

REPORT OF ACADEMIC STANDARDS COMMITTEE

Report #W2019–3; April 2019

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

- **PERIODIC PROGRAM REVIEW – Department of Architectural Science Bachelor of Architectural Science Degree Program - Faculty of Engineering and Architectural Science.**
- **CHANG SCHOOL OF CONTINUING EDUCATION – Review of the Certificate in Community Engagement, Leadership and Development**
- **CHANG SCHOOL OF CONTINUING EDUCATION – Discontinuation of the Certificate in Demographic Analysis**
- ***For Information: Chang School Certificates – Revisions (February 2019)***

A. PERIODIC PROGRAM REVIEW – DEPARTMENT OF ARCHITECTURAL SCIENCE BACHELOR OF ARCHITECTURAL SCIENCE DEGREE PROGRAM, FACULTY OF ENGINEERING AND ARCHITECTURAL SCIENCE

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 **Architectural Science Program**. The report identifies the significant strengths of the programs, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations selected for implementation.

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

SUMMARY OF THE PERIODIC PROGRAM REVIEW OF THE ARCHITECTURAL SCIENCE PROGRAM

The Architectural Science program submitted a self-study report to the Vice Provost Academic on November 29, 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 all RFA faculty members in the Department of Architectural Science and of all other RFA faculty who have recently taught core courses (required and/or elective).

Two arm's-length reviewers (Patrick Harrop, Associate Professor, McEwen School of Architecture, Laurentian University, and Andrew Furman, Associate Professor and Associate Chair, Ryerson School of Interior Design) were appointed by the Dean of the Faculty of Engineering and Architectural Science from a set of proposed reviewers. They reviewed the self-study documentation and then conducted site visits at Ryerson University on May 1-2, 2018.

The visits included meetings with the Provost and Vice-President Academic; Vice Provost Academic; Dean, Faculty of Engineering and Architectural Science; Chair, Architectural Science; and three Associate Chairs, Architectural Science. The PRT also met with several members of the Department of Architectural Science including staff, students, and faculty members. A general tour of the campus was provided, with emphasis on the Department of Architectural Science Building, the Woodshop and Fabrication laboratories, Classrooms,

Studios, and the Student Learning Centre (SLC) and Ryerson Library.

In their report, dated June 10, 2018, the Peer Review Team (PRT) provided feedback that describes how the Architectural Science program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The Peer Review Team (PRT) also noted that the Architectural Science Degree Program meets the standards set by the CACB requirements and has been since 2010 a recognized accredited program of architectural studies. Overall, they found the program to deliver a strong foundational Bachelors of Architectural Science degree (B. Arch. Sc.) in order for graduates to directly engage with contemporary architectural and building-related practice.

The main areas of strength identified by the PRT include:

- A high demand program with the distinguishing feature of three distinct practice-oriented streams;
- Graduates able to quickly integrate into offices and workspaces in AES fields;
- Program meets CACB requirements and has been accredited since 2010;
- Interdisciplinary and culturally diverse learning experiences for students;
- Admission standards above the Ryerson average for entering first year students;
- Urban location resulting in access to extended studio-learning experiences;
- A strong and dedicated support staff team.

The PRT identified opportunities for improvement, including extending the scope of the co-op program, broadening opportunities for student exchange programs with international schools, and incorporation of greater cultural diversity, sustainability and accessibility into the program and its curriculum framework.

The PRT also noted a need for expansion of appropriate physical facilities, including more faculty spaces to hold discussions or 'studio crit' with their student sections, as well as a rethinking of the structure of the fourth year architecture streams in Architecture, Building Science and Project Management.

The Chair of the Department of Architectural Science submitted a response to the PRT Report on August 10, 2018. The response to both the PRT Report and the Program's Response was submitted by the Dean of Engineering and Architectural Science on November 29, 2018.

The Academic Standards Committee completed its assessment of the Architectural Science Program Review on February 28, 2019. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the developmental plan feedback from students, alumni, employers and peer reviewers, and outlined a comprehensive plan for program enhancements moving forward.

The Academic Standards Committee recommends that the program continues, as well as provide a one-year follow-up report by **June 30, 2020**, as follows:

1. A report on the status of the initiatives outlined in the Developmental Plan;
2. Evidence that efforts have been made to review and improve course outlines.

Presented to Senate for Approval: April 2, 2019

Start date of next Periodic Program Review: **2024-25**

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

RECOMMENDATION 1: Reinforcing Program Streams

In bringing the Ryerson Architecture program to a successful CACB accreditation status, many of the resources and the cultural environment of the Department have been directed towards that end and focused

on the development of this program. Despite the success of this project, there is a perception that the Building Science and Project Management programs have not enjoyed the same initiative over the years. If anything, both programs have experienced a diminished presence within the DAS. It was noted by both reviewers, that the ongoing erosion of a collegial environment, that seems to have its lines drawn along the disciplines, is an underlying corrosive that puts the cohesion of the DAS at risk. While this is a common reality across all academic disciplines, the current rhetoric the reviewers heard (informally) have raised this issue of concern. It is our view that the DAS, in having created a stable and successful accredited architecture program, has an opportunity inherent in this curricular conflict to significantly shift the stability of the school to a much more ambitious level involving all three disciplines. Given that there are more potential hires, including retirement replacements, a need to develop a strategic plan for infrastructure revitalization, the school should take this opportunity to make efforts to revitalize and revision its curriculum with regards to the three disciplinary options, and acknowledge the important contribution of both of these programs to the overall curriculum (including architecture).

Department Response: The department agrees that the integration of architecture, building science and project management is at the heart of its strength, and offers significant opportunities to continue to evolve the uniqueness of our program to a much more ambitious level involving all three disciplines. As noted above many discussions in the department focus on the balance of emphasis of the three aspects of the curriculum. The department recognizes the important contribution of all components of the B.Arch.Sc. curriculum to the overall curriculum. The PPR self-study document sets out a series of steps to revitalize and re-envision the B.Arch.Sc. curriculum. This includes consideration of the three disciplinary options and the possibility of concentrations in the fourth year. Work has already started to consider how the fourth year curriculum can evolve to better reflect the interdisciplinary needs of industry and the desires of students for flexibility.

Dean's Response: The integration of architecture, building science and project management is the strength of the undergraduate program in architectural science, and offers significant opportunities to continue to evolve the uniqueness of our program to a much more ambitious level involving all three disciplines. Moving forward, the department will focus on achieving a greater balance of emphasis of the three aspects of the curriculum. As per the recommendations of the PRT, department faculty members have already started to consider how the fourth-year curriculum can evolve to better reflect the interdisciplinary needs of industry and the desires of students for flexibility.

RECOMMENDATION 2: Complementarity between the fourth-year options

There is an uncomfortable and unresolved curricular relationship between the Building Science, Project Management and Architecture streams. There are divergent, if not conflicting views as to how the programs could arrive at a better state of complementarity. This is particularly the case in how these specializations carry their curricular objectives into an entry into the graduate programs. There needs to be more clarity in the evaluation process whereby a student intends to pursue one of the three streams. A more consistent standard of outcomes (final projects and grade point averages) for the four years of study across the DAS for the four years of study would streamline the potential complementarity while providing more cross disciplinary flexibility for a student wishing to pursue graduate studies in either or combinations of the available graduate options.

Department Response: The department agrees that there is an opportunity to create better complementarity between the fourth-year options, increasing cross-disciplinary flexibility for students, which will strengthen the program. In 2016-17 a fourth-year committee was struck to review the fourth-year curriculum. A variety of proposals were reviewed and presented to the Department. The PPR development plan (point number 6) proposes that the next steps of this process will be for the Department to further develop ideas into full recommendations and agree how to proceed. At a May 2018 faculty retreat a discussion about this was initiated and the new Associate Chair of Curriculum will be leading the process to determine what changes are needed for the fourth-year curriculum. Furthermore, the department will aim to provide more clarity for

students about the fourth-year options, the impact on their career and the process of choosing which option to pursue. We have been working with student groups to develop clear guidance and processes.

Dean's Response: By creating better complementarity between the fourth-year options, cross-disciplinary flexibility for students will increase and the program will strengthen. The new associate chair of curriculum will be leading the process to determine what changes are needed for the fourth-year curriculum. Furthermore, the department will aim to provide more clarity for students about the fourth-year options, the impact on their careers and the process of choosing which option to pursue. The department has been working with student groups to develop clear guidance and processes.

RECOMMENDATION 3: Revitalized fourth and third year curriculum

It is highly recommended that the DAS proceed with a rigorous and thoughtful revisioning of the curricular structure to ensure that the DAS exploits the potential opportunity that its unique faculty and curricular composition offer. As noted above, the DAS has a unique legacy that could potentially evolve into the most relevant and attractive programs in the country. The DAS should aim to develop a revitalized fourth and third year curriculum that places a high priority on course interchangeability, interdisciplinary flexibility and transparency among the programs While most liberal electives are placed at the early part of the curriculum, the opportunity of students developing their own trajectory of studies could imply opening the curriculum to more flexibility of the liberal electives, opportunities to work on Zone projects and participation in the Mobility programs must come with options for all streams in DAS.

Department Response: As noted above and in the PPR self-study report development plan, the department plans to review the B.Arch.Sci. program to better consider flexibility for students and consider the implications of the university wide open elective policy on the program. In addition, as set out in point 7 of the PPR development plan the department will consider how the B.Arch.Sc. program could be made more flexible to enable more variety in paths through the program for students, including consideration of how to better utilize the spring/summer term to enhance student experience and increase flexibility.

Dean's Response: The department will assess how the university-wide open elective policy can be an opportunity to help the department revitalize the fourth-year curriculum. This may enable prioritization of course interchangeability, interdisciplinary flexibility and transparency among the three options.

RECOMMENDATION 4: Accreditation priorities

Where Ryerson is currently developing its cultural and arts profile, there should be more evidence of a sympathetic and natural complementarity with other design and arts based programs.

The recommendation is to integrate student learning opportunities with courses that explore diversity, accessibility, sustainability and cultural diversity. To continue to explore these conditions for accreditation in the studio streams with connections between other disciplines and expertise in the subjects.

Department Response: These three curriculum areas: cultural diversity, accessibility and sustainability, were highlighted by the last CACB professional accreditation team as not being well represented in the curriculum. The department believes that these curriculum areas are represented in the curriculum but that they were not well presented to the visiting team. A matrix has been developed that indicates how aspects of cultural diversity, accessibility and sustainability should be included in the core studio curriculum.

Dean's Response: Student learning opportunities will be better integrated with courses that explore concepts related to diversity, accessibility and sustainability. The department believes that these curriculum areas are represented in the curriculum but that they were not well presented to the visiting team. A matrix has been developed that indicates how aspects of cultural diversity, accessibility and sustainability are embedded in the core studio curriculum.

RECOMMENDATION 5: Staffing

There is a need to provide adequate staffing to the DAS to ensure the successful implementation of the various innovations that have been introduced into the curriculum over the past decade and to prepare for the next wave of improvements and opportunities afforded to the public, students and faculty.

The recommendation is to review the Appendices and fill the needed (and advised) staffing to ensure a clear division of duties so that innovation and excellence may continue to grow at DAS.

Department Response: The department has been able to fill three staff positions in the last twelve months and this has helped considerably in providing the administrative, IT, and technical support needed to deliver our programs. We now have a strong and dedicated staff complement. However, two of the positions are only two- year term contracts. It is essential to our continued evolution that these two positions become permanent, base-funded positions.

Dean's Response: Adequate staffing will enable DAS to accomplish two priorities: 1) it will ensure the successful implementation of the various innovations that have been introduced into the curriculum over the past decade, and 2) it will ensure that DAS is fully prepared for the next wave of improvements and opportunities afforded to the public, students and faculty. The department has been able to fill three staff positions in the last twelve months that have helped to considerably improve administrative, IT, and technical support needed to deliver programs. We now have a strong and dedicated staff complement. Two of the positions are only two-year term contracts and the Faculty and DAS are exploring opportunities to convert these to permanent, base-funded positions.

RECOMMENDATION 6: Advocacy for studio-based learning

There needs to be a clear recognition at the DAS, Faculty and University levels that a studio-based curriculum is different but essential in its uniqueness compared to other disciplines on campus. Interestingly enough, Zone learning and the support of collaborative extra-curricular activities on campus, provide evidence that Ryerson is already practicing to a certain extent, what the DAS has considered to be a core foundation in its approach to teaching. Teaching by synthesis (making) is at the heart of architectural education. There is an opportunity for the DAS to collaborate effectively with these initiatives on the campus. More still, there is an opportunity for the DAS to take a leadership position in this type of learning with the Department acting as a hub for this form of practical learning in a studio environment.

Department Response: The department was a major driver in the creation of the Digital Fabrication Zone and many of our students have benefited from participation in its activities. Also, as recognized in the PRT report, students often undertake design-build competitions utilizing the departmental workshop facilities (in fact such activities often place considerable strain on workshop resources). However, these have mostly been extra-curricular activities. To facilitate this, an Extracurricular Projects Committee was created in 2017 in order to better coordinate workshop facilities, budgets, and student scheduling. As part of the review of the fourth-year curriculum, the department is exploring the opportunity to integrate more design-build studios/courses and other activities into the curriculum that collaborate with the Ryerson zones and other groups. For example, our students were a major part of the various Ryerson teams that completed ShapeLab projects for King Street Transit Pilot in the spring of 2018.

Dean's Response: To further strengthen and lead in studio-based education, DAS is encouraged to explore the opportunity to integrate more design-build studios/courses and other activities into the curriculum that collaborate with the Ryerson zones and other groups. In the spring of 2018, students played significant roles in multiple teams that completed ShapeLab projects for the King Street Transit Pilot.

RECOMMENDATION 7: Autonomy of the Department

Much of the initial discussion between faculty, administration and the reviewers focused on the question of determining the nature of autonomy of the DAS. While there are many variations on the meaning of the status of autonomy, the lack of a clear definition of the DAS as both a physical building and academic unit could be contributing to the obscuring of the clarity of a curricular structure. Throughout the course of the

visit, there were references made to diverse academic units that had existed in the University (Landscape Architecture) to those that exist on campus that are clearly allied to the DAS in content: Urban and Regional Planning, Interior Design yet have no formal association or connection to the DAS.

Department Response: The Department of Architectural Science is a clearly defined academic unit within the Faculty of Engineering and Architectural Science at Ryerson. It is located in its own building which is highly valued by students, staff and faculty, although it is clearly in need of improvement and expansion. The Landscape Architecture Program at Ryerson was delivered through the Department of Architectural Science but was cancelled about 15 years ago. At present the department does not have the capacity or an agreed plan to re-establish this program. The department agrees that reinforcing our links with the Schools of Urban and Regional Planning, and Interior Design would benefit our programs, and we are looking for opportunities for more collaboration (to add to existing initiatives). Currently, the School of Urban and Regional Planning delivers one core course in our B.Arch.Sc. program (PLX 599 - The Human World).

Dean's Response: The department is encouraged to continue to reinforce links between architecture, building science, project management and engineering programs housed within the Faculty. Greater efforts will be made by the department to find opportunities for curricular and co-curricular collaboration across disciplines with the Schools of Urban and Regional Planning, and Interior Design.

RECOMMENDATION 8: Academic unit

While consolidation of academic units is a risky exercise, the reviewers felt that there was an opportunity for the University to view the DAS in a larger strategic scope of its future plans. The need to clarify the DAS unit as an institutional entity; The need to revision the interdisciplinary nature of the curriculum, the need to substantially re- address the badly needed infrastructure requirements could present the university with an opportunity to resituate the DAS as a core institution embodying the values of the University.

Department Response: In their report the PRT raise the issue of the title of the academic unit, questioning why we are a "department" rather than "school" (or "faculty") as is the case in other Canadian architectural schools. However, at Ryerson the term "school" and "department" are used interchangeably. Thus, pursuing a change in name to become a "school" would have no impact on our academic status and would be purely an issue of perception.

RECOMMENDATION 9: Student wellbeing

The evidence of high student stress and anxiety over circumstances beyond their control is of great concern to the reviewers. Most pressingly the long commutes due to the exceptionally high cost of living in downtown Toronto could risk corroding the culture in the Department and the ability for the program to develop a committed culture of excellence. There is a lack of dedicated student space within the architecture building that would offset this pressing situation. Architecture programs are notorious for the exceptional demands of focused work in the studios. There is an urgent need to provide the student body with a place to retire, refresh, recuperate and focus after long hours of work.

The recommendation is to reclaim the student spaces that were given up for other space requirements over the years and to build upon a culture at DAS in providing the necessary support infrastructure for students who's wellbeing is at risk.

Department Response: The department recognizes the need to alleviate student stress and anxiety whenever possible. Space in the architecture building is in great demand, and in recent years some of the informal study spaces have been lost. The department plans to create a working group under the leadership of the Associate Chair of Student Issues (including students, staff and faculty) to develop guidance on good studio practices. The aim is to help students and instructors minimize stress and health issues, and to ensure appropriate feedback practices. Student groups in the department have been encouraged to undertake initiatives to support student healthy working practices and provide information on dealing with mental health issues. The department is also looking into the possibility of providing more informal lounge and meeting spaces within

the building, and is working with student groups to provide facilities such as fridges to store food, etc. Nevertheless, in the short term the limitations on current space limit the possibilities that are available.

Dean's Response: To help students and instructors minimize stress and health issues, and to ensure appropriate feedback practices, the department will explore ways to provide more informal lounge and meeting spaces within the building.

RECOMMENDATION 10: Status of streams

The recommendation is to revisit how equal status for the three streams is or is not perceived by the students, faculty and the public in the production of work and SRC through the Lecture series, Paul. H. Cocker Gallery, publications and online presence.

Department Response: The aim of the lecture series and gallery space is to promote ideas that reflect all aspects of our programs. We will continue to look for lecturers, exhibitions and other content that reflect and complement our unique program strengths.

RECOMMENDATION 11: Student workspace

The studio space needs of the students and faculty have been under pressure due to the growth of the graduate programs, Co-operative placements, Exchange Program, and reclamation of student spaces with galleries and other operational spaces. The recommendation is to implement a plan that maintains a student workspace with pin up work areas along with breakout areas for meetings and presentations.

Department Response: Although there is constant pressure on space, the department recognizes the benefit and importance of providing each student with their own secure studio space. The recent renovation of the studio spaces in the 4th floor of the architecture building has improved conditions in these spaces somewhat although some issues remain. We will continue to work to improve the conditions in studio spaces in the medium term, while an overall long-term plan for the building evolves (see below). Availability of review and crit spaces (where groups meet to review projects) has become an issue, due to the demands of our 3 programs, and the shortage of such spaces. We have tried to address this through scheduling of the studio courses of each year group to minimize the concurrent demand on such spaces from several groups. The coop program does not adversely affect space requirements.

RECOMMENDATION 12: Facilities

The building is in need of a major renovation/transformation as it is going to become more and more urgent as the maintenance of the facilities have been deferred for some time. The comments by the students, alumni, staff and faculty all support this current difficulty with working in conditions that affect teaching and learning. The HVAC, facade and even the pride of the history of the building as a purpose- built structure designed by a noted Canadian Architect is not acknowledged enough.

Department Response: The department agrees that the building requires major attention. In consultation with the Dean of FEAS, the department plans to undertake a study of the space needs in the future, and explore the potential of the architectural building to be renovated and expanded to meet these needs. In the mean time we have been working with the Ryerson maintenance team to improve the current building systems to function to their design capacity, and to improve lighting quality.

Dean's Response: The building housing the architectural science program requires major attention and the Faculty and DAC will work with the university to explore opportunities to repair and renovate as required.

RECOMMENDATION 13: Advisory Board

The recommendation is to transform the role of the Advisory Board into a major contributing factor in promoting the DAS and to work with the University to secure the means to affect positive changes such as establishing a research Chair, introduce basic infrastructure and promote the needed major renovations to 325 Church Street.

Department Response: The department agrees that the Program Advisory Board membership needs revitalizing, and that this group can be valuable in supporting the building renovation/expansion work that is needed. They can also be beneficial for promoting our programs and help further strengthen our connections with the profession and AEC industry.

Dean's Response: The department is encouraged to revitalize the membership of the Program Advisory Council (PAC) so that it is better positioned to support departmental goals of program promotion, improved connections with the profession and AEC industry, as well as playing a role in needed building renovation/expansion work.

IMPLEMENTATION PLAN

Recommendation/Priority #1a: Curriculum
Objective: Provide better support for students developing the necessary digital skills to succeed in the program, and develop a strategy for supporting students in this area.
Actions: Options to be considered include extra curricular workshops or 1st year students doing an IT skills workshop instead of the Collaborative Exercise.
Timeline: 2019-2020
Responsibility for leading initiative: IT 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/Priority #1b: Curriculum
Objective: Improve the connections between structures courses for greater clarity of content and facilitation of delivery.
Actions: Review of the group of structures courses including PCS107, ASC203, ASC303, and CVL407courses
Timeline: 2018-2019
Responsibility for leading initiative: Associate Chair, Curriculum and Mobility
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1c: Curriculum
Objective: Address concerns about the value of certain core courses taught outside the Department, and their contribution to the architectural curriculum, to assess whether student course hours are effectively used, and to potentially improve student experience and learning.
Actions: Review how well courses ACS 104, PCS 107, PLX 599 and CVL 407 meet the requirements of the curriculum, and how they could be improved, rescheduled or changed.
Timeline: 2019-2020
Responsibility for leading initiative: Associate Chair Curriculum and Mobility
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1d: Curriculum
Objective: To improve transparency and consistency of grading and assignment feedback for students. In particular, due to the nature of studio learning and how feedback is provided during formal reviews and informal crit sessions sometimes students feel they have not experienced a consistent approach with and across studios.

Actions: Develop a document that provides guidance for transparency and consistency around grading practices and the provision of feedback received in crits/reviews, including consistent rubrics, and management of studios and courses, for faculty and particularly new or part time instructors.

Timeline: 2019-2020

Responsibility for leading initiative: Associate Chair, Student Issues

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

Recommendation/Priority #1e: Curriculum

Objective: Address CACB accreditation student performance criteria (SPCs) of sustainability, accessibility and cultural diversity.

Actions: Clearly define learning outcomes for each of the core studios that address these SPCs to show how a student develops knowledge in these subject areas.

Timeline: 2019-2020

Responsibility for leading initiative: Associate Chair, Curriculum and Mobility

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

Recommendation/Priority #1f: Curriculum

Objective: Address concerns about the 4th year student experience, ensure equal access to travel opportunities for all options and explore wider experiential learning opportunities.

Actions: In 2016-17 a 4th year committee was struck to review the 4th year curriculum. A variety of proposals was reviewed and presented to the Department. The next steps of this process will be for the Department to discuss the recommendations and agree how and which of these should be implemented. This includes the proposal to adopt "Concentrations" in 4th year in place of the current options. Furthermore, it is important to consider whether and how we wish to develop further exchange programs and opportunities for students to travel and spend time at other universities. Opportunities for students in all options need to be provided. Potential collaborations for new option course development with other Ryerson departments and beyond provide a way to expand the curriculum and include evolving subject areas such as sustainable design (LEED), health (WELL) etc.

Timeline: 2018-2019

Responsibility for leading initiative: Department Chair; Associate Chair, Curriculum and Mobility

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

Recommendation/Priority #1g: Curriculum

Objective: To increase flexibility in the B.Arch.Sc. program for students that need to take 5 or 6 years due to other commitments.

Actions: Enable more variety of paths through the program. Also, consider how to better utilise the spring/summer term to enhance our student experience and increase flexibility. The summer term enables different types of activities such as travel, design-build projects, and collaborations to occur which are generally popular with students and attract applicants.

Timeline: 2020-2021

Responsibility for leading initiative: Associate Chair, Curriculum and Mobility

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

Recommendation/Priority #1h: Curriculum
Objective: Ensure learning outcomes, courses, and assessments are focused and clearly aligned across the curriculum, per accreditation requirements.
Actions: Continue review of learning outcomes and mapping, considering the CACB Student Performance Criteria for individual courses and embed these into course outlines. Make clear to students the connections between learning outcomes, courses and studios. Hold a Department retreat to review the current demands on student workloads, and types of assessment methods to identify whether the number of assignments is appropriate.
Timeline: 2018-
Responsibility for leading initiative: Associate Chair Curriculum and Mobility
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1i: Curriculum
Objective: Expand experiential learning opportunities for students.
Actions: Carry out a strategic review of the possibility of expanding experiential learning opportunities both within and outside the curriculum. This should include considering whether further expansion of the co-op is feasible and desirable, and what are the resource implications. Also, investigating the opportunity to offer other EL opportunities such as a design-build option studio in 4 th year possibly in the spring/summer term. The Collaborative Exercise (ASC205, ASC405, ASC605, and ASC805) should be included in this review to see what opportunities are available to enhance the EL experience of this event.
Timeline: 2019-2020
Responsibility for leading initiative: Associate Chair, Experiential Learning and Co-op
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #1j: Curriculum
Objective: Explore ways to better support students applying to graduate school.
Actions: Review strategies to address the issue, including course load, number of assignments and grading practises that better reflect the range of performance of students in the program.
Timeline: 2020-2021
Responsibility for leading initiative: Associate Chair, Curriculum and Mobility
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #2a: Facilities
Objective: Find solutions to improve working and study conditions, suitable spaces for new types of learning activity in order to increase student/faculty satisfaction and program/university image. Short term – address minor alterations and better space utilisation; Medium to long term – explore avenues for a major renovation and addition of space, creating a sustainable flagship building that will attract students.
Actions: Initiate a review of the quality of space, quantity of space, types of spaces, environmental control and external perception, and engage with university campus authorities and finance about how this can be addressed.
Timeline: 2018-2020

Responsibility for leading initiative: Department Chair; New facilities committee
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean, University Planning Office

Recommendation/Priority #2b: Facilities
Objective: Address resource needs for workshop and IT equipment.
Actions: Develop a plan of strategic priorities for future acquisition of workshop and IT equipment and identify potential external funding opportunities for resourcing future expansion.
Timeline: 2019-
Responsibility for leading initiative: IT committee with IT staff
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean, University Planning Office

Recommendation/Priority #3: Communication
Objective: To develop a consistent and coherent communications strategy which clearly articulates the Department's strengths and uniqueness, to improve student applications, enhance student experience, and attract industry contacts.
Actions: Establish a new, up-to-date web site which addresses the need of the B.Arch.Sc.B.Arch.Sc. program as well as the other programs and activities in the Department, to more effectively communicate our unique identity, and expand communication of faculty SRC and other Departmental activities. Also, make clear the connection between undergraduate and graduate programs in the Department. Use activities such as the lecture series and the gallery shows in a strategic way to more effectively communicate our identity and uniqueness.
Timeline: 2018-2020
Responsibility for leading initiative: Department Chair; Communications Committee and staff
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #4a: Operations
Objective: To create an environment for students, staff and faculty to be able to succeed and to enjoy participating in the activities of the Department. This involves developing strategies to maintain a collegial and civil environment where everyone (students, staff, faculty, and visitors) enjoy coming to the Department.
Actions: Faculty and staff will work with student groups on a wellness program and to identify ways to control stress, avoid mental health issues for all. Specifically, we need to create a culture where students do not feel they need to study all-night. This includes changing attitudes and by a variety of strategies including management and scheduling of assignments. Also, ensuring all students understand the available mental health resources (could we have a dedicated mental health councillor in the building)?
Timeline: Ongoing
Responsibility for leading initiative: Department Chair with administrative team
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #4b: Operations
Objective: To enable the Department to continue to deliver its programs and enhance its student experience.

Actions: Ensure that the staff positions of second IT technician and building science technician are converted from 2 year temporary positions to full time permanent positions.
Timeline: 2019
Responsibility for leading initiative: Department Chair
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #4c: Operations
Objective: To best utilise time allocated to administration.
Actions: Consider how to most effectively use teaching release time for administration, and graduate assistant (GA) positions to facilitate student learning experiences. In particular, consider how to better provide coordination within each year and within the options in 4th year, and the studio master role.
Timeline: Ongoing
Responsibility for leading initiative: Department Chair with admin team
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation/Priority #4d: Operations
Objective: To provide students with better guidance about career paths and possible further study options after they complete the B.Arch.Sc.
Actions: The Department will work more closely with student groups to provide better information and inform students of options.
Timeline: 2019-2020
Responsibility for leading initiative: Department Chair, student groups.
Responsibly for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation: Faculty Dean

Recommendation

Having satisfied itself of the merit of this periodic program review, the Academic Standards Committee recommends: *That Senate approve the Periodic Program Review for the Department of Architectural Science - Faculty of Engineering and Architectural Science.*

B. CHANG SCHOOL OF CONTINUING EDUCATION – Review of Certificate in Community Engagement, Leadership, and Development.

A review of the current Certificate in Community Engagement, Leadership, and Development offered through the Faculty of Community Services considered several factors including student feedback, an environmental scan including industry trends and a comparator certificate/program analysis, and recent enrollment and completion data, 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 Community Engagement, Leadership, and Development.

Launched in 2011, the Chang School’s Certificate in Community Engagement, Leadership and Development has attracted hundreds of students from a wide spectrum of fields, including healthcare, social work, education, the corporate world and the non-profit sector. Drawing on expertise from various departments of the university, the program was envisaged as one that would appeal to current or future community practitioners working

collaboratively on specific issues (e.g., food security, childcare, substance abuse, settlement, mental health) or with specific community groups (e.g., youth, racialized groups, newcomers, LGBTQ, seniors).

At present, the Certificate requires the completion of four courses and choice of two electives:

Required Courses

- CSWP 934 **Social Work:** Community Engagement Foundations
- CSWP 935 **Social Work:** Engaging Diverse Communities
- CSWP 936 **Social Work:** Community Engagement Practices
- CSWP 937 **Social Work:** Community Engagement Capstone

Electives (select two)

- CCMN 313 **Communication:** Organizational Report Writing
- CCMN 314 **Communication:** Professional Presentations
- CCMN 414 **Communication:** Interpersonal Communication in Management
- CCMN 443 **Communication:** Contemporary Intercultural Communication
- CCRM 322 **Criminal Justice and Criminology:** Ethics in Criminal Justice
- CCRM 402 **Criminal Justice and Criminology:** Criminal Justice and Social Inequality
- CINT 905 **Interdisciplinary Studies:** Conflict Resolution in Community Services
- CINT 907 **Interdisciplinary Studies:** Team Work for Community Services
- CINT 910 **Interdisciplinary Studies:** First Nations Issues
- CINT 912 **Interdisciplinary Studies:** Community Development: International Field
- CINT 914 **Interdisciplinary Studies:** Settlement Experiences
- CINT 916 **Interdisciplinary Studies:** Introduction to Fundraising
- CINT 917 **Interdisciplinary Studies:** Community Development
- CINT 920 **Interdisciplinary Studies:** Community Collaborations
- CINT 922 **Interdisciplinary Studies:** Intro to Aboriginal Worldviews
- CODG 127 **Digital Geography:** Digital Geography Applications in Community and Social Services
- CPL 795 **Planning:** Local Economic Development Fundamentals
- CPSY 808 **Psychology:** Community Psychology
- CSOC 500 **Sociology:** Youth and Society
- CSOC 609 **Sociology:** Women and Human Rights
- CSOC 705 **Sociology:** Law and Justice
- CSSH 502 **Social Sciences and Humanities:** Community Action Research
- CSWP 302 **Social Work:** Social Policy: Welfare and Programs
- CSWP 335 **Social Work:** Power, Resistance and Change
- CSWP 402 **Social Work:** Social Policy and Social Inclusion
- CTEC 210 **Technology Studies:** Fundamentals of Project Management
- CVFS 401 **Family Supports:** Contemporary Family Issues
- CVFS 403 **Family Supports:** Family Supports Theory and Practice

Enrollment in the program has risen steadily since the program was launched in 2011-2012, reaching a total of 405 enrollments by the 2017/18 academic year. The graduation rate appears low, with only 28 students completing the certificate since its inception. However, as enrollment does not necessarily result in a student following through to work towards the certificate, it is wise to also consider the number of active students taking courses with respect to graduation rate. Currently, 140 students have an active student status, and with up to 75 new certificate enrollments in the 2016-17 academic year, the upward trend supports a reasonable expectation of an increased graduation rate in the coming years.

A clear opportunity lies in the proactive engagement of students to support their initiation in the certificate once an interest is expressed by registering. Enrollment numbers, when viewed as an indicator of societal and market relevance and marketability of the certificate paint a positive picture of increasing interest and value. This indicator continues to rise with enrollments at a high of 100 in the 2017/2018 academic year.

Feedback from a recent survey of active students indicates overall satisfaction with the knowledge, interaction and support provided by professors. Furthermore, more than 80% of respondents indicate that the curriculum addresses their professional goals and enhances employability. Additionally, the fact that 95% of the sample of intend to complete the program within 2 years suggests the possibility of an increase in graduation rate in the coming years.

According to labour market studies, job opportunities in community development exist in a myriad of sectors, and the top skills in demand are project management, social media literacy and fundraising. At present, the target audience for the Certificate is relatively broad. Therefore, the program may benefit from a more streamlined curriculum geared to a specific profession or setting.

It should also be noted that the Certificate has limited competition in Ontario. Only a few other post-secondary institutions offer a comparable certificate. However, there is no question that there is a growing need for skills related to collaborative leadership and civic engagement. It would be prudent to examine and perhaps revamp the curriculum and its delivery to ensure that the program continues to reflect current labour market needs, demographic shifts, technological advancements and individual lifestyles.

Strengths

- All courses offered through distance education which increases accessibility and flexibility for adult learners
- Responding to market demand and strategic initiatives
- Since this certificate program began, we have seen a steady increase in course enrollments and certificate registrations
- General satisfaction with the professors and content of the certificate
- Addition of Coordinator of Experiential Learning
- Participatory research and various delivery modes, such as videos, case studies, and community reports
- The subject matter of 'community engagement' is multi-disciplinary and is relevant for students across various sectors of education and employment

Areas for Improvement

- Retention rates of students need to be examined; a significant number of registrants have recently discontinued or cancelled their studies.
- More consideration required to better articulate specific skills and competencies students will have upon graduation.
- Enhanced marketing of the certificate to employers to raise awareness of it outside academia and build its public reputation and credibility.
- Currently, the certificate has limited competition, but it could benefit from closer alignment of the curriculum to labour market needs.
- The name 'Leadership and Development' is not reflective of the course content—suggesting the necessity for a name change.
- Enrollment process in CSWP 937 the final capstone course, should be made less complicated and more efficient.

- A targeted marketing strategy needed to position Certificate toward key stakeholders, including undergraduates, graduating students, RU alumni, local practitioners in the corporate, non-profit and public sector, potential international stakeholders—and individuals simply wishing to upgrade skills or make career changes.
- All electives can be reviewed to assess their relevance to the program as well as explore gaps in order to add additional electives.
- Since the audience for the Certificate is broad, it may benefit from a more streamlined focus in curriculum (relevant to a specific area of professional practice) and alignment to a narrower target audience. Conversely, it might be difficult to create course content that focuses on every relevant discipline a student may be coming from. A ‘generalist’ approach covering a broad range of topics yet tailoring the selection of electives may be a solution to reach the greatest number of students. This issue requires further discussion.
- As suggested above, there is a need for Social Work electives to be reviewed to determine suitability for inclusion in list of electives for Certificate.
- The School’s mission statement and vision are not reflected in the required courses — a lack of critical academic literature, insufficient critical reflexivity, and no deconstruction of main subject: ‘community engagement’.
- The capstone course needs to be fully developed and could be open to faculty to supervise students in the community.

Development Plan

The development plan priorities based on the findings of this review are:

1. Review and revise the current certificate goals and learning outcomes.
2. Revisions should be made to the four core courses: CSWP 934, CSWP 935, CSWP 936 and CSWP 937 to ensure updated and revised curriculum and assignments.
3. Review and revise the electives list.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the review of the Chang School Certificate in Community Engagement, Leadership, and Development.*

C. CHANG SCHOOL OF CONTINUING EDUCATION – Discontinuation of Certificate in Demographic Analysis

The six-course Certificate in Demographic Analysis, housed within the Department of Geography and Environmental Studies, dates back to 2010. The interdisciplinary curriculum comprises six courses: three required courses and three electives. The curriculum has four certificate-credit courses; three are required (CODA 100, CODA 110, and CODA 120), and one is an elective (CODG 127). The rest of the electives are a mix of Economics, Geography, Psychology, Sociology, and Interdisciplinary degree-credit courses. a

Unfortunately, the Certificate in Demographic Analysis has never attracted a significant number of continuing education students. Between 2010 and 2018, only 46 students registered in the certificate; 20 of which cancelled or discontinued their registration. Only seven students have graduated from the certificate in the last nine years.

One of the reasons for the certificate’s lack of growth is that students interested in demographic analysis are also often interested in the related Certificate in Applied Digital Geography and GIS. This latter certificate—also overseen by the Department of Geography and Environmental Studies—is very popular with continuing

education students; the courses run frequently and students are often able to secure jobs in GIS after graduation. In comparison to the Certificate in Demographic Analysis, 304 students have graduated in the last nine years from the Certificate in Applied Digital Geography and GIS.

Because there are so few active students in the Certificate of Demographic Analysis, it is very difficult to run the three required courses. When the courses do run, they run at a financial loss. In the last two years (Winter 2017–Fall 2018), CODA 110 has run two times with five and six students, respectively. CODA 100 and CODA 120 have been scheduled, but cancelled repeatedly due to low or no enrolment. Unfortunately, due to the low enrolments and the high cost of coordination and teaching contracts, the certificate is not sustainable.

Currently, there are 16 students who are considered active in the certificate. Each student will be contacted to determine a viable plan to help them complete the certificate before the required courses are phased out. It is possible, too, that some of the 16 certificate students may be interested in transferring to another certificate because ten of them have only taken one course in the certificate, and two of them have taken no courses at all.

Recommendation

Having satisfied itself of the merit of this proposal, the Academic Standards Committee recommends: *That Senate approve the Chang School discontinuation of the Certificate in Demographic Analysis.*

D. For Information: CHANG SCHOOL CERTIFICATES - REVISIONS (February 2019)

- i. Certificate in Psychology: Course Deletions and Additions (Required)
- ii. Certificate in Advanced Enterprise Architecture and Infrastructure Management: Revision of Admission Criteria
- iii. Certificate in Lighting Design: Course Deletion; Course Addition (Required)
- iv. Certificate in Caribbean Studies: Course Addition (Elective)
- v. Certificate in Community Engagement, Leadership and Development: Course Deletion (Elective)
- vi. Certificate in Health Studies: Gerontology Stream: Course Deletions and Additions (Electives)
- vii. Certificate in Human Resources Management: Course Deletion (Elective)
- viii. Certificate in Leadership in Organizations: Course Deletion (Elective)
- ix. Certificate in Mental Health and Addictions: Course Deletion (Elective)
- x. Certificate in Proficiency in French: Course Additions and Changes
- xi. Certificate in Retail Management: Course Deletion (Elective)

Respectfully Submitted,

Kelly MacKay, Chair for the Committee

ASC Members:

Charmaine Hack, Registrar

Donna Bell, Secretary of Senate

Kelly MacKay, Chair and Vice Provost Academic

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

Bettina West, Director, Curriculum Quality Assurance

Dan Horner, Faculty of Arts, Criminology

Stephanie Walsh-Matthews, Faculty of Arts, Arts & Contemporary Studies
Bob Clapperton, 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
Noel George, Faculty of Science, Chemistry & Biology
Jeffrey Fillingham, Faculty of Science, Chemistry & Biology
Christopher Gibbs, Ted Rogers School of Management, Hospitality and Tourism Management
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
Yelda Nuri, Student
Jacob Circo, Student
Naomi Chen, Student