

**PERIODIC PROGRAM REVIEW (PPR)**  
**Bachelor of Arts**  
**In Early Childhood Studies**  
**The Faculty of Community Services**

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 **Early Childhood Studies** program. The 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 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 EARLY CHILDHOOD STUDIES PROGRAM**

The Early Childhood Studies (ECS) program submitted a self-study report to the Vice-Provost Academic on June 14, 2019. The self-study presented the program description and learning outcomes, an analytical assessment of the program, and program data including the data collected from student, alumni and employer surveys, 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 faculty members in the Department of ECS and other faculty who have recently taught core courses (required and/or elective).

Two arm's-length external reviewers, Dr. Laurie Ford, Director, Early Childhood Education Programs and Director of Training Ph.D. Program, School and Applied Child Psychology, University of British Columbia, and Dr. Nathalie Rothschild, Director, Early Childhood and Elementary Education, Department of Education, Concordia University, were appointed by the Dean of Community Services from a set of proposed reviewers. They reviewed the self-study documentation and then conducted a virtual site visit via video conferencing (Zoom) on February 22, 23 and 25, 2021.

The visit included meetings with the Provost and Vice-President Academic, Vice-Provost Academic; Dean, Faculty of Community Services; the program Director, the periodic program review team, representatives from the Curriculum Committee, the Chief Librarian, and an additional library representative. The Peer Review Team (PRT) also met with several faculty members and staff of the Early Childhood Studies program, the Early Learning Centre (ELC) Manager, the Program Advisory committee, students and alumni.

In their report, dated April 6, 2021, the PRT provided feedback that describes how the Early Childhood Studies program meets the IQAP evaluation criteria and is consistent with the University's mission and academic priorities. The PRT commended the program for developing a clear and detailed self-study report and appendices. The main areas of strength identified by the PRT include:

- **Engagement.** Through our meetings and through the documents shared with us, we can see very high levels of passion and engagement with the program. This was seen across all levels: faculty,

students, staff, community members, alumni. There is a lot of pride in this program. The graduates are excellent ambassadors for the program in the field of early childhood, and the program is very well respected in the community and sector.

- **Reflective of Ryerson Mission.** It was highlighted during the PPR process that Ryerson has a very strong focus on experiential learning given its polytechnic roots, and that its location as an urban institution is advantageous in that it gives students the ability to connect with leaders in culture, business, government. The ECS program clearly reflects this mission, in terms of the diverse internship opportunities it offers students, the make-up of the program advisory committee, and its community partnerships.
- **Reflective of the Field of Early Childhood Studies.** The ECS program is very reflective of the field of early childhood in terms of the range of courses offered, the fact that it presents diverse perspectives on early childhood (i.e., developmental, sociocultural, etc.), the research profiles of its faculty members, the three lab schools, and the community partnerships. In this way, students get a very realistic picture of the field. The breadth of the curricular opportunities for students, including a wide array of practicum opportunities, is beneficial not only to more traditional undergraduate students but also those students from a less traditional pathway into university.
- **Strong Faculty and Support Team.** The ECS team is very strong. The faculty have active research programs in diverse and contemporary areas. There is a caring and supportive advising team. The staff are highly skilled and supportive, and clearly very appreciated by students and faculty. Both faculty and staff have strong and positive relationships with the students. Current students and alumni speak highly of the program faculty and staff.
- **Commitment to Diversity.** The ECS program appears to have a strong commitment to equity, diversity, and inclusion as well as indigeneity in multiple ways. This commitment is reflected in the diversity of students admitted; faculty research, teaching and service to the profession; new hires; and practicum placements. A diversity of theoretical perspectives throughout the curriculum, faculty teaching, and research, and practicum experiences is also valuable.

The self-study also identified areas of improvement, such as:

- **Program Sequence and Integration (Scope and Sequence of the Program).** There are many strengths to the program itself and breadth of course work offered. The reviewers also recognize that given the challenges posed by the COVID-19 pandemic in the last year, the curriculum committee has not been able to meet as frequently as it has in the past and through the interviews, faculty indicated that indeed work in this area was originally a goal for the past year. With this in mind, the reviewers strongly recommend that time be made and care taken to look carefully at how the program works together. As often happens, new courses come online, new instructors are hired, etc., and it can be difficult to make time to step back and look at how everything works together while trying to run the program. We recommend time be spent examining the following:
  - The scope, sequence, and overall integration of the program (what is taught where and why). Keep the overall plan and goals of the program at the forefront and make that clear not only to the core faculty but also the sessional instructors. Ensure that sessional instructors are clear where the courses they teach fit into the overall scope and sequence of the program. Consider both horizontal and vertical linkages across courses in the program, to identify overlap and gaps across coursework and identify a learning sequence where courses build on one another.
  - While there are opportunities for instruction on professional writing in the program, the students indicated that this was often elective and not systematic. As part of the curriculum revisions, we suggest exploring ways to integrate systematic instruction in

professional writing very early (first term) in the program and embed throughout the program. Scaffold the scholarly writing preparation throughout the curriculum to help students move to greater skill and independence.

- As a part of the work on scholarly writing, explore ways to be more strongly and systematically connected with the experiences available at the library early in the program and throughout.
- The students also raised a need to incorporate more information on supporting the mental health and social emotional learning needs of young children given the challenges faced by young children today. This could be incorporated systematically into core courses and/or through new coursework or electives with this focus.
- The students raised the need to look more critically at the expectations and requirements in each year of the program, as the third year seems particularly heavy. The reviewers could see how this may be a difficult year. As the curriculum revisions are completed, a critical eye in dispersing work load expectations more evenly throughout the program is suggested.
- There does not appear much opportunity in the curriculum for preparation on leadership and management in the field of early childhood. Given the current priorities in the sector, and student career interests, it might also be helpful to consider an additional elective course (perhaps in the upper levels) in this area for students wanting to pursue that career path in response to needs of the profession. For example, an advanced leadership course in place of one of the research methods courses for students who do not plan to pursue graduate study.
- **Faculty Hires, Core Faculty/Sessional Faculty Coordination, Access of Undergraduate Students to Core Tenure Track Faculty**
  - Given class sizes are increasing, there does appear to be a need for additional tenure track faculty. If there are additional hires, it is important to ensure they are connected not only with the the graduate programs but also through teaching in the undergraduate program.
  - There are strong sessional instructors in the program but students reported that they could complete the program with little or no contact with core tenure track faculty. Explore increased and systematic opportunities for students to learn from and engage with tenure track faculty. If there is not opportunity for core faculty to do more teaching in the undergraduate program, find creative ways to systematically connect undergraduate students with the core faculty in meaningful ways so they make connections through colloquia series, guest presentations/visits/lectures in other classes, community of practice models for larger classes with lectures and small group discussions sessions, etc.
- **Sessional Faculty Support.** Continue to explore useful meaningful work space for sessional faculty so they have private space to meet together and with students.
- **Efficiency and Clarity on Roles of Program Advisors and Staff Support**
  - There is a very strong staff team with different roles, including program advisors. Faculty and students spoke highly of their work and support. It may beneficial to use this time of PPR to look carefully at and review roles and responsibilities. Ensure equity and not too much burden an any one or two staff members. Make sure that students are clear on the roles of different staff members and where to turn for advisement and support so as to again not over burden any one or two staff.
  - The workloads are extremely heavy and the COVID-19 pandemic has added even more work to a highly skilled and hard-working team. As the program grows, these workloads

will likely continue to grow. The reviewers perceive a need to explore some additional staff support (new hires) to better support the needs of the program faculty and students as well as the overall well-being of the staff team.

- Ensure that there is proactive mental health and wellness resources for staff along with ensuring they have opportunities for specific intervention and support when needed.
- **Other**
  - The information on the Program Advisory Council was impressive in the Self Study document, but the mission and clarity were less clear from the perspective of members at our session. This may be the result of COVID-19 and changing membership; however, perhaps it would be a good idea to look at the overall purpose of the group and ensure the members around the table are clear on their purpose and roles.
  - There was some mixed feedback on the opportunities for students to provide feedback on the program across the Self Study and our conversations with alumni and current students, with the latter indicating limited opportunities for feedback on the overall program while in the program. The PRT suggests this be carefully monitored to ensure that current students have an opportunity to provide feedback in a safe, systematic, and meaningful way.
  - The PRT suggests the program collect more consistent data on current students and graduates. This information is important and helpful in targeting applicants to the program and ensuring a diverse group of graduates. It can also be helpful in better understanding completion and/or attrition rates.

The Director of Early Childhood Studies submitted a response to the PRT Report on May 17, 2021. The response to both the PRT Report and the Program's Response was submitted to the Vice-Provost Academic by the Dean of Community Services on November 9, 2021.

The Academic Standards Committee completed its assessment of the Early Childhood Studies Program Review on March 17, 2022. The Committee indicated that a thorough, analytical and self-critical program review was conducted. The School integrated into the implementation 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 continue, as well as provide a one-year follow-up report, as follows:

1. The mandated One-Year Follow-up Report be submitted by June 30, 2023 to include:
  - a. An update on the status of the recommendations in the Implementation Plan, including revisions to the program learning outcomes.

Presented to Senate for Approval: **April 5, 2022**

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

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

**RECOMMENDATION 1a. *Program Sequence and Integration (Scope and Sequence of the Program).*** Maintain a clear sense of the overall plan and goals of the program so that all faculty (including sessional instructors) are clear about where courses they teach fit into the broader scope/sequence of the program.

***Department's Response:*** Faculty in ECS agreed that this was important feedback and therefore we allocated time to discussing ways in which we could integrate sessional instructors more into our planning, which will require us to put associated costs in the budget (as sessional instructors are not paid to participate in this way within the current structure of the university and the CUPE collective agreement).

***Dean's Response:*** The School agrees with the need to consider linkages across program courses including identifying overlap and gaps and developing a strong course sequencing. The School had been aware of this need and included its intention to engage in ongoing curricular review in the Self Study. The School's curriculum committee is moving forward with this plan.

The School acknowledges that integrating sessional instructors into planning is important, but that it comes with associated costs to support instructors to attend planning meetings (not work which is included in their current contracts).

**RECOMMENDATION 1b. *Program Sequence and Integration (Scope and Sequence of the Program).*** Integrate systematic instruction in professional writing from the first term in the program and scaffold scholarly writing preparation throughout the curriculum.

***Department's Response:*** We have set up a sub-committee to address writing, and the library will be consulted in support of proposed changes. The sub-committee will review the possibility of renewing a course in writing that has been included in previous years in the first year of the program.

***Dean's Response:*** The School agrees and has established a curriculum sub-committee to build cohesion across the program, beginning with exploring how to best meet writing expectations. The sub-committee will consider integrating a writing course into the first year of the program.

**RECOMMENDATION 1c. *Program Sequence and Integration (Scope and Sequence of the Program).*** More strongly and systematically connect with library services early in the program and throughout to support scholarly writing.

***Department's Response:*** We have set up a sub-committee to address writing, and the library will be consulted in support of proposed changes.

***Dean's Response:*** The School and the curriculum sub-committee looking at writing expectations will consult with the library in support of any proposed changes.

**RECOMMENDATION 1d. *Program Sequence and Integration (Scope and Sequence of the Program).*** Incorporate content on supporting the mental health and social/emotional learning needs of young children into the curriculum through integration into existing coursework or through the development of new (elective) courses.

***Department's Response:*** We agree that it is important to think of new ways to consider the wellness of our students, and that embedding reflection opportunities and support into the program is a positive idea. While some faculty have engaged in this kind of initiative, we could expand this with guidance from beyond our school so that we are considering mental health and wellness in new, embedded ways.

**Dean's Response:** The School agrees that this is an important curricular area and notes that some faculty have engaged in initiatives to embed reflection and support opportunities into their courses. The School notes that this could be expanded to be considering issues of mental health and wellness in new ways.

**RECOMMENDATION 1e. Program Sequence and Integration (Scope and Sequence of the Program).**  
**Disperse workload expectations and requirements more evenly across the curriculum to avoid a heavy third year in particular.**

**Department's Response:** In terms of the third year being more difficult than others, we would like to know more from the reviewers, if possible. If more detail about aspects of the third year curriculum could be provided, they would inform the questions and focus groups that we could carry out among our students to identify concrete areas for change. For example, is it related to overlapping assignment dates among different courses, the nature or impact of placement, specific courses in combination or the number of required courses?

**Dean's Response:** The School was not clear about the source of the heavy workload in the third year of the program. In order to address this concern, the School is considering focus groups with students to better understand the nature of the problem (overlapping assignment dates, nature or impact of the third year placement, combination of specific courses, etc.).

**RECOMMENDATION 1f. Program Sequence and Integration (Scope and Sequence of the Program).**  
**Consider the addition of an advanced leadership course in place of one of the research methods courses for students who do not plan to pursue graduate study but who would benefit from preparation in leadership and management in the field.**

**Department's Response:** The ECS faculty understand that the research methods sequence can be challenging for some students, but we wish to respond to this concern as well as to the suggestion of incorporating a leadership course in the place of one of our research courses. First, while our degree program enables our graduates to register with the College of Early Childhood Educators of Ontario (CECE), it is also an academic program with the requirement to interpret research. Even from the CECE's perspective, there is a need to be able to engage with research in the practice of ECE:

The CECE's Code of Ethics and Standards of Practice "sets out the professional knowledge, skills, values and expectations applicable to all [registered early childhood educators] RECEs" (p.4). RECEs are legally obligated to follow the Code of Ethics and Standards of Practice. The expectation is that RECEs maintain currency by engaging in research is illustrated by several standards of practice (see Standards 1 through 4C available on their website: [https://www.college-ece.ca/en/Documents/Code\\_and\\_Standards\\_2017.pdf](https://www.college-ece.ca/en/Documents/Code_and_Standards_2017.pdf))

The CECE's standards of practice highlight why it is important that students in our program complete research courses, as it is an expectation that as RECEs they will continue to engage with research to ensure that their practice is based on the most current evidence in the field.

While leadership courses are important for RECEs who wish to pursue a management career, the focus of the standards of practice is that RECEs "understand the value of reflective practice and leadership development" (p. 14). Professional development that enhances leadership can be undertaken once our students graduate from the program. Community colleges offer post-diploma (degree) certificate programs related to early childhood management/administration. Community colleges also offer Honours Bachelor of Early Childhood Leadership programs degrees.

Because of the many academic courses that are built on theory and research in the program, being able to consume this material requires a high level of understanding, both in learning about research methods (Research I) and in carrying out a student-driven research project (Research II). In this way, Research II

provides experiential learning through the design and carrying out of a research project, which is in line with the university's priority in experiential learning. Our school is not alone in this need to balance professional knowledge building with academic and research knowledge building - 7 of the 9 schools in the Faculty of Community Services have 2 or more research course requirements. Our program enables all of our graduates to go on to being reflective educators, graduate students or professionals in a range of child-related fields with the foundational knowledge of how to consume, interpret and apply research-based knowledge. We believe that when the reviewers have this broader context they will understand the need to retain our current research curriculum, as delivered in both of our research methods courses as well as its embedded nature throughout our curriculum. To address the suggestion of having a professional leadership course, we wish to highlight that many of our students will not pursue a career as an Early Childhood Educator, nor will they be qualified with a bachelor's degree to act in a leadership role in the field. For those students who wish to pursue leadership in the field after gaining valuable experience working as an RECE, they will be well served by a certificate in leadership at that time.

**Dean's Response:** The School did not accept this recommendation. They confirm that while their program enables a professional registration (with the College of Early Childhood Educators of Ontario), it is also an academic program with the goal of teaching students to interpret research. The School is committed to balancing professional and academic/research knowledge building within the program. The School will retain their current research methods curriculum which they believe enables graduates to become reflective educators, graduate students or professionals in a range of fields. The School responded that professional development to enhance leadership may best be pursued once students graduate from the program. They indicate that students wanting to pursue leadership in the field will be better served by a certificate in leadership or other post-diploma or degree programs related to early childhood management/administration. The Dean's Office supports the School's focus on research methods as core to the curriculum.

**RECOMMENDATION 2. Faculty Hires, Core Faculty/Sessional Faculty Coordination, Access of Undergraduate Students to Core Tenure Track Faculty.** There is a need for additional tenure-track faculty based on increasing class sizes. In the event of new hires, ensure they are involved in undergraduate teaching. Explore increased and systematic opportunities for students to learn from and engage with tenure-stream faculty. If tenure-stream faculty cannot do more teaching in the undergraduate program, find other routes to connect students and faculty in meaningful ways (colloquia series, guest lectures in classes, etc.).

**Department's Response:** We are unclear on the reviewers' suggestion that we ensure that tenure track faculty are not only engaged in graduate teaching, but also in undergraduate. Our confusion lies in the fact that many new tenure stream faculty do not teach in the graduate program in their first year, but even if they do, their course requirements pre-tenure are to teach  $\frac{3}{4}$  courses in the undergraduate program. Perhaps there was a misunderstanding of our workloading model. We appreciate the acknowledgement here that with increasing enrollments over the years, that our tenured faculty complement has not grown in proportion to that increase. We are indeed aware that students may graduate from our program with little to no experience with

tenure-track/tenured faculty. We are somewhat concerned about the point made on limited opportunities for the core faculty to teach in the undergraduate program, because in fact they do, but yes, there are not enough contact-hours with the current number of core faculty to reach all of our students. We completely agree with this assessment and would like to be able to increase hires in the school of core faculty, particularly since Ryerson University ranks 19th of the 21 Ontario universities in faculty to student ratios

<https://www.rfanet.ca/wp-content/uploads/2021/05/Ryerson-University-student-to-faculty-ratio-20-06-20..pdf>.

**Dean's Response:** The School agrees that their tenure-stream faculty complement has not grown in proportion to increased enrollment and is aware that students may graduate from ECS with little or no experience with tenured or tenure-stream faculty. They recommend hiring 2-3 additional (non-replacement) RFA faculty, with a focus on hiring racialized faculty.

As part of the university's response to the TRC a number of Indigenous-focused positions were added across the university, and ECS received a new (non-replacement) .5 tenure-stream position (shared with Child and Youth Care). This position has been filled by an Indigenous scholar. ECS additionally hired a Black scholar in July 2021, although this is not a new position (replacement hire).

The Dean's Office understands that many departments and programs in the university sector are experiencing the need for a greater number of tenure-stream faculty. Given the constrained fiscal times, it is unlikely that additional faculty positions will be provided from the university in the next few years. Given this, PRT report's suggestions of ways to ensure greater contact between undergraduate students and tenure-stream faculty could be helpful to the School in meeting this goal in the immediate future.

**RECOMMENDATION 3. *Sessional Faculty Support. Explore meaningful work space for sessional instructors so they have a private space to meet with students.***

**Department's Response:** Thank you for thinking about our sessional faculty and the important role that they play in our school. As mentioned above, we do wish to take your suggestion of incorporating them into planning through including paid time for them to attend faculty strategizing meetings in our budget, and also to looking and advocating for more space for them to work and to meet with students privately.

**Dean's Response:** The School agrees and appreciates the important role sessional instructors play in the School. In addition to finding ways to include instructors in program planning, the School is advocating for more space for instructors to meet privately with students.

The Dean's Office recognizes the need for private meeting spaces for instructors and students. As a result of tremendous growth over the last two decades, Ryerson is facing a space crisis that impacts all levels of the university.

The Dean's Office will work with ECS to continue to advocate for space for sessional instructors to meet with students.

**RECOMMENDATION 4. *Efficiency and Clarity on Roles of Advisors and Staff Support. Review the roles and responsibilities of the staff team to distribute work equitably across the team and to ensure students know where to turn for advising and support. The workload for staff (enhanced by the pandemic) is heavy and growing and increased staff positions to better support faculty and students are needed. Ensure proactive mental health and wellness resources for staff.***

**Department's Response:** Thank you for thinking of our very dedicated staff members, and yes, there is absolutely no question that they have been overburdened due to COVID. We are always looking for clarity in their roles and how best to communicate that, and I as Director of the school take your feedback very seriously and have begun discussions on how to define and log work that is being done, identify gaps and ensure that we all work together to lessen load. This may help to identify ways in which potential new hires could fill those gaps. Your suggestion speaks not only to protecting our staff from burnout and supporting their wellness, but it also speaks to the very real issue of retention. I think that the suggestion to clarify to students is critical, as well. This year we began to create FAQs and refer students to not only the right person for a given matter within the school, but beyond it. We will continue to think of ways to

make this information not only clear and readily available, but redundant through multiple modes of communication that are relevant to our students (e.g., D2L Brightspace notifications, Twitter, and others). You also suggest that there be proactive mental health and wellness resources for staff and we look to the university and its leadership in this area, as formal measures, time off for working extra hours during the pandemic, sessions offered through the university and other initiatives will go a long way to supporting our hard-working staff.

**Dean's Response:** The School understands that clarity on staff roles and communicating this transparently is important. The School Director has begun the process of logging work, identifying gaps and spreading work across the team. The School has created FAQs to help refer students to the appropriate staff, both within the School and beyond. The School looks to the university for mental health and wellness support for Staff. The Dean's Office supports the School to continue encouraging staff to use the university's resources. Over the course of the pandemic, the university has increased its attention to and offering of support through Mental Health and Wellbeing.

**RECOMMENDATION 5a. Other. The Program Advisory Council (PAC) could be more clear about their role and purpose.**

**Department's Response:** Thank you for your feedback on your meeting with the Program Advisory Council, and we regret that the membership has just changed recently and that indeed, we must clarify the roles within the council for clarity. We are very privileged to have these many voices contributing to our program, and we look forward to meeting them within the coming months and getting their input on the many changes that we hope to continue with as we move forward with our curriculum, and with your recommendations.

**Dean's Response:** The School acknowledges that membership on the PAC had changed immediately prior to the PRT site visit, and that they are looking forward to working with the PAC to clarify roles as they make curricular changes and respond to the PRT report.

**RECOMMENDATION 5b. Other. Ensure that students have the opportunity to provide feedback about the program in safe, systematic and meaningful ways.**

**Department's Response:** Regarding the opportunities for student feedback, we completely agree and during our May meetings we discussed the importance of yearly surveys and focus groups to constantly have input on our program and on our student needs. We will also think through, and consult on, ways to provide new forums for our students to share in which they will feel supported, but in which faculty and staff may not be present. We will also work in partnership with our Course Union, the student representatives, towards establishing new ways to raise student voices.

**Dean's Response:** The School agrees and has discussed the importance of yearly surveys and focus groups. They are planning on creating new forums for students to share feedback in supportive ways. They are working with the Course Union to establish ways to raise student voices.

**RECOMMENDATION 5c. Other. Collect more consistent data on current students and graduates to aid in targeting applicants to the program and ensuring a diverse group of students.**

**Department's Response:** No Department-specific response was given.

**Dean's Response:** The Dean's Office supports, where possible, the collection of data to inform School practices, especially with the goal of identifying communities to target for outreach and to ensure an ongoing diverse group of applicants to the School. The Dean's Office also recognizes that this work is often beyond the capacity of Schools who are already overburdened with administrative work.

## IMPLEMENTATION PLAN

RECOMMENDATION AND IMPLEMENTATION PLAN
<b>Recommendation # 1</b>
<b>Recommendation:</b> Hire more full-time faculty
<b>Rationale:</b> Identified as a need in faculty SWOT. This will support the development of a doctoral program and will enhance capacity for nonteaching tasks and initiatives
<b>Objective:</b> Hire 2-3 additional (non-replacement) RFA faculty, especially those representing ethno-racial minorities - in particular from Indigenous groups
<b>Actions:</b> <ul style="list-style-type: none"> <li>• Advocate for positions with the Dean</li> <li>• DHC to develop appropriate recruitment materials and strategies to attract suitable candidates</li> <li>• Review CV, short-list, interview, select and appoint</li> </ul>
<b>Timeline:</b> July 2021: .5 FTE non-replacement Indigenous hire was completed. 2022-23: 2-2.5 additional non-replacement hires.
<b>Responsibility for leading initiative:</b> Director and DHC Chair
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean
<b>Recommendation # 2</b>
<b>Recommendation:</b> Collect, communicate, and facilitate more career options for students
<b>Rationale:</b> Identified as a need in NSSE by students: the shift from ECE to ECS broadens curriculum and focus, but more opportunities are needed for student to learn about career options reflected in this change.
<b>Objective:</b> Enhance graduates' employment opportunities
<b>Actions:</b> <ul style="list-style-type: none"> <li>• Seek guidance from other Schools / Universities</li> <li>• Develop and maintain appropriate databases</li> <li>• Offer advisory and referral services</li> <li>• Work more closely with Ryerson's Career and Co-op Centre</li> </ul>
<b>Timeline:</b> Starting in Fall 2021. Ongoing monitoring and evaluation to be conducted

<b>Responsibility for leading initiative:</b> Program Director
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Faculty Dean

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

<b>Recommendation # 4</b>
<b>Recommendation:</b> Develop a doctoral program in ECS
<b>Rationale:</b> Identified in faculty SWOT; need for appropriately qualified instructors, researchers and policy advisors; raising profile of work with young children and families
<b>Objective:</b> Write the proposal for the doctoral program
<b>Actions:</b> <ul style="list-style-type: none"> <li>• Build on current LOI initiative by Dr. Langford &amp; Berman to write a full proposal</li> <li>• Seek support from with the Ryerson community (student, colleagues and administrators), and other organization (e.g. Colleges, the College of ECEs and other stakeholders) for the proposed program</li> </ul>
<b>Timeline:</b> LOI submitted 2019. Full proposal by Fall 2022- Spring 2023.
<b>Responsibility for leading initiative:</b> Dr. Berman and other interested faculty
<b>Responsibility for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Director of School & Faculty Dean, YSGS

<b>Recommendation # 5</b>
<b>Recommendation:</b> Develop a plan for recording, sharing, reviewing and celebrating excellent teaching
<b>Rationale:</b> Teaching and its quality is currently conceptualized/assessed/recorded/shared etc. in very limited ways. ECS faculty, including RFA and CUPE instructors, are well- positioned to expand the scope of this work.
<b>Objective:</b> To develop processes for recording, sharing, reviewing and celebrating teaching within the School; to create a model for other schools to consider
<b>Actions:</b> <ul style="list-style-type: none"> <li>• Set up a school committee for Teaching (as for SRC, Curriculum etc.) to define its mandate, prepare and present a plan, report on progress etc.</li> <li>• Work with the Teaching Chair in FCS</li> <li>• Work with the Learning and Teaching Office</li> <li>• Recognize and celebrate excellence through nominations for teaching awards</li> </ul>
<b>Timeline:</b> Begin work in Winter 2022 and report progress to faculty at the end of the academic year
<b>Responsibility for leading initiative:</b> Departmental Curriculum Committee
<b>Responsible for approving recommendation, providing any resources made necessary by the recommendation, and overall monitoring of the implementation of the recommendation:</b> Chair / Director of School