

## **REPORT OF ACADEMIC STANDARDS COMMITTEE**

### **Report #W2018-4; May 29, 2018**

In this report the Academic Standards Committee (ASC) brings to Senate its evaluation and recommendation on the following items:

- Sociology Periodic Program Review, Faculty of Arts
- Chang Certificate in Enterprise Architecture and Infrastructure Management – Review
- Chang Certificate in Enterprise Architecture and Infrastructure Management – Discontinue
- Chang Certificate in Advanced Enterprise Architecture & Infrastructure Management – Proposal (new)
- Chang Certificate in Information Systems Management – Course Additions, Deletions, Repositioning
- Chang Certificate in Occupational Health and Safety Leadership – Proposal (new)
- For Information: Chang School Certificates – March and April 2018 (from May 3 senate)

#### **A) SOCIOLOGY PERIODIC PROGRAM REVIEW**

##### **EXECUTIVE SUMMARY**

The Ryerson Sociology program has developed a distinctive focus and expertise aligned with Ryerson University's unique mission. The Ryerson Sociology program is committed to teaching sociology as a practice of active inquiry, grounded in a solid foundation of research methods and theory. This active inquiry includes important dimensions of reflexivity, as students in courses ranging from popular culture to work to migration are invited to learn to locate themselves in a broader system of social relations. The emphasis on community engaged and experiential learning in the Sociology program flows from this emphasis on active inquiry, which fits with Ryerson University's specific mission.

The Ryerson Sociology program has developed an approach to equity, diversity and inclusion that combines focussed courses (in Indigenous studies, race, gender and sexuality among others) with a commitment to ensuring that these issues are covered across the curriculum. The Sociology department houses the Caribbean Studies program as part of that commitment to shifting the centre of social inquiry and developing a rich conception of the equity lens. The Ryerson Sociology course offerings reflect two main areas of focus that define the department: contemporary social inequalities with a particular emphasis on intersectional analysis and the study of popular culture as a window on the social world.

This emphasis on sociology as active inquiry is reflected in students' assessments of the program. The surveys of current students and graduates conducted for this self-study indicate that students' experiences of learning reflect this commitment to application, reflection and critical thinking. Students' qualitative responses emphasized hands-on experience, enhancement of the sense of oneself in the world and an interactive environment in which they felt valued. The NSSE scores from the program indicated high levels of student engagement with application of concepts and experience in negotiating diversity and different perspectives grounded in histories of inequality.

The Ryerson Sociology department developed in a service teaching capacity, and the focus on teaching Liberal Studies courses has been sustained. These Liberal Studies classes represent an important contribution to undergraduate education at Ryerson, with a particular emphasis on equity, diversity and inclusion. Sociology courses also figure very prominently in the Chang School's Faculty of Arts offerings.

##### **Challenges**

The Sociology program is facing challenges as it seeks to develop a sound basis for consolidating its

strengths and building a program that continues to learn and improve in terms of pedagogy, curriculum, research and reputation. At the level of curriculum, the program faces a level of student frustration that some of the most enticing Sociology courses are available only as Liberal Studies electives not open to those in the undergraduate program. The emphasis on community engaged and experiential learning at this point largely relies on the commitment of specific faculty members, and has yet to be generalized as an overall department focus matched to necessary resources.

The commitment to teaching sociology as active inquiry, with a specific focus on community engaged and experiential learning, is undermined by growing class sizes in program courses and in Liberal Studies classes, which has been accentuated by a reduction in resources for teaching assistants and tutorial sections. The department also relies very heavily on contract faculty to meet its teaching load, which makes it difficult to ensure consistency in pedagogy and content focus. Enhancing the permanent faculty cohort in a way that deepens the pool of expertise in teaching sociology as a practice of active inquiry deploying an equity lens is an important component of building on the department's strengths.

Finally, the Sociology program faces the challenge, shared generally by humanities and social sciences departments in the current era, of helping students, the university administration and the broader community understand the value of a liberal arts education. Enhancing the commitment to community engaged and experiential learning in a wide range of forms is one important way to address this challenge.

### **Goals**

The Sociology Program is ready to deliberately build on its strengths in ways that address the challenges it faces. Through this self-study, the Department clarified six goals for the next seven years.

1. Expand the breadth of sociology courses available to program students.
2. Embed experiential learning more fully in the Sociology curriculum.
3. Increase the permanent faculty complement to address issues of pedagogical and content consistency.
4. Strengthen the program profile in order to continue attracting high-calibre students.
5. Improve the dissemination and mobilization of research knowledge produced by Sociology faculty members.
6. Develop a Sociology graduate program at the Master's level.

### **Implementation Plan**

Recommendation # 1 Community-based, experiential and career-oriented learning

Recommendation # 2 Deepen Equity Focus

Recommendation # 3 Sociology Liberal Studies Electives Availability to Program Students

Recommendation # 4 Strengthen Sociology Focus of Fourth Year Winter Term

Recommendation # 5 Develop Graduate Program in Transformative Social Research

### **FINAL ASSESSMENT REPORT (FAR)**

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

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

## **A) SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE SOCIOLOGY PROGRAM**

Sociology submitted a self study report to the Vice Provost Academic on February 27, 2018. The self study presented the program descriptions and learning outcomes, an analytical assessment of the program, and program data including the data collected from a student survey along with the standard University Planning data tables. Appended were the course outlines for all core required and elective courses in the program and the CVs for each full-time faculty member in the Department of Sociology.

Two arm's-length external reviewers were appointed by the Dean of the Faculty of Arts from a set of proposed reviewers. The external reviewers were: Dr. Gillian Creese, Acting Associate Dean, Faculty and Equity, Faculty of Arts, University of British Columbia, and a Professor at both the Institute for Gender, Race, Sexuality and Social Justice and Department of Sociology at UBC; and Dr. Tom Langford, Professor at the Department of Sociology, University of Calgary. Drs. Creese and Langford reviewed the self study documentation and then conducted a site visit at Ryerson University on April 6 – 7, 2018.

The visit included meetings with the Interim Provost and Vice-President Academic; Interim Vice Provost Academic; Dean of the Faculty of Arts, Chair of Sociology; the Chief Librarian; and meetings with seven faculty members; two staff members; six faculty and staff involved in experiential learning in Sociology at Ryerson; eighteen students; seven program graduates (alumni); and three faculty concerned about equity and learning, all of whom worked on a recent research study, "Inhabiting Critical Spaces: Teaching and Learning From the Margins at Ryerson University". The peer review team was taken on a brief walking tour from Jorgenson Hall through Kerr Hall to the Rogers Communications Centre in order to observe some of the typical classrooms used for Sociology courses.

In their report (April 2017), the Peer Review Team (PRT) provided feedback that describes how the Sociology program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The PRT noted that current students and alumni are strongly committed to the Department of Sociology, and even when they offered criticisms it was in the context of trying to help the department to better live up to its commitments to equity, diversity and inclusiveness as well as high quality education. Although somewhat concerned about the 3+2 teaching schedule (which will be replaced by a 2+2 teaching schedule in 2017-18), the faculty were genuinely happy to be part of their department and eager to find ways to strengthen Sociology's role at Ryerson University. The administrative staff was also extremely positive about working in the Department of Sociology. The site visit left the PRT with the strong impression that all segments of the department are committed to working together in the coming years to enhance the BA in Sociology program, and find new ways to strengthen Sociology's contributions to Ryerson University's mission and strategic priorities.

The PRT noted that a core strength of the Sociology curriculum is the inclusion of experiential learning in core courses, such as statistics and the capstone course, and the recent addition of courses that address Indigenous issues as part of a commitment to work toward decolonizing the curriculum. Most distinctive about the university's priorities are the emphasis on enabling exceptional experiences for students and expanding community engagement and city building. In these important areas, the BA in Sociology program appears to be doing exemplary work and should be showcased by Ryerson University as epitomizing its distinctive academic profile in Toronto. A weakness of the program, though by no means a result of decisions made by the Sociology Department, is the large class sizes throughout the full four years of the degree program, and the lack of Teaching Assistants or discussion groups in the vast majority of courses.

The Director of the Sociology program submitted a response to the Peer Reviewers' Report on September 26, 2017 following review by the Departmental Council. The response to the Peer Review Team Report and the Program's Response was submitted by the Dean of the Faculty of Arts on February 14, 2018.

## **B) SUMMARY OF THE REVIEWERS' RECOMMENDATIONS WITH THE PROGRAM'S RESPONSES**

1) The recent growth of the Sociology Department has not been matched with increased faculty resources. The growth of the program (513 in 2015-16), the number of additional students taught through Liberal Studies (7203 in 2015-16), a larger than average student to faculty ratio (36.9 in 2015-16), and heavy reliance on contract instructors (upwards of 60% of teaching), all point to a pressing need for additional full-time tenure stream faculty. We recommend hiring a minimum of 1 (and ideally 2) more tenure-stream faculty, in addition to the position already advertised for this year, and in addition to replacing future retirements.

### ***Program's response:***

*The Department will continue to advocate for tenure-track positions to meet the needs of the program, using the Report to support our arguments. We recognize that precarious academic employment is a serious problem and seek to attain the resources that will allow our department to meet our Program goals, which align with those of the Faculty of Arts and the University.*

2) The precarity of contract faculty works against the department's overall commitment to equity, and we urge the department to consider ways to enhance the job security of long term contract faculty within the terms of the Collective Agreements, for example by bundling courses to facilitate qualifying for benefits, and providing longer term contracts.

### ***Program's response:***

*Sociology will advocate for these changes, but they lie well beyond the purview of the department.*

3) Within the Faculty of Arts, the Sociology Department provides a disproportionate share of courses to the Liberal Studies stream. Although this is a strength of the department, at present it also limits their ability to offer elective courses to their own majors. The Faculty of Arts should find ways to more evenly distribute the Liberal Studies workload across departments in the faculty.

### ***Program's response:***

*Sociology will advocate for these changes but they lie well beyond the purview of the department.*

*The department will assess our overall commitment to teaching liberal studies courses as part of our 2018-19 planning cycle.*

4) We recommend that the department and the Faculty of Arts continue to support the development of Caribbean Studies as an integral part of its leadership in addressing equity and diversity.

### ***Program's response:***

*The department will press for additional resources for Caribbean Studies and is committed to designing faculty postings for future positions that attract applicants with a Caribbean Studies focus. We are also partnering with Caribbean Studies to raise the visibility of the program across campus and in the broader community.*

5) The Sociology Department is a leader in providing experiential learning opportunities to students. Although this is so, only a small number of Sociology courses currently provide experiential learning opportunities. We recommend that the Faculty provide additional supports needed to expand experiential learning opportunities in more Sociology courses.

### ***Program's response:***

*We are committed to extending experiential learning opportunities to all students, particularly given the direction of policies at the Ryerson and Provincial levels. To develop experiential, community engaged and career oriented opportunities for Sociology students, the department is exploring collaboration and partnership with the Ryerson Career Centre, Level Up and Student Affairs Storytelling along with our ongoing work with the Service Learning Coordinator (Community Engaged Learning) and the Career Counsellor from the Faculty of Arts Student Experience Centre.*

6) One result of the increasing popularity of Sociology courses is that all courses are large, including upper level courses that average between 50 and 80 students, and several third year core courses as large as 120 students. At the same time, very few courses in Sociology have Teaching Assistants so it is usually not possible to provide small discussion groups. We recommend that more Teaching Assistants be made available to run smaller discussion groups in large courses. Furthermore, until graduate student TAs in sufficient numbers can be recruited, we recommend employing senior Sociology majors as undergrad TAs in a wide variety of 1st and 2nd year courses, just as they are currently employed as peer mentors in methods and statistics courses.

***Program's response:***

*This is both a curricular and a resources issue. We are committed to advocating for these resources and exploring possible curricular design changes. The Department will encourage the Faculty of Arts to conduct a thorough review of TA resource allocation that might allow us to extend tutorial experiences to more of our students and ensure the highest pedagogical standards in courses that have tutorials by building in adequate time in contracts for meetings with faculty members, attending lectures and TA office hours to increase contact opportunities for undergraduates.*

7) The size of the courses means that most Sociology majors graduate without ever having a small seminar. We recommend that the department explore ways to ensure that a small handful of upper level courses can be delivered as small seminars. We further recommend that the capstone course be piloted as a seminar, with 4 sections of 30-35 students (rather than the current 2 sections of 60-65 students); and that some variety in the substantive content of the different sections be introduced so that students can choose a capstone seminar that best matches their sociological interests and strengths.

***Program's response:***

*The Department is embarking on a redesign of SOC 490 (Capstone) to offer a smaller class opportunity for students approaching graduation.*

8) We recommend that Ryerson University build new classrooms so that all sections of required Sociology courses can be offered in the morning or afternoon, thus facilitating a reasonable working day for commuting students. We also recommend that Ryerson University consider building a few very large classrooms so that departments like Sociology can have the option of offering fewer sections of introductory courses (accompanied by more Teaching Assistants and tutorials) and shifting teaching resources into more senior courses.

***Program's response:***

*Sociology will advocate for these changes, but they lie well beyond the purview of the department.*

9) The current configuration of space is not adequate for the proper functioning of the department. We recommend that additional space be allocated to Sociology, including a dedicated seminar space for meetings and four additional offices.

***Program's response:***

*Sociology will advocate for these changes, but they lie well beyond the purview of the department.*

10) There is a shortage of computers on campus, especially computers with statistical software needed for Sociology methods courses. We recommend opening a new drop-in computer lab that is not reserved for class use. As a stopgap, we suggest that statistical software be loaded on mobile computers available for loan from the library. Furthermore, we recommend that computer repair and replacement be given greater priority by the Faculty of Arts, particularly when the demand for computers in labs is very strong.

***Program's response:***

*Sociology will advocate for these changes, but they lie well beyond the purview of the department.*

11) We recommend that, in the future, Ryerson University increase the size of the sample of Sociology graduates it surveys so that relatively precise population estimates on the employment history of graduates can be obtained.

***Program's response:***

*The Department is committed to enhancing student experiences in our program. We will improve our tracking of program graduates that will permit more effective sampling for future surveys and provide enhanced networking opportunities for graduates and students nearing graduation.*

12) We recommend the initiation of a Department of Sociology mentorship program so that faculty members who need to 'jump start' their research programs can gain counsel from colleagues with greater research and publication successes. We also encourage senior administrators at Ryerson to increase the availability of internal research funding for faculty members.

***Program's response:***

*As part of the MA program development and the overall enhancement of the Sociology Department, we are endeavoring to increase our research profile and faculty research opportunities. The Department Research Committee will consider the proposal for a mentorship system to support faculty research.*

13) It is a very positive change that Sociology students will soon be allowed to take two Sociology Liberal Studies courses as part of their Sociology degree. However, we wonder if this change goes far enough, and consequently recommend that the department rethink whether the restriction on majors enrolling in Sociology Liberal Studies courses needs to be eliminated entirely.

***Program's response:***

*The department will assess further alterations to the liberal studies restrictions facing program students. However, we are conscious of balancing the creation of more options for students against redundancy in course offerings and the need for higher level sociology-specific opportunities for program students.*

14) We support the Department of Sociology's commitment to strengthening its expertise in Indigenous Studies and recommend that the entire curriculum be audited with the goal of decolonizing all facets of what is taught in sociology courses.

***Program's response:***

*We are hiring an additional faculty member in this area in 2017-18 after a failed search last year. We are in the process of establishing an Indigenous Sociology course requirement for all students in the Program. We are beginning work with Aboriginal Initiatives and Aboriginal Student Services to develop a comprehensive approach that will combine curricular changes with issues of access and support for Indigenous students in the program. The department is establishing an Equity Working Group that will continue the work on indigenizing and decolonizing the curriculum.*

15) Given the current departmental strengths in, and commitment to, the sociological study of equity, diversity and inclusiveness, we recommend that every new tenure-track hiring should contribute to this thrust of scholarship and teaching in one way or another.

***Program's response:***

*This crucial commitment is a central consideration in the constitution of our Departmental Hiring Committee and the design of faculty positions.*

16) As Sociology moves toward a Masters program, we recommend that Ryerson University increase its budget for the library, bringing it closer to the average for Ontario universities. We also recommend reopening negotiations with the University of Toronto to try to secure Ryerson graduate students complete access to the University of Toronto's book collection and digital resources.

***Program's response:***

*Sociology will advocate for these changes, but they lie well beyond the purview of the department. The development of this MA is a high priority for the Department including an evaluation of library resources.*

17) Students raised concerns about the absence of a process for dealing with student complaints about courses and/or specific faculty. We recommend that the department create a joint faculty/student committee to develop a process to address complaints.

***Program's response:***

*We will work with the student representatives in Departmental Council to consider directions for consideration of student issues and complaints.*

18) We recommend that the Ryerson administration proceed quickly to develop protocols to protect faculty who experience on-line and other forms of racialized, gendered, and/or sexualized forms of harassment or violence.

***Program's response:***

*The department is establishing an Equity Working Group that will continue the work on co-operation with partners in the university to establish protocols concerning racialized, gendered and sexualized forms of harassment aimed at faculty teaching with an equity focus.*

19) We recommend that resources be made available so that faculty can continue the work, begun in "Inhabiting Critical Spaces", of addressing how relations of inequality shape teaching and learning at Ryerson.

***Program's response:***

*The department is establishing an Equity Working Group that will continue the work on advocacy for resources to continue the work begin in the "Inhabiting Critical Spaces" Project.*

20) We recommend that the Faculty of Arts and the Provost support Sociology to develop a Masters program in the very near future.

***Program's response:***

*The Sociology MA Program in Transformative Social Research is currently going forward to the next stage of internal development at Ryerson. The development of this MA is a high priority for the Department.*

### **C) DEAN'S RESPONSE TO RECOMMENDATIONS**

The Dean's Response stated that the self-study presents a very comprehensive description of the program, its strengths, weaknesses and opportunities for growth. The Sociology program clearly distinguishes itself from comparable programs through its consistent emphasis on social equity, community engagement and inclusion throughout the curriculum, its strengths in teaching classical and contemporary theories in sociology, its emphasis on experiential learning and the training it offers students in core skills in qualitative and quantitative research methods. The department was diligent in collecting and analyzing data received from their graduates, which is a challenge for such a new program, created in 2005. As the PRT pointed out, student surveys were ineffective due to a low response rate, which the department proposes to improve by better tracking of its graduates.

The self-study is well-aligned with the Ryerson University and the Faculty of Arts Academic plans (2014-2019), particularly in its emphasis on experiential learning and community-building. In all of its initiatives, whether the focus be curricular development, research, hiring of faculty and contract lecturers, the Department of Sociology maintains its emphasis on social equity, diversity and inclusion.

The Department's response to the PRT gives careful consideration to the twenty recommendations in the report, noting that certain changes, particularly those with resource implications, are beyond the purview of the department and in some cases beyond that of the Faculty of Arts. However, the department makes a commitment to advocate for the recommended improvements in the areas of teaching and curricular development (including experiential learning), RFA and sessional hiring, space and research. Many of the recommendations from the PPR and the PRT report do have resource implications, which will have

to be considered carefully by the Faculty of Arts, given the constraints of limited funding allocations from other levels of administration, collective agreement obligations and the university-wide tripartite curriculum.

### **Curricular Development**

The Faculty of Arts recognizes the strength of curricular innovation in the Department of Sociology and supports its goals in increasing electivity for its students, subject to the usual resource constraints.

### **Experiential Learning**

The Faculty of Arts is currently establishing a working group on diverse forms of experiential learning. Further development of such initiatives is a priority for the Faculty of Arts.

### **Liberal Studies**

The PRT wonders if the weight of Liberal Studies could be better distributed across the Faculty of Arts departments. The Dean of Arts office will consider this possibility, recognizing the tremendous contribution that the Department of Sociology makes to Liberal Studies and service teaching in general. We are certainly willing to consider increased resources for Liberal Studies teaching, and we have recently increased funding for the possible use of TA/GAs. While previously, Sociology program students could not take Sociology courses designated as Liberal Studies, this restriction has been lifted and they may now take up to 2 courses designated The PRT would like to see unlimited access for program students to upper-level Liberal Studies courses in Sociology. This will be a matter for the department to consider.

### **Curriculum Delivery and Resources**

The Dean of Arts office is willing to work with the department to review class sizes in senior courses, such as the capstone SOC 490, as well as the possibility of larger classes at other levels.

### **TA/GAs (Teaching Assistants/Graduate Assistants)**

Recently, we increased the funding for TA/GAs with the intent that departments would decide for themselves where these resources would be most effective. The PRT underlines the benefits of having senior undergraduate students work as teaching assistants, similar to the peer mentors who currently support students in classes in quantitative methods. This is an interesting idea but would have to be considered in relation to the current collective agreement governing TA/GAs and our responsibilities towards graduate students at Ryerson University.

### **RFA and Sessional Hires**

Equity hiring is critical as the department sees a need to increase the number of racialized males as well as Indigenous faculty. Fortunately, the current Provost has indicated that hiring more faculty members is a priority, university-wide. Like other departments, on an annual basis, the Department of Sociology has the opportunity to request new positions by demonstrating need in relation to curricular initiatives new and old as well as overall student enrolments in program courses, open electives and Liberal Studies. The Dean of Arts office highly values the contributions of our sessional instructors and is committed to social equity and to reducing the precariousness of these positions within the limits allowed by resource constraints and the collective agreements in place at the university.

### **Space**

The Faculty of Arts will review these space needs while noting that lack of space is a chronic problem at Ryerson University. The Dean of Arts office advocates continuously for new space; however, permanent solutions are in the purview of executive administration.



### **Scholarly, Research and Creative Work (SRC):**

In its response to the PRT report, the department indicates that development of the Sociology MA Program in Transformative Social Research is currently underway. Such a degree would stimulate SRC production and reinforce a culture of research that would be beneficial for the department at both the graduate and undergraduate level. Overall, the department is committed to seeking out research opportunities for faculty and raising its research profile, which should also have the effect of attracting many high-calibre students to the program. All of these endeavours have the support of the Office of the Dean of Arts which is fully engaged in enhancing the current culture of research in our faculty.

### **Equity and Governance**

Equity is an essential element of policy and practice in the Department of Sociology and the Faculty of Arts. The Department of Sociology has resolved to establish an Equity Working group that will focus on 'indigenization' and decolonization of the curriculum, support equity focused projects and deal with issues from discrimination and sexual harassment to student complaints. This is a responsive solution to student and faculty feedback and provides a useful model for other departments. It also acknowledges the harassment faced in the public forum by social scientists who promote social equity for women and other disadvantaged groups.

### **Conclusion**

The Dean of Arts office is willing to work with the department to address the recommendations set out in the PPR self-study and developmental plan as well as the PRT report, while taking into account the institutional constraints on resources, curricular structure and space faced by the Faculty of Arts.

## **D) IMPLEMENTATION PLANS**

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| <b>Recommendation # 1</b> Community-based, experiential and career-oriented learning  |
| <b>Rationale:</b> the external reviewers noted strengths of experiential learning in the Sociology Program and recommended expansion (Rec 5).The Self-Study raised the issue of embedding experiential and community-based learning into the curriculum, so it is not contingent simply on the interests and willingness of faculty members to engage in these kinds of initiatives (Self Study p. 32). At the same time, the Province of Ontario is requiring experiential learning as part of all post-secondary experiences and examining methods to best prepare students for life after graduation.  |
| <b>Objective: (statement that further describes the recommendation)</b> Embed experiential learning further in curriculum and enhance student opportunities for professional development and career focus.  |
| <b>Actions:</b> <ul style="list-style-type: none"><li>• Consider designating specific courses as experiential – so that any instructor taking on the course would know that it included experiential elements</li><li>• Enhance resources for experiential and community-based learning (e.g. support for extra TA hours, RA support, funding for the invitation of Elders or other guest experts)</li><li>• Pilot – Career focus program for Sociology students (Winter term 2018)</li><li>• First running as a course in Winter term 2019 (SSH 500) with job shadow and career-oriented mentorship by fourth-year students to first-year students</li></ul> |
| <b>Timeline: (What are the estimated timelines for acting on implementation of the recommendation?)</b> 2018-19 academic year with submission of proposal to VPA by June 30, 2019; commences Fall 2020  |
| <b>Responsibility for leading initiative:</b> Curriculum Committee, Partnership with Career Centre and Service Learning Coordinator   |

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| <b>Recommendation # 2</b> Deepen Equity Focus   |
| <b>Rationale:</b> The External reviewers noted the department's strong commitment to equity in our Department Plan 2014-19 and in the PPR self-study. Five recommendations revolved around opportunities and challenges for the program in the areas of equity, diversity and inclusion (Recommendations 4,14,15,18 and 19) |

**Objective: (statement that further describes the recommendation)** Deepen the transformative equity focus in the department by Indigenizing and decolonizing the Sociology Curriculum, increasing the variety of equity-oriented courses and strengthening processes for raising equity-oriented concerns in the department

**Actions:**

- Map steps to Indigenize and decolonize the curriculum. The department already approved and implemented SOC427 – Indigenous Perspectives on Canada as a required course in second year (start in Fall 2018).
- Workshops for faculty on Indigenization, trans issues and other aspects of equity-oriented teaching.
- New courses (e.g., Blackness and Freedom).
- Development and report from Equity Working Group.
- Support for Caribbean studies.
- Expansion of resources for equity-oriented curricular development, learning and teaching, and mentorship of racialized and Indigenous students.

**Timeline: (What are the estimated timelines for acting on implementation of the recommendation?)** beginning 2017-18 academic year, final proposals to VPA by June 30, 2020; commences Fall 2021

**Responsibility for leading initiative:** Curriculum Committee; Equity Working Group

**Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:** Faculty Dean

**Recommendation # 3** Sociology Liberal Studies Electives Availability to Program Students

**Rationale:** the external reviewers noted a lack of access to Sociology liberal studies courses for Sociology Program Students (Rec 13). The Liberal Studies courses offer students enticing substantively-oriented course options.

**Objective: (statement that further describes the recommendation):** Provide program students with a wider variety of substantive courses covering exciting sociological topics

**Actions:**

- Allow program students to take two upper liberal sociology courses during their undergraduate career and assess the impact.
- Investigate other options to increase opportunities for students to take substantive courses (see Recommendation 4 below).

**Timeline: (What are the estimated timelines for acting on implementation of the recommendation?)** 2017-18 academic year with submission of proposal to VPA by September, 30, 2017; commences Fall 2018

**Responsibility for leading initiative:** Curriculum Committee

**Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:** Faculty Dean

**Recommendation # 4** Strengthen Sociology Focus of Fourth Year Winter Term

**Rationale:** the external reviewers noted a lack of smaller, upper level experiences (Rec 6 and 7), while the Self-Study noted that a “fourth year experience that may feel like a bit of an anti-climax” (Self Study p. 17). The improvement of the second term of fourth year is connected to discussion of the overall distribution of electives through the year.

**Objective: (statement that further describes the recommendation)** Smaller seminar courses offer the possibility of integrative learning in which students draw on their theoretical and methodological preparation to investigate pressing social issues through a sociological lens. We will explore possibilities for students to be exposed to more integrative learning through the exploration of substantive issues.

**Actions:**

- Explore possibility of upper year seminars in Winter term of 4<sup>th</sup> year.
- Examine distribution of substantive electives through the 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> year .

**Timeline: (What are the estimated timelines for acting on implementation of the recommendation?)** 2018-19 academic year with submission of proposal to VPA by June 30, 2019; commences Fall 2020

**Responsibility for leading initiative:** Curriculum Committee

**Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:** Faculty Dean

**Recommendation # 5** Develop Graduate Program in Transformative Social Research

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| <b>Rationale:</b> The external reviewers supported the development of a graduate program (Rec 20) and enhancement of the research profile of the department (Rec 12). This will strengthen the undergraduate program through curricular design around possible hybrid fourth year/graduate seminar courses. It will also strengthen the department's reputation and the delivery of leading-edge expertise in undergraduate courses.  |
| <b>Objective: (statement that further describes the recommendation)</b> The development of a graduate program in Transformative Social Research to enhance the research profile of the department and offer new forms of seminar-based learning for senior undergraduate students.  |
| <b>Actions:</b> <ul style="list-style-type: none"> <li>• Complete Letter of Intention for Graduate Program.</li> <li>• Upon approval of Letter of Intention, complete full proposal.</li> <li>• Consider possible hybrid 4<sup>th</sup> year/graduate seminars as part of the curricular development of the graduate program.</li> <li>• Enhance the research profile of the department by highlighting work under the rubric of transformative social research.</li> </ul> |
| <b>Timeline: (What are the estimated timelines for acting on implementation of the recommendation?)</b> 2017-18 complete Letter of Intention; 2018-19 academic year complete proposal with submission by August 31, 2019; commences Fall 2020 or 2021   |
| <b>Responsibility for leading initiative:</b> Graduate Committee  |
| <b>Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean   |

## ASC EVALUATION

The ASC commends the Department of Sociology for its active engagement in the PPR process, its reflective Self Study, and its thoughtful plan for program and curricular enhancements moving forward.

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

1. The progress on implementing the recommendations within the implementation plan.
2. Refinement of the program learning outcomes as a foundation for considering the curriculum modifications identified in the self study.

## Follow-up Report

In keeping with usual practice, the one-year follow-up report, which addresses the recommendations 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, 2019.

Date of next Periodic Program Review  
2025 - 2026

## Recommendation

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Sociology Periodic Program Review, Faculty of Arts.*

## B) CHANG CERTIFICATE IN ENTERPRISE ARCHITECTURE AND INFRASTRUCTURE MANAGEMENT – REVIEW

A review of the current Certificate in Enterprise Architecture and Infrastructure offered through the Ted Rogers School of Information Management considered several factors including student feedback, an enterprise architecture environmental scan, and recent revisions to the School's curriculum, to complete a SWOT analysis of the current certificate. Based on the resulting SWOT analysis, several recommendations are made that will increase the relevancy and value of a certificate for professionals wanting to build skills in the area of Enterprise Architecture and Infrastructure Management.

Enterprise Architecture (EA) is the conceptual blueprint of an organization’s structure and operation, including processes, systems and technologies. It is widely accepted that a well-designed and managed enterprise architecture is instrumental in enabling leaders to not only achieve the right balance between information efficiency and business innovation, but to also remain agile in a competitive and ever-changing marketplace.

The Certificate in Enterprise Architecture and Infrastructure Management was established many years ago and is comprised of degree-credit courses offered through the Ted Rogers School of Information Technology Management. It was formerly called the Certificate in Telecommunications Management. A certificate review was initiated in 2012 and preliminary findings indicated that telecommunications is only a small part of enterprise architecture and that the curriculum in the certificate should be brought into line with the curriculum restructuring at the Ted Rogers School of Information Technology Management (TRSITM). In the meantime, the School undertook its *Periodic Program Review of the Business Technology Management (BTM) Full-time and Part-time Undergraduate Degree Programs (2015-16)*. As a result of the PPR, curriculum has been updated or deleted from undergraduate program offerings.

Over the past 10 years, we have had 8 to 16 new certificate registrations per year, with a slight increase since Fall 2013. While these numbers are still low, the slight increase suggests that the name change and addition of a new course may have had a small positive effect.

The Certificate in Enterprise Architecture and Infrastructure Management was conceived as a specialized program. Currently, the EAIM certificate provides students with skills and knowledge that allow them to:

- Effectively communicate ideas and concepts related to business information technology architecture and infrastructure
- Develop and manage information technology architecture and infrastructure to meet the strategic needs of business and government
- Work in teams to analyze and solve business problems by applying information technology architecture and infrastructure

The current certificate is geared towards students who are already working in the IT management field or wish to enter Ryerson’s BComm degree program. Courses may be credited toward the Ryerson Bachelor of Commerce (Information Technology Management) degree program should candidates wish to continue their education after attaining this certificate.

The current Certificate requires the completion of four required courses and a choice of two electives, as shown in the following table:

| <b>Required (four)</b>                            | <b>Prerequisite</b>            |
|---|--------------------------------|
| CITM 207 Computer-Enabled Problem Solving         | none                           |
| CITM 301 IT Infrastructure                        | CITM 100 or 102                |
| CITM 305 Systems Analysis and Design              | (CITM 100 and 207) or CITM 102 |
| CITM 600 Data Communications Network Design       | CITM 301                       |
| <b>Electives (select two)</b>                     |                                |
| CITM 315 Network Administration                   | CITM 301                       |
| CITM 410 Business Process Design                  | (CITM 100 and 207) or CITM 305 |
| CITM 706 Enterprise Architecture                  | CITM 301, 305 and 410          |
| CITM 750 Project Management                       | CITM 305 and 410               |
| CITM 820 Information Systems Security and Privacy | CITM 301                       |

It is recommended that applicants have the following: OSSD with six Grade 12 U or M credits, or equivalent, or mature student status, and basic computer literacy and knowledge of the functions of business.

Enterprise Architecture offerings are varied, and the industry is dominated with private sector organizations that offer their own certifications. The criteria for comparative programs was limited to those which identified Enterprise Architects as the target audience, rather than a broader audience of Business Architects, Software Architects or Information Architects. The only comparable offering found in Canada at a post-secondary level is the Certificate in Enterprise Architecture offered by the School of Continuing Studies at the University of Toronto. While the name of the U of T certificate is similar, the learning objectives are at a more introductory level when compared to the Ryerson certificate and therefore likely attracts a different learner profile.

The most recent Chang School Student Survey in Fall 2015, illustrates the CE student profile, enrollment drivers and the perceptions of educational experience within the ITM certificate courses. Twenty-seven students completed the questionnaire. Approximately two thirds of respondents were enrolled in a classroom-based ITM certificate course and approximately 70% are returning students. Demographic characteristics indicate that most students are male (63%) and nearly 85% have some form of post-secondary experience: degree, college diploma, or university certificate. Similarly, 85% are employed. Enrollment drivers for most students included: meeting the requirements of their present jobs/careers; professional development; certificate completion; and pursuing a degree program. For the majority of online students, the Chang School was chosen over other providers primarily due to the availability of online courses. Satisfaction with the learning experience is generally high, particularly for the instructor's subject-matter expertise, as well as availability and responsiveness (by in-class respondents). Average ratings by online students are lower.

Enterprise Architects are some of the most senior and well paid IT professionals. The occupation requires high educational attainment, capacity to understand interdependencies of organizational processes and architecture business, applications, information technology and security. Moreover, critical thinking is essential in architecting business process synergies and goes beyond technical skills.

### **Strengths**

The Ted Rogers School of Information Technology Management has recently re-evaluated and updated its curriculum, including a commitment to diversity and inclusion, as part of a periodic program review and the Business Technology Management degree program has been accredited by ITAC. The courses in the certificate are degree-credit and therefore may be applied to an undergraduate degree. The courses run regularly and are offered online or in the evening to suit the schedules of working students. Strong faculty oversight provided for all ITM courses offered through the Chang School of Continuing Education ensures high quality course content. In general, students are satisfied with the quality of the courses provided by the School of ITM.

### **Weaknesses**

1. Overlap with the Certificate in Information Systems Management, the duplication of courses, creates a number of issues including:

- It is difficult for students to differentiate between the two certificates.
- The inclusion of lower-level courses in the EAIM certificate suggests that it is an entry level certificate, but the environmental scan indicates that enterprise architects are experienced, well-educated and highly skilled.

2. As the current EAIM certificate is available to students with little or no IT background, IT specialists looking for EA training may perceive the certificate as being at an entry level.

3. Significant curriculum is not required, not included, or inappropriately included in the current certificate. For example, CITM 706 Enterprise Architecture is an elective even though it is a key course for students wanting skills in this area.

### **Opportunities**

The environmental scan suggests strong demand in the field in the upcoming medium-term period with the majority of employment opportunities in Ontario and in particular within the city of Toronto. The analysis also indicates that employers are looking for enterprise architects with 5 to 12 years of experience and that the majority of persons who are EAs have a Bachelor's Degree. Rather than a "laddering" entry level certificate, the need in EA is for a shorter, more advanced post-graduate certificate that gives people with intermediate or high level IT skills an opportunity to develop specialized skills that will support a career in EA. While a number of private options for certifications such as TOGAF are available, a focused university certificate will provide development of higher level critical thinking skills in the area.

### **Threats**

The field of enterprise architecture and infrastructure management is constantly in flux as technologies, policies (such as privacy), and business environments change, requiring frequent updating to remain relevant. In general, the demand is for shorter professional development opportunities. Although EA professionals need higher-level skills that will give them the ability to integrate various frameworks to suit the needs of their organization, the credential offered by Ryerson should be relatively short and focused to compete with private sector training programs certifying people in the various frameworks for applying EA.

### **Recommendations**

The recommendations based on the findings of this review are:

1. Discontinue the current EAIM certificate effective Fall 2018
2. Propose an Advanced Certificate in Enterprise Architecture and Infrastructure Management that:
  - Eliminates the overlap with the Certificate in Information Systems Management
  - Eliminates courses not directly relevant to Enterprise Architecture and Infrastructure Management (CITM 207, CITM 301, CITM 305, and CITM 315)
  - Includes CITM 706 and CITM 820 as required courses
  - Adds new/revised curriculum important to EAIM to the elective category
  - Consists of four upper level courses
  - Recommends admission criteria of a minimum of the Certificate in Information Systems Management or equivalent and a degree preferred

### **Recommendation**

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang Certificate in Enterprise Architecture and Infrastructure Management – Review.*

## **C) CHANG CERTIFICATE IN ENTERPRISE ARCHITECTURE AND INFRASTRUCTURE MANAGEMENT – DISCONTINUE**

The Review of the Certificate in Enterprise Architecture and Infrastructure Management (EAIM) identified several issues with the certificate, including:

1. The duplication of courses with the Certificate in Information Systems Management (ISM) makes it difficult for students to differentiate between the two certificates. The inclusion of lower-level courses in the EAIM certificate suggests that it is an entry level certificate as is ISM, when IT specialists looking to move into the field of enterprise architecture typically require a more advanced program.
2. Some courses are misplaced within the certificate. For example, CITM 706 Enterprise Architecture is an elective, although it is a key course for students wanting skills in this area and provides training for the SPARX certification. Similarly, CITM 820 Information Systems Security and Privacy provides essential skills for Enterprise Architects but is also an elective in the current certificate. Both should be required courses.
3. The environmental scan suggests that the demand is for a shorter, more advanced certificate rather than a “laddering” entry level certificate, such as the current EAIM certificate.

For the above reasons, the current Certificate in Enterprise Architecture and Infrastructure Management will be discontinued effective Fall 2018 and will be replaced by a new Advanced Certificate in Enterprise Architecture and Infrastructure Management. A communication will be sent to the 18 students currently active in the EAIM certificate with recommendations for completing their studies. The 13 EAIM graduates will be notified as to how they could go on to the Advanced EAIM certificate.

#### **Recommendation**

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang Certificate in Enterprise Architecture and Infrastructure Management – Discontinuation*

#### **D) CHANG CERTIFICATE IN ADVANCED ENTERPRISE ARCHITECTURE & INFRASTRUCTURE MANAGEMENT – PROPOSAL (NEW)**

The proposal for an Advanced Certificate in Enterprise Architecture and Infrastructure Management (EAIM) has been developed in response to the review of the current certificate in Enterprise Architecture and Infrastructure Management. The review recommends that the current certificate be discontinued and a new certificate, Advanced Certificate in Enterprise Architecture and Infrastructure Management, be developed to meet the demand for high-level skills in this field.

The environmental scan completed for the certificate review suggests strong demand in the field in the upcoming medium-term, but rather than an entry level certificate, the need is for a shorter, more advanced certificate that gives people with intermediate or high level IT skills, for example in software development or data base management, an opportunity to develop specialized skills that will support a career in enterprise architecture and infrastructure management. The environmental scan indicates that enterprise architects are experienced, well-educated and highly skilled. The proposal certificate will appeal to:

- those who have a Bachelor’s degree and some IT experience who want to develop a post-degree specialty;
- those currently working in areas such as data base development, software engineering, security administrator, infrastructure engineering, business analytics, and network administration;
- those who have completed the Certificate in Information Systems Management.

The review supports offering two certificates – one providing essential introductory IT skills; the other building on those competencies to provide in-depth training in the area of enterprise architecture and infrastructure management.

The recommended changes to the current EAIM certificate are extensive. They include removing duplicate courses currently in the Information Systems Management (ISM) certificate or not relevant to enterprise architecture and infrastructure management; adding new required curriculum and electives; shortening the graduation requirement to four courses; and changing the admission criteria. Therefore, we are discontinuing the current EAIM certificate and submitting this proposal for a new Advanced Certificate in Enterprise Architecture and Infrastructure Management.

### Goals and Competencies

The goals of the certificate are to provide students with skills in three major areas:

- Effectively communicate ideas and concepts related to business information technology architecture and infrastructure.
- Develop and manage information technology architecture and infrastructure to meet the strategic needs of business and government.
- Work in teams to analyze and solve business problems by applying information technology architecture and infrastructure.

The courses in the certificate will develop the following competencies:

| Competencies   |
|--|
| - develop the design requirements for new business process architectures<br>- analyze business processes to ensure organizational efficiency and effectiveness when new technologies are implemented.<br>- use appropriate methods, tools and techniques of process analysis and design for organizational improvement.  |
| - apply design, selection, implementation and management criteria to business processes from the perspectives of IT capabilities.<br>- understand high-level internally compatible representations of organizational business models, data, applications, and information technology infrastructure.<br>- apply frameworks and strategies for infrastructure management.<br>- communicate technology architecture strategies concisely to a general business audience. |
| - apply technical, operational, and managerial issues of computer and network security in an operational environment.<br>- describe industry best-practices relating to computer security<br>- employ techniques for detecting and preventing security violations<br>- explain principles of data privacy, threats to privacy, international and national policy,  |
| - use knowledge of enterprise wide integrated systems, and process thinking as a key elements in business restructuring.<br>- apply concepts, structure, benefits and problems of enterprise solutions from a business perspective as well as from a technical Information Technology perspective.   |
| - explain how telecommunications networks are designed and deployed to support e-commerce, multimedia and web-centric business applications.<br>- describe network planning concepts, network analysis, network design tools and techniques<br>- summarize application, deployment and benefits of industry standard architectures including: TCP/IP, VoIP, SONET, Gigabit Ethernet, 3G and other emerging standards   |
| - describe concepts, architectures and technologies of cloud computing from a business perspective<br>- analyze architectures and mechanisms that capture the real-world of cloud platforms. –awareness of need to knows to plan for developing and using applications on cloud  |
| - explain and apply the tools and techniques of project management as they apply to IT-enabled process improvement projects  |

### Curriculum Structure

The proposed EAIM Certificate will consist of four courses of 39 hours each (156 hours in total) of university degree credit study and is planned for launch in Fall 2018. Six of the courses are currently offered through the Chang School. The seventh, CITM 711, Cloud Computing, is planned for offer through the Chang School in 2018-19.



| <b>Required (three)</b>                    | <b>Prerequisites</b>  |
|--|-----------------------|
| CITM 410 Business Process Design           | CITM 305              |
| CITM 706 Enterprise Architecture           | CITM 301, 305 and 410 |
| CITM 820 Info Systems Security and Privacy | CITM 301              |
| <b>Electives (select one)</b>              |                       |
| CITM 330 Supply Chain Process Architecture | CITM 305              |
| CITM 600 Data Com Network Design           | CITM 301              |
| CITM 711 Cloud Computing                   | CITM 301              |
| CITM 750 Project Management                | CITM 305 and 410      |

### **Equity, Diversity and Inclusion**

Courses offered through The Chang School typically attract a diverse student body of full-time undergraduates and part-time adult learners. Continuing education adult learners are usually working, over the age of 30, and have diverse cultural backgrounds.

Online courses provide further access for people who cannot attend classroom courses for many reasons (for example work shifts or live remotely). Women find the online format especially attractive as evidenced by the higher proportion of women to men in online ITM courses while the reverse is true for classroom courses. Online courses developed by The Chang School are also AODA compliant to increase inclusion and equity by presenting content in a variety of formats.

As well as increasing the diversity of students in the classroom, the courses provide opportunities for students to be exposed to the different perspectives and experiences of their classmates. Course work supports equity and inclusion through case studies, guest speakers and collaborative work so that diverse perspectives can be expressed and discussed.

### **Academic Home**

The Advanced Enterprise Architecture and Infrastructure Management Certificate will be housed in the Ted Rogers School of Information Technology Management (TRSITM). TRSITM retains responsibility for the overall academic quality of the Certificate.

### **Admission Criteria**

Eligible applicants must have successfully completed the following courses (or the equivalent): CITM 102 (or CITM 100 and CITM 207); CITM 301; CITM 305.

### **Certificate Resources (Library Resources)**

No additional library resources are required.

### **Employment Overview**

An Info World article<sup>1</sup> forecasts: “Enterprise Architects will be in demand to engineer and re-engineer the increasingly complex systems that in 2020 deliver power to run your hybrid vehicle, manage the complexity behind the IoT-connected office and home, and ensure the smooth running of communications, banking, and an increasingly digitally-based health infrastructure.”

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<sup>1</sup> Tim O'Neill, Research Fellow and Enterprise Architect. What will enterprise architecture look like in 5 years? (June 2015). Info World. Accessed at: <http://www.infoworld.com/article/2935141/enterprise-architecture/what-will-enterprise-architecture-look-like-in-5-years.html>

Enterprise Architects are some of the most senior and well paid IT professionals. The occupation requires high educational attainment, capacity to understand interdependencies of organizational processes and architecture business, applications, information technology and security.

### **Comparator Certificate Programs**

Enterprise Architecture offerings are varied, and the industry is dominated with private sector organizations that offer their own certifications based on understanding a particular framework.

The only comparable offering found in Canada at a post-secondary level is the Certificate in Enterprise Architecture offered by the School of Continuing Studies at the University of Toronto. It is offered online and consists of three required courses: Foundations of Enterprise Architecture; Enterprise Architecture Development and Governance; and Tools and Applications in Enterprise Architecture. The proposed Ryerson certificate will provide students with in-depth skills in areas not addressed in the U of T certificate such as process design, privacy and security issues, and skill in an elective area.

### **Recommendation**

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang Certificate in Advanced Enterprise Architecture & Infrastructure Management.*

## **E) CHANG CERTIFICATE IN INFORMATION SYSTEMS MANAGEMENT – COURSE ADDITIONS, DELETIONS, REPOSITIONING**

The Certificate in Information Systems Management (ISM) provides an introduction to the IT field with a focus on how to develop and manage information systems. The certificate consists of degree credit courses required for the BComm and offered by Ted Rogers School of Information Technology Management (TRSITM). As well as providing grounding in IT management, the certificate provides a smooth transition to the TRSITM Bachelor of Commerce. It also provides the prerequisites for the proposed advanced certificate in Enterprise Architecture and Infrastructure Management. Registrations in the certificate over the last five years have ranged from 54 to 80 per year.

### **Course Changes**

Add the following course:

CITM 315 Server Administration (elective)

Delete the following courses:

CITM 410 Business Process Design (required)

CITM 750 Project Management (elective)

Move the following courses from electives to required courses:

CITM 301 IT Infrastructure

CITM 500 Data and Information Management

### **Rationale**

The School of ITM undertook its *Periodic Program Review of the Business Technology Management (BTM) Full-time and Part-time Undergraduate Degree Programs* (2015-16). As a result of the PPR review, curriculum has been updated or deleted from undergraduate program offerings. The proposed changes to the ISM certificate will ensure its currency, maintain the link to the degree program, and provide students with more focused skills. The revised certificate will also provide the prerequisites for the proposed Advanced Certificate in Enterprise Architecture and Infrastructure Management.

The revised certificate will continue to require completion of six degree credit courses but five (instead of four) will be required and students will choose one elective. To ensure that students who complete this certificate have a good grounding in developing and managing information systems, two of the elective courses, CITM 301 *IT Infrastructure* and CITM 500 *Data and Information Management* will be moved to required courses. Two courses, CITM 410 *Business Process Design* and CITM 750 *Project Management*, will be moved to the proposed advanced certificate where they better fit. One more course will be added to the ISM electives (CITM 315 *Server Administration*).

| <b>Current Certificate Structure</b>   | <b>Revised Certificate Structure</b>  |
|--|---|
| <p><b>Required Courses</b><br/>Students may only select one of CITM 100 or CITM 102.<br/>CITM 100 Foundations of Information Systems<br/>CITM 102 Business Information Systems I</p> <p>CITM 207 Computer-Enabled Problem Solving<br/>CITM 305 Systems Analysis and Design<br/>CITM 410 Business Process Design</p> <p><b>Electives (select two)</b><br/>CITM 200 Fundamentals of Programming<br/>CITM 301 IT Infrastructure<br/>CITM 350 Concepts of e-Business<br/>CITM 500 Data and Information Management<br/>CITM 750 IS Project Management</p> | <p><b>Required Courses</b><br/>Students may only select one of CITM 100 or CITM 102.<br/>CITM 100 Foundations of Information Systems<br/>CITM 102 Business Information Systems I</p> <p>CITM 207 Computer-Enabled Problem Solving<br/>CITM 301 IT Infrastructure<br/>CITM 305 Systems Analysis and Design<br/>CITM 500 Data and Information Management</p> <p><b>Electives (select one)</b><br/>CITM 200 Fundamentals of Programming<br/>CITM 315 Server Administration<br/>CITM 350 Concepts of e-Business</p> |

**Recommendation**

- Having satisfied itself of the merit of this proposal, ASC recommends: *That Senate approve the Chang Certificate in Information Systems Management – Course Additions, Deletions, Repositioning.*

**F) CHANG CERTIFICATE IN OCCUPATIONAL HEALTH AND SAFETY LEADERSHIP**

Currently the Chang School offers two Certificate programs in occupational health and safety (OHS): *Certificate in OHS*, and the *Certificate in Advanced Safety Management (ASM)*. Both certificates consist of 8 degree-equivalent courses, with the courses coming from degree programs offered by the School of Occupational and Public Health (SOPHe). The *Certificate in OHS* currently meets the educational requirements for graduates to sit the examination for the *Canadian Registered Safety Professional (CRSP)* designation which is offered by the Board of Canadian Registered Safety Professionals (BCRSP).

From July 2018, the BCRSP will change the minimum requirement to take their professional designation exam from a certificate (i.e. our current Certificate in OHS), to a 2-year Diploma in OHS or equivalent (i.e. a series of certificates that are equivalent of a diploma). Along with this change, the BCRSP have also instituted a technician designation (CRST), which the current *Certificate in OHS* or the *Certificate in Advanced Safety Management* satisfy.

In order to satisfy the new educational requirements of the BCRSP (i.e. a 2 year Diploma or equivalent) we are proposing the development of a third certificate, *Certificate in Occupational Health and Safety Leadership*, consisting of 4 courses. Such a certificate, along with successful completion of our current two certificates would meet these new requirements.

The certificate goal is to satisfy the BCRSP academic requirements for prospective designation holders to take the board exam, when completed in addition to the Certificate in OHS and the Certificate in ASM. Students will also be more prepared for leadership roles and responsibilities in the field of occupational health and safety. Often times individuals in the field of OHS are faced with dilemmas around decision making where they are challenged with the focus on production vs OHS. Sometimes the wrong decision is made due to lack of ethical considerations. This certificate will therefore provide an opportunity to explore ethical decision making within an OHS context. This fits well with Ryerson University's mission, part of which is to advance applied knowledge to address societal needs and to prepare students for careers in professional and quasi-professional fields.

The scheduled launch of the proposed certificate program is Fall 2018.

### Certificate Structure and Learning Outcomes

Graduates of the program will have the ability to exercise various approaches to relevant issues related to OHS leadership: be analytic and exercise clear thinking related to OHS strategic planning, decision and project management; critically evaluate and question OHS cost and savings ethically; and, plan, develop, implement programs to effectively achieve desired disability management outcomes.

Upon completion of the Certificate, students will:

- i. Have gained insight and breadth of knowledge concerning:
  - Management styles and motivation theory into practice
  - OHS ROI cost vs saving
  - OHS ethics
- ii. Have acquired functional competencies in:
  - Project management
  - Disability management
  - Navigating ethical decision in the area of OHS

| Required Courses  | Learning Outcomes/Competencies   |
|---|--|
| COHS 477 Integrated Disability Management<br><i>(current degree-credit course)</i>  | Develop and implement integrated disability management program for organizations.  |
| CMHR 640 Leadership<br><i>(current degree-credit course)</i><br>(Prerequisite - CMHR 405)<br>Approval obtained from Program Director TRSM)                              | Explore the theory and practise of leadership.<br>Learn practical leadership techniques for management personnel.  |
| CTEC 210 Fundamentals of Project Management<br><i>(current degree-credit course)</i><br>(Approval obtained from Program Director Engineering, Architecture and Science) | Gain knowledge in the area of fundamental project management for successfully managing projects and teams.   |
| CVOH225 Occupational and Ethical Leadership*<br><i>(new non-degree credit course to be developed for Fall 2019)</i>   | Understand how to manage OHS from a business perspective. Understand ROI, costs vs benefits, and other economic evaluation techniques as applied to OHS without compromising human moral and ethics. |

\*The CVOH225 Occupational and Ethical Leadership course will be developed as a non-degree credit course for Fall 2019 and offered through the Chang School. After this initial offering, it will be developed into a degree-credit course and offered as an elective through SOPHe.

## **Societal Need and Target Group**

Globally, OHS practice is advancing. To keep up with this trend in practice and certification requirements in countries such as the US, UK, Europe and Australia, the BCRSP in Canada has introduced changes to CRSP eligibility criteria. Effective, July 1, 2018 applicants for the CRSP certification will be required to have:

- A minimum of a Bachelor's degree (4-year) in any field **OR** a 2-year diploma (or certificate) in occupational health and safety or a closely related field from a recognized academic institution; and
- At least four (4) years of experience where occupational health and safety is at least 50% of the job responsibility.

The 2-year diploma or certificate needs to have at least 900 hours or 60 credits. The BCRSP have agreed that a 20 course model for degree-equivalent courses at Ryerson will be considered as meeting the BCRSP requirement of 900 hours of training.

The certificate aspires to achieve a greater focus on leadership and project management for OHS professionals. The BCRSP envisions two streams of individuals working in the field of OHS: one is for technicians and the other is for professionals. The BCRSP has confirmed that if students take either the *Certificate in OHS* or the *Certificate in ASM* they could take the *Canadian Registered Safety Technician* (CRST) designation exam. For students interested in taking the *Canadian Registered Safety Professional* (CRSP) designation exam, they must complete all three certificates: the *Certificate in OHS*, the *Certificate in ASM* and the new proposed *Certificate in OHS Leadership*.

The target audience is any OHS professional who is or will be working in a leadership capacity. Having such individuals with leadership roles and responsibility will advance OHS at the senior management and strategic management level.

Upon successful completion of the OHS Program, graduates are eligible to work in a variety of positions such as Occupational Health and Safety Officers, Safety Coordinators, Safety Inspectors, Compliance Officers, Safety Auditors, Safety Advisors, Safety Managers and Safety Consultants, depending on specific hiring practices. OHS employment opportunities exist with government and private industry. OHS employment opportunities exist with government and private industry.

## **Equity, Diversity and Inclusion**

Discussion of equity, diversity and inclusion within the Certificate are primarily through two courses – COHS477 and CVOH225. The focus of COHS477 is on reviewing government legislation and regulations associated with ensuring inclusive processes and practices within a workplace for workers with a disability, as well as discussing what a disability is and undertaking a multi-disciplinary approach to ensuring equity and inclusion of all workers within the workplace. By undertaking the assessment and evaluation of various return-to-work processes, students are also exposed to elements of diversity and inclusion in the workplace. This emphasises the role of workplace leadership in the inclusion of diverse workers in diverse workplaces. It also fosters the notion of equity and fairness within workplaces from an occupational health and safety perspective.

The new course *CVOH225 Occupational and Ethical Leadership* will include examples and applications that are built on equity, diversity and inclusion in the workplace. The examples will align with the professional competencies and case studies will be presented around BCRSP competencies of integrity, respect in the workplace, and confidentiality. In addition, *CVOH225* will include a focus on ethics and morals allows for discussion on the fair and equal treatment of all workers that may be from diverse backgrounds in the workplace. In doing so there will be an emphasis on ensuring that the health and safety of all workers is never compromised due to focusing solely on business needs.

### **Admission Criteria**

Successful completion of the *Certificate in Advance Safety Management* (ASM) or the *Certificate in Occupational Health and Safety* (OHS), or equivalent.

### **Academic Management and Governance**

The academic home for the *Certificate in OHS Leadership* will be the School of Occupational and Public Health in the Faculty of Community Services. This is consistent with the two other OHS certificates (*Certificate in OHS* and *ASM*) offered through the Chang School. The academic homes for the individual courses will be their academic schools/departments. This Certificate proposal, once approved, shall be governed by the provisions of Senate Policy No. 76, with respect to the composition and functioning of the Certificate's Standing Curriculum Committee. In keeping with the prevailing practices in a school and/or department, an Academic Coordinator will be selected for the Certificate in OHS Leadership.

### **Communication Plan**

Due to COHS477 being moved from the *Certificate in OHS* to the *Certificate in OHS Leadership*, along with another course in the *Certificate in OHS Leadership* having a prerequisite which is an elective in the *Certificate in OHS*, there is a need to clearly communicate with current and potential students regarding the academic requirements of the certificates and their options with respect to course selection. A communication plan to address these issues has been developed.

### **Library Resources**

Students enrolled in the Certificate will have access to the print and electronic materials available through the Ryerson University Library. The Library is updated regularly and many new holdings are added each year for the sake of currency. As most of the Certificate courses exist already as day school courses within teaching departments and are included among the teaching departments' regular offerings, the possession or acquisition of supporting resources is assured. Academic Departments contributing courses have expanded their offerings of monographs, journals, recordings and electronic resources in recent years, with a particular emphasis on the subject areas of the course offerings to be included in the Certificate.

### **Comparator Certificate Programs**

Currently, the main competition for leadership level programs in OHS comes from universities located on the East Coast of Canada (New Brunswick). These are offered online and accessible to students across the country. The diploma at the University of New Brunswick is 10 courses in length and targeted at supervisors, managers and OHS leaders. In addition to technical OHS content, the curriculum also includes a focus on developing an understanding of business and management, leadership, communication skills, decision making, and organizational and people management. For those that just want to pick up soft and leadership skills, there is the *Certificate in OHS Leadership*. It is 3 courses in length and can complement already acquired technical skills.

Other institutions that offer OHS certificates have already indicated that they are in the process of developing diploma programs or modifying certificate programs that will meet the new CRSP eligibility criteria. The University of Alberta is one example.

### **Recommendation**

- *Having satisfied itself of the merit of this proposal, ASC recommends: That Senate approve the Chang Certificate in Occupational Health and Safety Leadership*

### **G) For Information: CHANG SCHOOL CERTIFICATES – MARCH AND APRIL 2018**

- a. Certificate in Community Engagement, Leadership, and Development: Course Addition and Deletion (Elective)

- b. Certificate in Economics: Course Addition (Elective)
- c. Certificate in Occupational Health and Safety: Course Deletion (Elective)
- d. Certificate in Project Management: Course Additions (Electives)
- e. Certificate in Project Management for Technical Professionals: Course Additions (Electives)
- f. Certificate in Public Administration and Leadership: Change in Admission Criteria
- g. Certificate in Food Security: Revised Course Addition (Elective)
- h. Certificate in Psychology: Course Addition (Elective)

Respectfully Submitted,



Marcia Moshé, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

John Turtle, Secretary of Senate

Marcia Moshé, Chair and Interim Vice Provost Academic

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

Katherine Penny, Director, Curriculum Quality Assurance

Anne-Marie Singh, Faculty of Arts, Criminology

Anne-Marie Lee Loy, Faculty of Arts, English

James Nadler, Faculty of Communication & Design, Creative Industries

Wendy Freeman, Faculty of Communication & Design, Professional Communication

Thomas Tenkate, Faculty of Community Services, Occupational and Public Health

Annette Bailey, Faculty of Community Services, Nursing

Andy Gean Ye, Faculty of Engineering and Architectural Science, Electrical & Computer Engineering

Donatus Oguamanam, Faculty of Engineering and Architectural Science, Mechanical & Industrial Engineering

Vadim Bostan, Faculty of Science, Chemistry & Biology

Jeffrey Fillingham, Faculty of Science, Chemistry & Biology

Yi Feng, Ted Rogers School of Management, Finance and Accounting

Donna Smith, Ted Rogers School of Management, Retail Management

Val Lem, Library

Linda Koechli, Chang School of Continuing Education

Dalia Hanna, Chang School of Continuing Education

Amanda Grant, Student

Ashley Blumson, Student