryerson program relative to other comparable undergraduate criminology programs. Impressively, many faculty are involved in and facilitate student's access to co-curricular experiences; nonetheless, the faculty expressed a need for more support from the Faculty of Arts in order to develop, expand and resource the experiential aspects of their program.

Ryerson has a young, energetic department offering a stellar, high demand program, while also making important research contributions to the discipline. In our opinion the department should be rewarded for its success and well resourced. Given its success at an undergraduate level, it is unfortunate that the department does not have its own graduate program. The presence of a criminology graduate program would offer excellent assistance to the department by way of teaching assistance and graders as well as mentoring for undergraduate students. The absence of teaching assistance means that students have less individual attention and fewer tutorials. It also presents a workload issue for this department that is not as present in other top-ranked criminology departments. The limited amount of grading support at Ryerson

makes the faculty, their research accomplishments, enthusiasm and extracurricular activities as well as student's high level of satisfaction even more noteworthy.

We recommend that the department be given additional faculty complement. The addition of 2-3 faculty positions would allow a strong, relatively young and impressive department to excel further, to add to current offerings and reduce some class sizes in upper years to provide greater faculty/student engagement and move toward graduate programming. The department would also benefit from additional support from the Faculty of Arts to enhance their experiential learning offerings.

### **3.4 Teaching Assessment**

The Ryerson faculty use a range of appropriate pedagogical methods to achieve the learning outcomes outlined in the self-study. As noted this approach appears effective and well received by students. The students that we met were quite pleased with the Criminology department and the program. They were satisfied with the opportunities for experiential and extracurricular learning and very positive about the faculty. They felt the faculty were available to students and committed to their teaching and students development.

### **3.5 Resources**

#### **Space**

Some concerns about space were raised. It was noted that the boardroom is not sound proof and that it is easy to overhear confidential conversations in offices that share common walls. Additionally, students expressed a desire for some designated student space in the department. We recommend a review of the department's space plan with an effort to create fully integrated student, staff and faculty spaces.

#### **Library**

The Ryerson Library has since the creation of the program invested in books and printed periodical literature in the broad area of criminology. The library's physical holdings are sufficient to carry out the program's undergraduate teaching mandate. There is also a very good interlibrary loan system for gaining access to additional printed materials. Where the Ryerson Library has a more impressive presence is in its strategic investments in electronic holdings that are considerable. Importantly, the Ryerson Library is integrated in with the new Student Learning Centre, a state of the art student learning space for Ryerson students. The buildings are physically attached and e-resources are linked into the new learning space.

#### **Faculty Resources**

An area of under investment is faculty resources. For a large undergraduate program in considerable demand the current complement of ten tenure/tenure-track faculty members is too small to carry the undergraduate teaching, service and research roles. Faculty carry very heavy teaching and administrative loads which is not sustainable into the future. Additional tenure stream faculty are required, especially in the context of plans to develop/launch a new Master's degree program for which there is clear demand and the Department is strategically positioned to deliver.

A related issue is the heavy teaching load which members of the Department carry and which sits above the Ontario university norm for studies in criminology. Even with such a heavy load department members have been highly successful in delivering their program, maintaining strong research output and in carrying the considerable administrative responsibilities related to their work. The faculty have expressed great enthusiasm for the program and the work they do but there is also evidence of considerable stress carried by faculty members due to the excessive workload this entails. Clearly, this is not a sustainable workload and there is an urgent need for the university to address this situation by investing in additional tenure stream hires and by bringing teaching loads into line with sector norms.

#### **Staff**

Generally, the number of administrative staff appears adequate to support the activities of the department and faculty were pleased with their work. Staff did indicate that some additional assistance was needed around some of the responsibilities that they now have, most importantly in regards to maintaining the department's website and event planning. Also expressed is the need for an explicit 'go to' person in the Dean of Arts office to more seamlessly connect with staff around work needs and problems.

### **Budget**

The self-study raises concerns about the department budget not keeping pace with the unprecedented and sustained growth of the criminology program over the past few years and our discussions with the department echoed this concern. From our perspective, this is a highly promising and successful department running an excellent program with few resources. It would be prudent to invest in the department and faculty in order to ensure faculty retention and continued high levels of student satisfaction. It will be difficult to sustain this success in running a high quality program with committed faculty without adequate resources and recognition. The risk of burnout and faculty departures is foreseeable in the absence of such investment. We recommend a reevaluation of the departments funding structure and where appropriate additional resources to bring this department in line with current enrolment demands and comparably sized programs.

## **3.6 Quality Indicators**

### **Faculty**

The department has a strong core of experienced faculty members and several promising new hires, so we have no concerns about the competence and capability of the faculty to run the program. Almost all the faculty members have published refereed books, chapters, and/or articles over the past 2 years and many report material currently in submission, which demonstrates that they are active researchers. This is a strong record of productivity for a department the size of Ryerson's. Faculty have also been awarded tri-council funding. The research productivity of the faculty as a whole is impressive.

The teaching load 2/3, which is higher than nearly all-comparable criminology programs with 2/2 loads, will limit the faculty's research capacity and output. We recommend reducing faculty teaching loads to the 2/2 norm. The research productivity is further complicated by the absence of graduate research assistant and teaching assistants. A 2/3 teaching load is more onerous if faculty cannot rely on the support of qualified teaching assistants and a strong cohort of graduate research assistants.

The department is relatively young and there is only a handful of senior faculty who appear to carry a very heavy administrative burden. This is a difficult problem common to many departments. It can be ameliorated through the addition of mid-career faculty and the promotion and retention of promising junior colleagues.

### **Class sizes**

The class sizes are on par with other universities. However, this is one of the few programs that do not have the benefit of graduate teaching assistants. This is a limitation that means students have less individualized attention and that tutorials are difficult to resource.

### **Student Retention, Student Academic Standing and Student Assessment of the Program**

Student retention and students with clear academic standings have consistently rested above Ryerson's Faculty of Art's rates. Program students also rate their experience with their studies very highly.

In our site visit interview with recent graduates, they expressed their positive experiences with the program and faculty. They indicated that the professors were very accessible, providing excellent feedback, and that the level of instruction and learning was extremely good. They made note of factors such as the personal touch of the faculty, that the program was not too big so students did not become just

numbers, and the value of extras, such as field trips, which added value to their overall learning experience. Tellingly, they described Ryerson's Criminology Program as "still home" for them. These graduates would, however, like to see the development of more experiential learning and greater connection of the program with jobs in the field.

Current students in the program, based on our site visit, confirm the graduates' evaluation. They also found the faculty to be very supportive and caring, and that they wish to remain attached to the program after graduation. They also discussed how their professors spoke about pathways to relevant jobs after graduation. In terms of recommendations they talked of the desirability of more job connections linked to the program such as 'work study' options. Staff also strongly expressed their sentiment that the department was a good place to work and that the students, faculty and the Chair treated them fairly and with respect.

### **3.7 Quality Enhancement**

The department has done a curricular review and added new courses to round out the program offerings. As noted in previous sections the quality of the program would be enhanced by the presence of graduate student teaching assistants, and Faculty of Arts support for experiential learning initiatives.

### **4. Other Observations**

The students we met expressed a desire to maintain their contact and involvement with the department after graduation. This desire speaks to the quality of education being delivered and it presents an opportunity for the department to cultivate a strong alumni base.

The department indicated an interest in providing a Master's degree in Criminology and Social Justice. There are several other competitive programs in the region and it is surprising that Ryerson does not have a graduate program. The department would be competitive in this area and there is increased demand for graduate and undergraduate programs in criminology. The Master's program would have the added benefit of enhancing the undergraduate program by providing teaching assistants and in supporting faculty research and grants.

### **5. Summary and Recommendations**

- a. While recognizing budgetary limits, we recommend that Criminology continue to be given new faculty positions and that these hires be consistent with the department's strategic plan.
- b. The faculty of Arts could consider providing additional support for experiential learning in this department, as it is a unique and distinguishing feature of this program that gives it a competitive edge over comparable programs.
- c. We recommend a review of the department's funding and base budget as it pertains to past and projected growth in the program. And that the department work with the Dean's office to determine how provide teaching assistance support to faculty, especially in large classes.
- d. We recommend the department continue to pursue the development of a Master's program in Criminology and Social Justice.
- e. We recommend that the department work with the Dean's office to find ways to support research excellence.
- f. The department could work with the university alumni staff to consider ways to maintain a connection to their alumni.
- g. We recommend a review of the departments space plan with an effort to create integrated student, staff and faculty spaces; such improvements could enhance the department culture.

## **11. DEPARTMENT RESPONSE TO THE PEER REVIEW REPORT**

The Department of Criminology is pleased with the recommendations made by the Peer Review Team in response to the Program Review for Criminology.

**Class sizes in the 4th year and Teaching Assistants:**

At the moment, some of our 4th year courses have section sizes that are too large for meaningful interaction at the senior undergraduate level (most notably, CRM 400 with section sizes at 70 students and CRM 404 with section sizes of 60). These 4th year classes need to be smaller, or TA support needs to be provided. The Department of Criminology has not had TA support since 2009.

**Experiential Learning:**

Criminology would be very open to additional experiential learning support given the community engagement of the faculty. As stated in the report “[experiential learning] is an innovative and unique feature of the Ryerson program relative to other comparable undergraduate criminology programs.”

**Faculty hires:**

We would like to make note of the fact that we have been provided one new faculty hire for 2015-16 (the other hire we have been provided is a replacement for a tenure track member who has left the department). We are still not close to having adequate faculty resources to administer a program of this size and with the immense growth that we have seen over the past 10 years.

**Space on the 8<sup>th</sup> Floor:**

We understand that space is not within the jurisdiction of the Faculty of Arts so we request that a review of space be provided at the university level with a view to the anticipated growth in faculty complement in the next 5 years and with a graduate program coming on board.

**Workload:**

As indicated on many previous occasions, there are very few faculty in the department able to serve on administrative committees and notably, we have been unable to enter the teaching standards process articulated in the previous Collective Agreement (still in force as of this moment) in order to advocate for our teaching load to come in line with Criminology norms. This has an impact on SRC, quality of teaching and the ability to recruit and retain excellent faculty.

**Base Budget:**

The base budget for Criminology was determined 10 years ago based upon an anticipated enrollment intake of 80 students. We agree with the Peer review team’s recommendation that a “review of the department’s funding and base budget as it pertains to past and projected growth in the program” takes place.

As per section 2.5.1 of the PPR Manual, we would like to make the following corrections/clarifications of items raised in the PRT report:

*Faculty complement:*

The PRT report states that the Department of Criminology has 11 faculty members. At the time of the site visit, the Department of Criminology had a total of 11 tenure/tenure-track faculty members. By way of update, we are now at 10 tenure/tenure-track faculty members.

*Undergraduate Admissions numbers:*

The PRT report mentions “100-110 admissions each year” on page 2. The self-study report was written over a long period of time and some of the data referred to in the report is not up to date. To clarify, the latest figures show that Criminology’s intake for fall 2015 is 133. Each year the intake has been increasing: 130 in fall 2014; 124 in fall 2013; 114 in fall 2012.

*Entering Averages:*

In terms of entering averages, the report also indicates that “... the actual entrance averages, as noted above, are closer to 80%”. The actual entrance averages are much higher than 80%. The cut rate for the

fall 2015 cohort was 86% in June 2015 (final mean entering average has not yet been provided). In fall 2014 the final entering average was 84.5%. The entering averages have been steadily increasing each year – in 2010 the entering average was 83%; in 2011 it was 84.2% and in 2012 it was 84.5%.

Also as per section 2.5.1 of the PPR Manual, we provide the following explanation of why recommendations of the PRT will not be acted upon:

The Peer review team recommended that “the department continue to pursue the development of a Master’s program in Criminology and Social Justice”. The department went forward with an LOI and an anticipated start date of fall 2016 but due to not meeting administrative deadlines, the start date for a MA in Criminology and Social Justice will not be until fall 2017.

## **12. DEAN’S RESPONSE (Dr. Jean-Paul Boudreau, Dean of Arts)**

I am writing with reference to the Chair’s response to the Peer Review Team’s Site-Visit Report for the Criminology Periodic Program Review. Last summer, the Criminology program completed its self-study report. On April 1, 2015, Criminology welcomed Drs. Kelly Hannah-Moffat (University of Toronto) and John Shields (Ryerson) on campus for the full day site visit with the Peer Review Team. On July 30, 2015, the PRT’s report was submitted to the Chair of Criminology, Dr. Kim Varma. On September 4, 2015 I received from Dr. Varma the Chair’s response to the PRT report.

I am confirming that Dr. Varma conferred with me before completing the Chair’s response. I am aware of both the recommendations and requirements determined by the PRT as well as the modifications underlined in the Program Director’s response. Our interim associate dean of students and undergraduate studies, Dr. Andrew Hunter, has recently reviewed the PPR and I have consulted with him on this response.

Generally speaking, I am pleased to work with the department to address areas identified that may require review while acknowledging that we are bound, in some areas, by the constraints of the collective agreement and resource allocation decisions made by the senior administration.

More specifically:

### **Experiential Learning and Class Sizes / Teaching Assignments for 4th year Classes**

Experiential Learning opportunities are integral to the Faculty of Arts and have been given priority in the Faculty of Arts 2015 Academic Plan. Thus, we endorse exploring opportunities for growth in this area and look forward to finding ways that we can expand the experiences of our students in meaningful ways.

We spend approximately \$2.2 million annually on Teaching Assistants / Graduate Assistants in the Faculty of Arts and while we have been able to minimally impact our students and faculty in spite of budget constraints, we acknowledge that needs may change and it may require shifting focus from one area to another. We would welcome reviewing a proposal from the department of Criminology to enhance TA support for these classes but remain mindful that we are limited in what we can offer due to year-to-year central budget compressions. We also encourage consideration of creative peer-mentoring curriculum, especially in context with graduate studies programming.

### **Full-time Faculty Hires**

While we are pleased with the hiring investments made in Criminology over the past 4 years, we hope to have the opportunity to improve the faculty / student ratios and will continue to energetically lobby senior administration for additional full-time positions, especially in the context of the under review MA proposal for the department which we have enthusiastically supported. In the interim, we hope that the two tenure-track hires currently in the recruitment process will alleviate some of the gap.

**Space**

We were pleased in 2011 to provide the department a permanent home on the 8th floor of Jorgenson Hall after years of disruptive moves. Space requirements for all of the Faculty of Arts and Ryerson continue to increase each year and Criminology's need is part of a broader university commitment that I have been lobbying for. We are working with them to make improvements in this area.

### **Teaching Workload**

The process for teaching standard proposals is bound by the RFA collective agreement and while I acknowledge that the development of a proposal requires the commitment and participation of department members, we believe that it is worth the investment of time required. We welcome the opportunity to provide input into a proposal and its subsequent review. The proposal need not be an extensive undertaking provided the key parameters are met. When the department is able to bring one forward, I am happy to work with the Chair (or designate) through that process.

### **Base Budget**

We agree that the base budget to the department is not commensurate with its growth which is why the Faculty of Arts has supported the department of Criminology with one time only funding for the past 5 years to help address the imbalance. We support the department pursuing a review of the budget (as per the department chair's PRT response) and encourage the senior university administration to do so.

I am enthusiastic about the BA program in Criminology and the high-quality programming it offers our students. The PPR provides an excellent basis to further advance the program and, with the department chair, lobby the senior administration for additional support and consideration as noted above. We look forward to the input of Academic Standards and the office of the Provost as we work towards next steps in this process.

### **13. ASC EVALUATION**

The Academic Standards Committee (ASC) commends the Department of Criminology for its thoughtful and reflective analysis of the Criminology BA program and for its continued efforts for program enhancement.

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

1. A report on the status of the initiatives outlined in the Developmental Plan
2. An update on the Department's plan to address issues identified in the mapping of required courses to program learning outcomes
3. An update on the refinement of the program learning outcomes
4. A complete set of recent course outlines, including the required SSH courses

The Academic Standards Committee also recommends a two-year follow-up report as follows:

1. The results of a graduate survey and a survey of employers

#### **Follow-up Report**

In keeping with usual practice, the one-year follow-up report which addresses the recommendation stated in the ASC Evaluation Section is to be submitted to the Dean of the Faculty of Arts, the Provost and Vice President Academic, and the Vice Provost Academic by the end of June, 2017. The two-year follow up report is due by the end of June, 2018.

### **14. IMPLEMENTATION PLAN**

i. Approval of the recommendations set out in the Final Assessment Report:

The recommendations have been approved by the Dean and by Senate. Ryerson University's IQAP Policy 126 states: "Senate is charged with final academic approval of the Program Review."

ii. Responsibility for providing any resources made necessary by those recommendations:

Ryerson University's IQAP Policy 126 states: "The Chair/Director and Dean are responsible for requesting any additional resources identified in the report through the annual academic planning process. The relevant Dean(s) is responsible for providing identified resources, and Provost is responsible for final approval of requests for extraordinary funding. Requests should normally be addressed, with a decision to either fund or not fund, within 2 budget years of the Senate approval. The follow-up report to Senate will include an indication of the resources that have been provided."

iii. Responsibility for acting on those recommendations:

Ryerson University's IQAP Policy 126 states: "If the report includes a recommendation for approval of the program review, it will include a date for a required follow-up report to be submitted to the Dean and Provost on the progress of the developmental plan and any recommendations or conditions attached to the approval."

iv. Timelines for acting on and monitoring the implementation of those recommendations:

Ryerson University's IQAP Policy 126 states: "The initial follow-up report is normally due by June 30 of the academic year following Senate's resolution. The Provost may require additional follow-up reports."

## **15. REPORTING**

i. The distribution of the Final Assessment Report (excluding all confidential information) and the associated Implementation Plan to the program, Senate and the Quality Council:

The Office of the Vice Provost Academic is responsible for distribution of the Final Assessment Report to all relevant parties.

ii. The institutional Executive Summary and the associated Implementation Plan be posted on the institution's website and copies provided to both the Quality Council and the institution's governing body:

The Office of the Vice Provost Academic is responsible for posting the information on the Curriculum Quality Assurance website at [www.ryerson.ca/curriculumquality](http://www.ryerson.ca/curriculumquality). The information is provided to the Board of Governors on an annual basis.

iii. The timely monitoring of the implementation of the recommendations, and the appropriate distribution, including web postings, of the scheduled monitoring reports:

The Office of the Vice Provost Academic is responsible for following up with the programs and their respective Deans to ensure the recommendations are implemented. The follow-up report is submitted to the relevant Dean(s), the Provost and the Vice Provost Academic for review. It is submitted to Senate "for information".

iv. The extent of public access to the information made available to the public for the self-study:

Ryerson University's Senate Policies are available to the public through the Senate website at [www.ryerson.ca/senate](http://www.ryerson.ca/senate). This includes Policy 110 Institutional Quality Assurance Process and Policy 126 Periodic Program Review of Graduate and Undergraduate Programs. The Final Assessment Report (excluding all confidential information) and the associated Implementation Plan is available on the Curriculum Quality Assurance website at [www.ryerson.ca/curriculumquality](http://www.ryerson.ca/curriculumquality). A summary of the Report of the Review Committee is contained within the Final Assessment Report. A summary of the responses provided by the Dean and the program to the Report of the Review Committee is contained within the Final Assessment Report.

## **16. SCHEDULE**

Date of next Periodic Program Review is 2023 - 2024