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## MEMORANDUM

ATTENTION: Senate

TEL

FROM: Peter Keller, Vice-President, Academic and Provost, and Chair, SCUP

A handwritten signature in black ink, appearing to read "Peter Keller".

RE: External Review of the School of Criminology (SCUP 16-39)

DATE: November 16, 2016

TIME

At its November 9, 2016 meeting, SCUP reviewed and approved the Action Plan for the School of Criminology that resulted from its external review.

The Educational Goals Assessment Plan was reviewed and is attached for the information of Senate.

**Motion:**

That Senate approve the Action Plan for the School of Criminology that resulted from its External Review.

c: D. MacAlister  
 J. Pulkingham

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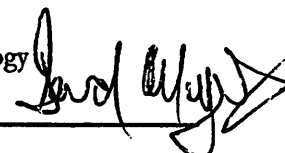
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**MEMORANDUM**

**ATTENTION** Peter Keller, Chair, SCUP  
**FROM** Gord Myers, Associate Vice President,  
Academic  
**RE:** Faculty of Arts and Social Sciences: External Review of the School of Criminology

**DATE** October 4, 2016

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Attached are the External Review Report and the Action Plan for the School of Criminology. The Educational Goals Assessment Plan is included, for information only, with the Action Plan.

Excerpt from the External Review Report:

*"We were impressed with the quality and the breadth of the faculty, staff, and graduate students at the School of Criminology... We were impressed with the quality of the research being carried out by many of the faculty, including those most recently hired, which bodes well for the institution."*

Following the site visit, the Report of the External Review Team\* for the School of Criminology was submitted in April 2016. The Reviewers made a number of recommendations based on the Terms of Reference that were provided to them. Subsequently, a meeting was held with the Dean of the Faculty of Arts and Social Sciences, the Director of the School of Criminology and the Director of Academic Planning and Quality Assurance (VPA) to consider the recommendations. An Action Plan was prepared taking into consideration the discussion at the meeting and the External Review Report. The Action Plan has been endorsed by the School and the Dean.

**Motion:**

**That SCUP approve and recommend to Senate the Action Plan for the School of Criminology that resulted from its external review.**

**\*External Review Team:**

Anthony Doob, University of Toronto (Chair of Review Team)  
Nathalie Des Rosiers, University of Ottawa  
Carlo Morselli, University of Montreal  
Neil Watson (internal), Simon Fraser University

**Attachments:**

1. External Review Report (April 2016)
2. School of Criminology Action Plan
3. School of Criminology Educational Goals Assessment Plan

cc Jane Pulkingham, Dean, Faculty of Arts and Social Sciences  
David MacAlister, Director, School of Criminology

**Report of the External Review Committee  
of the  
School of Criminology, Simon Fraser University  
4 April 2016**

**Overview of our assessment.**

We were impressed with the quality and the breadth of the faculty, staff, and graduate students at the School of Criminology, Simon Fraser University. In recent years, there have been a number of important changes – a new director and executive committee, new faculty, some expansion of existing programs, some retirements. The School has responded to these changes, and the stresses that they sometimes involve, in an intelligent fashion. On a number of important dimensions, central to the mission of the University, it is clear that the School of Criminology [referred to hereafter as “SC”] contributes in important ways to the University’s mission and reputation.

We were impressed with the quality of the research being carried out by many of the faculty, including those most recently hired, which bodes well for the institution. Our comments, then, need to be interpreted within this overall very positive context. Taken out of this context, some of our suggestions might be seen as being negative. They should not be. We were given literally hundreds of pages of documents to read prior to the site visit. At the site visit, we were given additional documentation on various aspects of the work of the SC. And, in our 26 hours of meetings spread across 3 days (2-4 March 2016), we spoke with more than 50 people about the School. Regardless of its quality, any institution subjected to this much examination by four senior academics should expect that some recommendations would follow.

The SC is involved in many things, the sheer number of which is impressive:

- Undergraduate teaching programs (Self-Study Report or hereafter “SSR”, p. 76-80):
  - Major in criminology
  - Honours degree in criminology
  - Minor in criminology
  - Extended minor in criminology
  - Criminology legal studies minor
  - Criminology police studies minor
  - Criminology joint major – gender, sexuality, and women’s studies
  - Criminology joint major – psychology
  - Criminology joint major – anthropology
  - Criminology joint major – sociology

- Graduate programs:
  - Criminology Ph.D.
  - Criminology M.A.
  - Master of Applied Legal Studies

On a separate dimension, the SC is involved in teaching in the following locations/ modalities and has faculty located at the first two:

- Burnaby
- Surrey
- Harbour Centre (Nights and weekend program)
- Centre for Online and Distance Education (CODE).

To add to the complexity of the SC, there are 9 research centres that vary enormously not only in their focus, but in their structure, resources, and centrality to the overall mission of the SC. These are the following:

- British Columbia Centre for Social Responsibility
- Centre for Forensic Research
- Centre for Restorative Justice
- Centre for Research on Sexual Violence
- FREDA Centre for Research on Violence against Women and Children
- Institute for Studies in Criminal Justice Policy
- The Institute for Canadian Urban Research Studies (ICURS)
- International CyberCrime Research Centre
- Police Studies Centre

The School lists another research centre as well:

- International Centre for Criminal Law Reform and Criminal Justice Policy

This centre was created in 1991 as an initiative involving 5 bodies including SFU, but which is independent of the SC. However, two SC faculty “represent SFU” (SSR p.195) on its board.

And in addition to this, the SC is considering a proposal to create a new joint MA program:

- Joint MA/MSc in Criminology and Health Studies.

We list these responsibilities that the SC has taken on not because we are going to make recommendations on each one. Rather, we list them because their sheer number and the variation that exists in them (even within categories) raised, for us, an important question:

**Can the SC excel in fulfilling its primary responsibilities as an academic unit within the Faculty of Arts and Social Science at SFU if it is attempting to do so many, and often different, activities?**

We see the primary responsibilities of the SC as including the following:

- The “core’ teaching programs of the SC (the undergraduate major and honours major, the MA and the Ph.D. in criminology)
- The core research function (curiosity based research) or research consistent with the SSHRC or tri-council definition of ‘insight’ research
- A contribution to local, provincial, national and international communities in the public interest and a proportional contribution to administrative activities within the SC and SFU.

We would expect that the last of these three responsibilities to play a less important place in the overall activities of the SC.

Our report is divided into three parts:

- A) A Stronger Promotion of Curiosity-Based Research
- B) Strengthening and Streamlining Teaching
- C) Governance Suggestions

### **A: A Stronger Promotion of Curiosity-Based Research**

The SSHRC Insight program provides a definition of what can be described as curiosity-based research. It is research that seeks to:

- build knowledge and understanding from disciplinary, interdisciplinary and/or cross-sector perspectives through support for the best researchers;
- support new approaches to research on complex and important topics, including those that transcend the capacity of any one scholar, institution or discipline;
- provide a high-quality research training experience for students;
- fund research expertise that relates to societal challenges and opportunities; and
- mobilize research knowledge, to and from academic and non-academic audiences, with the potential to lead to intellectual, cultural, social and economic influence, benefit and impact.<sup>1</sup>

In this report, we use the expression “curiosity-based research” in that sense.

In this section, we address two main themes: 1) the centrality of curiosity-based research to the mission of the SC and 2) the role of Centres as supporting research.

#### *1) The Centrality of Curiosity-based Research*

The place of curiosity-based research at the SC came up, in our study in a number of ways.

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<sup>1</sup> See the SSHRC website: [http://www.sshrc-crsh.gc.ca/funding-financement/umbrella\\_programs-programme\\_cadre/insight-savoir-eng.aspx](http://www.sshrc-crsh.gc.ca/funding-financement/umbrella_programs-programme_cadre/insight-savoir-eng.aspx)

First, a number of faculty members raised the question of whether the SC as an institution (not singling out any particular individuals) valued fundamental research. It was not that they did not see the SC as celebrating excellence in research as much as it, perhaps, equally celebrated (and supported) other activities. The issue, for them, was that of the priority given to curiosity-based research.

Second, the SC did not appear to give direct administrative support to those faculty members who had (or were applying for) SSHRC insight grants. Faculty were expected to contribute a certain (relatively small) percentage (e.g., 5%) of their SSHRC grants so that a staff member (who appeared to us to be working on a 'piece work' basis) could carry out the necessary administrative work so that grant money could be used.

Third, some faculty members who spoke to us were apparently unaware of the fact that the University apparently provides excellent support for those applying for SSHRC (i.e., in reviewing grant proposals). The fact that at least some new faculty were aware of this support suggests that the problem, if it exists, may now be in the past.

Fourth, some faculty saw no purpose in applying for SSHRC funds or doing "SSHRC-type" research because they were able to get contract funds to answer specific questions put to them by client organizations. Indeed, we were told by one faculty member that s/he was too busy with externally funded and administered contract research to apply for SSHRC funding or to do SSHRC type research. This outlook runs counter to the vision that was shared with us by SFU administrators who want their faculty members across various schools and departments to be leaders in national research (i.e, Principal Investigators in SSHRC Partnership Grants). It remains clear that, in order to achieve such a status at the national level, a researcher must first cultivate a history of more traditional SSHRC research grants. Without this experience, national leaders are less likely.

As we have already pointed out, the SC has some very strong researchers and is in an important 'transitional' state, where the orientation of the new administration of the department can make a big difference to its strength in a research intensive university and to the future reputation of the SC.

We would recommend, therefore, the following actions which, together, may help clarify (or change, if necessary) the orientation of the SC on this dimension.

- 1. The school should continue to prioritize excellence in research in its hiring. The needs of the SC are not so much in any particular subfield of criminology as they are simply for excellent researchers and teachers. Experience elsewhere in Canada would suggest that it is not easy in any university to attract and maintain excellent researchers.**

- 2. The School should request, and the University should agree, that any position that is authorized that cannot be filled because an appropriate excellent candidate cannot be found within the current year should be kept and re-advertised for the following year.**

Within the SC there are also actions that could be taken to emphasize and support the commitment of the SC to curiosity-based academic research.

- 3. The SC has suggested that a senior faculty member be appointed as an associate director to encourage and help faculty members apply for SSHRC grants and to encourage and help graduate students apply for SSHRC and other external graduate and postdoctoral support. It could be one of the responsibilities of this person to search out and celebrate important successes in research. Symbolically and practically, we believe that this is a very sensible move on the part of the SC and we believe it should be supported.**

It is our view that the next administration of the SC should make it clear through words and, more importantly, actions that it truly values curiosity-based research in criminology. There is a natural tension between the more applied questions that arise in a field like criminology and more 'basic' or 'theoretical' work. Tension is inevitable and not unhealthy. We are suggesting, however, that the SC might take some special steps to ensure that its overall research mission is clear.

- 4. We strongly support a recommendation made by the previous review committee that faculty should be encouraged "to publish the results of their research in national and international peer-reviewed journals." We would add "high-impact" as another qualifier to journals: the term 'peer reviewed' is, unfortunately, becoming less and less meaningful as the number of journals increases.**

In addition, it could be that large numbers of publications on a particular topic (using data from the same general source) may not be as valuable, in terms of national and international reputation, as would be a smaller number of more comprehensive papers published in more prestigious journals.

On a separate but related issue, there is certainly a place in an institution like the SC for 'contract research' on specific topics negotiated with (or chosen by) external agencies. The issue, most notable in the cases of a small number of the faculty of the SC, is the balance between curiosity-based research and contract research. We are less concerned about contract research being carried out by those holding SSHRC grants than we are by contract research being carried out by those who seem uninterested in the kind of research supported by SSHRC and similar funding institutions. It must therefore remain

clear for everyone that such contracts be used to subsidise the research functions of the SC and that contract research should not in any way supplant curiosity-based research.

There are many opportunities at SFU for original and innovative research and access to data through the Institute for Canadian Urban Research Studies (ICURS), which reports to the SFU administration but is located within the SC. This potential, however, has yet to be fully exploited. Our impression is that ICURS is not used for its full potential by faculty for research purposes. There may be some historical reasons for that, in that ICURS may have been – or may have been seen as – an institution in which one participated in order to collaborate with those already centrally associated with it.

In addition, for reasonable and required reasons, security checks have to be carried out for those working without supervision on research within the ICURS facility. For various reasons, such a process and the delays and questioning that come with it may deter some from submitting themselves to security checks. This is unfortunate. ICURS has developed a system whereby people can work on mass sources of data if physically supervised (i.e., if there is a security-cleared person in the same work room). Such a procedure, though obviously better than nothing, adds another impediment to carrying out research. In order to increase the use of the unique features of the data contained in the ICURS facility, it would be helpful if ICURS were able to negotiate a procedure for security clearances for faculty and graduate students that was less threatening to those who might benefit from closer contact with the facility.

It would also be useful if ICURS could encourage faculty and graduate students to work independently on their own research projects using ICURS data. It would appear to us that it is in everyone's interest for ICURS data to be used as extensively as possible. If there are barriers – real or imagined – to this use, they should be addressed.

The support for curiosity-based research may also be done through the support of research centres as discussed in the next section.

## *2) The Role of Centres for Supporting Curiosity-Based Research.*

At the beginning of this document, we listed the various 'centres' that are part of or are associated with the SC. These vary enormously. A previous review committee had initial concerns about these centres, but, in the end, saw no real problem with them and made no recommendation for change.

We conclude that it is time to evaluate the role, contribution and added value of the research centres. In our view, the proliferation of centres may have contributed to the fragmented 'mission' of the SC.

There is an additional relatively minor problem related to the experience of these centres in that the centres appear to be the beneficiaries of a very scarce commodity at SFU: space. When we asked at least one representative of a centre what the cost would be if the centre were to be discontinued, the only point that was raised was that there was



space (one room) that appeared to be ‘automatically’ allocated to each centre. We would suggest that

- 5. The allocation of office/research space be on a short term research and teaching ‘needs’ basis. Priority should be given to researchers who need the space for specific time-limited purposes. The SC might want, also, to give preference to those in need of the space for SSHRC-funded or similar curiosity-based research projects. The important point, however, is that this scarce resource should be allocated in such a way that contributes to the research output of the SC.**

The question of the ‘value added’ of certain research centres within the SC must be raised. On the one hand, they gave the impression that there were separate active research groups with their own ‘group’ resources and infrastructure – which was not always the case. We think that there is a need to rethink, amalgamate or perhaps close some of the centres that do not add to the overall mission of the SC.

We suggest a process of evaluation of the centres based on their ability to secure curiosity-based research funding for their operation, support for research and graduates students, and collaborative potential among researchers.

- 6. A five year cycle of evaluation should be implemented for centres in order for them to demonstrate their contribution to the research mission of the SC.**

Such cyclical evaluations are necessary to sustain an innovative and dynamic research and training environment. For some centres, the contribution is quite evident. For example, the Centre for Forensic Research has dedicated and specialized lab space for its researchers. ICURS, as described above, is also unique and offers much potential. Other centres, such as the Police Studies Centre, may need to be better articulated. There is certainly a value in responding to the evaluation needs of the police community. However, ICURS already addresses this need to a considerable extent and the academic mission of the Police Studies Centre must be central to this undertaking given the resources that SFU directly puts into this Centre (in terms of space) and the resources that SFU through the SC contributes to its operation (by way of salaries to key personnel). This leads to another recommendation:

- 7. A careful (independent) financial review of the financial costs, if any, to SFU should take place to ensure that the ‘external’ activities of the Police Studies Centre are, indeed, self-funded. In the alternative, if it is *not* seen by the University to be important for these contract activities and workshops to be self-funded, we believe that the actual contribution of the university to the activities of the Police Studies Centre should be known and made more visible.**

It is important for us to point out that we have no idea whether the contract work done at the Police Studies Centre (and the workshops that are carried out) do indeed pay the true costs of University resources that they used. We believe that it would clear the air for the university to carry out a financial accounting of the Centre.

Finally, there were a number of suggestions that the SC might want to explore various ways in which informal interaction and intellectual exchanges (e.g., among graduate students and faculty) could be enhanced. Some of these might also serve to demonstrate the importance of research to the SC. In that context, we would suggest that the SC might consider the following:

- 8. The SC should explore the possibility of instituting a regular program of informal presentations on current research by faculty and visitors. These could be, for example, talks that SC faculty have previously presented at conferences and at other universities, but have not been exposed to their colleagues and students with the SC. The purpose would be to broaden the discussion among graduate students and faculty about research that is being carried out at the SC.**

## **B: Strengthening and Streamlining the Teaching Programs**

In this section we address three issues: 1. The strengthening and streamlining of undergraduate programs; 2. The strengthening and streamlining of graduate programs; and 3. The need for additional Faculty

### *1. The Strengthening and Streamlining of Undergraduate Programs*

As outlined in the beginning of this document, the SC is involved in a large number of different teaching programs. The difficulty with having such a large number of programs is that, for those students in any given program, 'their' program is the most important. In addition, each program requires some attention 'as a program.' Not offering a course in a particular year may disappoint a student who was planning on taking it, but may create difficult problems if it was a required (or otherwise key) course for a subset of students in one of the programs.

We are not convinced that it is in the interests of the SC to have so many teaching programs; a tighter focus on a smaller number of programs might be preferable.

- 9. We would recommend, therefore, that the SC undertake to review the number of its undergraduate programs focusing on the 'true' costs (and opportunity costs) of having so many programs at the same time that the School is clearly short of full time faculty.**

The main SFU SC undergraduate programs (the major and the honours programs) are large both in terms of the number of offerings and the number of students in the programs. The self-study report points out that within FASS, the SC is just below psychology in terms of the number of majors they support. The courses are taught largely on the Burnaby campus but also on the Surrey campus and, to a much smaller extent, at the SFU Harbour Centre.

According to the preliminary results of a student survey carried out by the SC, the program is, overall, well received. Most were satisfied or very satisfied, for example, with the quality of instruction of the permanent faculty. Somewhat fewer (about 75%) were satisfied or very satisfied with the quality of instruction by sessional faculty.

The greatest concern appeared to be associated with the availability or access to courses. This arises, of course, as a direct result of the size of the undergraduate enrollment in criminology courses. The SC estimates that a 14% increase in enrollments occurred between 2008/9 and 2014/15.

We have no confidence in our ability to make the difficult decisions about how best to control enrollments in SFU SC undergraduate courses. The SC notes in its self-study that a portion of the problem arises because of scheduling and access to rooms large enough to accommodate the number of students that the SC would be willing and able to accommodate (SSR, p. 51-52). Knowing nothing about the University's scheduling algorithm, we can only suggest that

- 10. The University explore whether there are ways in which the availability of classrooms appropriate for SC courses could be improved. We are not in a position to suggest that SC lecture courses be given some kind of priority. However, if sacrifices to the accessibility of SC courses are currently being made when small, inconsequential changes to other departments' scheduling could accommodate students in all departments more effectively, these should be examined.**

The SC itself appears to have some concerns about its online courses. They suggest that they themselves should "work to improve online teaching methods so that they more closely resemble the on campus experience" (SSR, p. 10).

Consistent with what we believe is implied by the SC, we are not convinced that an infinite demand from undergraduate students can be accommodated through online teaching and that the course availability problem can be solved simply by encouraging students to enrol online. We are also concerned that the mirroring of online courses to traditional courses that appears to be envisaged by the SC does not fully capture the potential of online education.

Criminology courses at many universities are sought after not only by 'criminology students' but by others who are simply interested in taking one or more courses as part of

their liberal education. Hence, there is often substantial enrollment pressure not just from those in undergraduate degree programs in criminology.

There are a number of different ways to address enrollment issues. These include:

- Attempting to get more full time tenure-track positions.
- Hiring more sessional instructors.
- Teaching the course in some alternative fashion (e.g., online) which makes the enrollment problem less visible.
- Restricting access to the courses.

The SC has engaged in all of these activities.

The issue of sessional instructors is traditionally one of the easiest approaches. Senior graduate students often teach undergraduate classes and there are often people in the community available to teach certain courses. The SC undoubtedly has a good group of such people available. However, it is not a fully adequate solution. The students themselves (in the interim report we received of the survey carried out by the SC) were not as satisfied with the teaching that they received from sessional instructors as they were with the teaching by regular faculty members.

We did not examine the distribution of courses taught in a given year by sessional instructors, but by all accounts it is high. One third-year student reported that s/he had only been (thus far) taught by sessional instructors (SSR p. 55). If this is accurate, then it probably means that there are substantial numbers of students who have been taught predominantly by sessional instructors.

Dealing with the pressure of numbers with increased use of online courses is, these days, an alternate route. These are “usually supervised by a Criminology faculty member (usually the course author) and a tutor marker (usually a Criminology graduate student” (SSR p. 49). It would seem, then, that the courses are typically developed by regular tenure-track faculty. In addition, there are part time lecturer positions responsible for online criminology courses. Once again, however, direct contact between undergraduate students and tenure-track faculty – those responsible for SFU’s reputation as a research intensive university – is rather limited using this mode. The fact that the course may, some years before, have been developed by a regular faculty member is not an adequate substitute for direct contact.

We do not have a recommendation that would, in a simple way, alleviate the enrollment pressures experienced by SFU criminology. Our impression – given the number of students taught by the SC and the number of regular tenure-track staff involved in undergraduate teaching – is that students do not have adequate access to the faculty. This is important because it is probably the case that the regular tenure-track faculty constituted one of the reasons that they wanted to study at SFU in the first place. Therefore,

**11. We recommend that the SC, as part of its review of undergraduate offerings, examine the distribution of regular full time faculty in its undergraduate classes with an eye to distributing this expensive resource in a manner that maximizes the likelihood of students being predominantly taught by full time faculty. In the end, the SC needs to establish limits or reasonable benchmarks on how many courses are taught by sessional instructors (including graduate students). Such goals or benchmarks should be expressed both in terms of the number of courses and the number or proportion of student enrollments taught by sessional faculty.**

**12. We recommend that the SC examine how best to limit enrollments in their undergraduate programs. A number of possibilities exist (including limiting enrollments in some of the various programs that they offer which are listed at the beginning of this report). The SC may also be able to put a minimum GPA requirement for majoring in criminology. At a minimum, the SC should examine its priority system for enrollment in individual courses to ensure that their own majors have adequate access.**

Our impression is that – for very good reasons – the SC has resisted approaches that ultimately have the effect of not allowing students either to major in criminology or to take specific courses. Instead they have preferred to accommodate as many students as possible. Though we are sympathetic with their motives, we are not confident, given the resources that can plausibly be given to the SC, that such an approach is appropriate any longer.

The SC has a small honours program that currently requires 132 credits in an environment in which 120 credits is the norm. We were provided with the history of this anomalous requirement and we understand the pedagogical advantages of having this being an ‘add on’ program rather than being integrated into the standard 120 credits. However, faculty members with whom we discussed this saw no problem in reducing the course load to the standard. Doing so would create more coherence and consistency within the program, particularly for those students who enter the honours program.

**13. We recommend that the honours program be adapted to/integrated into the 120 credit degree.**

There were discussions about how exactly this might be done. We would suggest that the SC is in a much better position to determine the details of how this is done (e.g., in terms of the number of credits for certain activities) than we are.

The SC is heavily involved (relative to most other departments) in online (CODE) courses. We did not (and could not) evaluate these courses directly. But enough questions were raised to suggest to us that they should be examined. The SC is itself concerned about these courses being consistent with the standards of on-campus offerings

(p. 7). These courses represent real challenges (p. 10). Nevertheless, online education has the potential of reaching students who may not otherwise be able to complete their studies. Well done, on-line education can be a good complement to a program.

The SC has been involved in CODE for many years and should establish standards to ensure the quality of its online offerings. It should be at the forefront of evaluating how online education can support a XXI<sup>st</sup> century program.

We would suggest that:

- 14. There should be no expansion of the number of online (CODE) courses without the establishment of standards of quality for the courses currently offered.**

The cancellation of the field placement program was obviously not a popular move with some students. Its declining enrollments and the continued costs of mounting this program, however, made such a decision inevitable.

Not all criminology programs have some equivalent of a 'for credit' field placement program. The Université de Montréal requires all undergraduate students to pursue a field placement experience. Such *stages* are for credit and include courses that are organized to prepare and reflect on the experience. The University of Toronto does not appear to have one, though conceivably some students might do the equivalent as an 'independent study' course. The SC context at SFU was traditionally closer to the Université of Montréal context, but it has evidently distanced itself from that. It did appear to us that having a field placement program fits in well with the interests of many students in the SC who focus on more applied problems/questions.

- 15. We would propose, therefore, that the SC should examine possible options for a new revitalized field placement program. Consideration should be given to a coop program in addition to a field placement program where people are not paid.**

**Any new field placement program needs to be specified in a manner that is consistent with the current reality (e.g., students working, etc.). It can be more flexible than it was in the past and could, for example, involve fewer credits.**

**If a person were to be hired to take responsibility for a field placement program, formal teaching responsibilities (above and beyond the field placement program) could be varied depending on how demanding the placement program coordinator's position was. A coordinator is needed in order to find and evaluate placement organizations.**

**The SC might also consider the possibility of faculty involvement (along with a coordinator) so that faculty could participate more actively in research aspects of the program.**

## *2. Strengthening and Streamlining the Graduate Program*

We heard somewhat conflicting information about difficulties in finding appropriate graduate supervision for MA students. A few students mentioned problems in finding appropriate supervisors; others didn't believe that there was a problem. The self-study report (p. 63) implies that it is a problem:

... With the increase in our research-based graduate student body in recent years and the declining number of tenure-track faculty available to supervise those students, supervision loads have increased (p. 63).

The overall size of the 'core' graduate programs (the MA and the Ph.D. in criminology) is fairly high. We were not able to get a clear sense of why these two programs are as large as they are. In the self-study document, however, it is clear that this growth is intentional. It states that:

If we are to continue to grow the reputation of our program, this will include graduate students wishing to study at SFU Criminology. Growth in the graduate student population, particularly PhD students, is an integral component of our research program and more tenure-track faculty are necessary to facilitate such growth (SSR, p. 63).

Given that the External Review Committee had been told that there was no special value to SFU of having as many graduate students as it currently has, we asked why the SC did not reduce its intake of graduate students. One point that was raised was that because of the size of the undergraduate program (to be discussed later in the report), graduate students were necessary for teaching and teaching assistant purposes, though it was suggested by others that this, in and of itself, did not constitute a sufficient reason to admit large numbers of graduate students.

The self-study report also noted that the SC does not have adequate office space for graduate students (SSR, p. 64), that they expect to "encounter capacity constraints with our theory and research methods courses" (SSR, p. 64), and that they are considering using senior Ph.D. students as teaching assistants in some courses involving MA students.

The SC itself suggests that one way to deal with at least some of the pressures of their graduate program would be to "Restrict admissions to our graduate program to 15 students each year" (SSR, p. 64) which is about half of what they are currently admitting (SSR, p. 61). We are not confident that we have sufficient information to judge whether a recommendation to reduce the number of current MA and Ph.D. students in the SC

programs should be made. On the other hand, we saw no reason to expand the number of students being admitted. Our conservative suggestion, then, is that:

**16. The SC should review its resources (e.g., faculty active in research and willing to take on responsibilities for research based graduate students, space, etc.) and should carefully consider whether reducing the number of students admitted into its research based graduate programs would be in order.**

The details of the MA and Ph.D. programs are currently (or have been) reviewed. The approach being used by the SC is described quite adequately on pages 26-27 and 75-76 of the self-study document. We saw no need to interfere with that process.

Finally, the issue of the *Master of Applied Legal Studies* program must be addressed. In our opinion, it does not fit into the central mission of the SC. In no way should this discussion be interpreted as a criticism of the program *per se*, its faculty, the material in the courses, or the need for such a program for Notaries in the Province of British Columbia. Our concerns relate only to its placement in the SC.

Briefly, it is our understanding that students in this program pay 'ordinary' graduate fees. Though its students may 'count' as graduate students, neither the University nor the SC is, in fact, short of graduate students. Indeed, the opposite is probably a better description. We were explicitly told that the University does not see a need for the number of graduate students it currently has since that number is well above the quota set by the province.

The benefits to the SC's core mission are unclear and it does require the involvement of two senior faculty members. It is our opinion that SFU should restructure the program: locate it somewhere else in the University and/or transform it into a professional executive program. This does not need to be a precipitous decision, given current level of involvement of the SC in the program, but we see no justification for having the equivalent of a half a faculty member's full teaching be dedicated to this program.

To some extent, the decision by the SC to establish and operate this program reflects simultaneously the strengths and the weaknesses of the SC. The School obviously saw an opportunity to be involved in yet another program and took advantage of this opportunity by deciding to get into an activity that is almost completely divorced from the field of criminology and other activities of the SC. It was an opportunity and they took it. But at the same time it is an activity that has the potential of diluting their focus on their core mission.

**17. We recommend that SFU restructure the Master of Applied Legal Studies program as soon as this can comfortably be done.**



### *3. Investing in Tenure-Track Faculty*

There seems to be some (small) disagreement on the number of faculty that the SC had at its “peak” strength. One could, we think, work through in detail what that ‘high point’ of faculty strength was. We are neither in a position to do this (without knowing a lot of the history of appointments and replacement appointments) nor do we believe that coming up with “the number” is useful.

We do know some things about the recent past. The number of retirements (and departures of tenure track faculty) is larger than the number of replacement positions that have been authorized. Moreover, and more importantly, it appears to us that using any metric or ratio of tenure-track faculty to student enrollments (undergraduate and/or graduate) and then making comparisons to other departments in the Faculty of Arts and Social Sciences, the number of tenure-track faculty in the SC is low and that the SC is ‘down’ from previous estimated strength. It does need to be acknowledged, however, that some of those retiring in the near future do not appear to be involved in undergraduate teaching.

We believe that the practice of having some tenure track faculty at the SC exempted from undergraduate teaching should, perhaps, be re-evaluated. But at the graduate level, temporary faculty and those given short or long-term teaching appointments do not adequately meet the needs of SC.

We recommend that:

**18. The university should create a plan for replacement of faculty over the next few years and should commit itself to fulfilling this plan.**

The appointments do not necessarily have to occur “immediately”, but it is in the interest of having a strong SC that there be a long term plan for a considerable number of new appointments designed to bring the size of the research-based tenure-track faculty in line with its undergraduate and graduate teaching commitments. When we say a ‘plan’, we mean that, for example, if it were to be decided that there should be one person appointed per year for 7 years, that there would be regular searches taking place early in the fall term each year for that 7 year period. The goal would be to hire a single person. If an excellent candidate could not be found, the search would be resumed the following year, and the ‘end’ of the ‘one appointment per year’ plan would be extended by a year. If other faculty leave or retire, the length of this hiring period could be increased.

As we have already pointed out,

**19. The replacement of faculty should be predicated on the explicit goal that what is being searched for are those people who would contribute excellent research published in top academic outlets. Such research is completely compatible with the ‘applied’ nature of the field of criminology.**

Within the context of hiring ‘the best’ person who fits the description we have offered in this recommendation, we did not believe that it was in the interests of the SC or SFU to specify specific areas of criminology in need of additional tenure-track staff. However, they should be empirical researchers.

When thinking about what areas to hire in, careful consideration should be given to prioritizing those areas in which it is especially difficult to hire appropriate sessional instructors. For example, it could be that in the lower mainland that the teaching of ‘law’ classes can very adequately be carried out by sessional instructors. Hiring should reflect the articulated goal of ‘excellence in criminological research.’ Law and society researchers would, in fact, be quite appropriate for the SC. As we have already pointed out, the need is for high quality empirical researchers doing curiosity-based theoretical and empirical work.

### **C: Governance Suggestions.**

In this section, we address two issues: 1) the “mission’ of the SC and the need for the SC to know when to say “no” to new opportunities and distinguish between what is essential and what is not; and 2) the need to have a governance model that supports excellence in research.

#### *1. The Mission of the School of Criminology*

We noticed that as part of the 74-page ‘policy and procedure manual’ of the SC, there is a 214 word “Mission Statement” that appears at the very beginning. It is divided into 7 parts. The first of these seven deals with research and teaching (“To contribute to the advancement of knowledge in general and of criminology in particular, through education and research.”). The second focuses on the ‘job training’ role of the school.

The other 5 parts of the Mission Statement appear to us to reflect other functions and values that are hard to argue against, but which could be seen as diluting the prime function of an academic department in a research intensive University.<sup>2</sup>

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<sup>2</sup> The full Mission statement reads as follows:

The School is committed to the following principles:

- 1.1 To contribute to the advancement of knowledge in general and of criminology in particular, through education and research;
- 1.2 To cater to the educational and professional needs of the community by producing action-oriented graduates to work at various levels in the different sectors of the criminal justice system and within the community, to meet the challenge of crime in a free, democratic society;
- 1.3 To promote individual, social and organizational change by producing innovative and change-oriented graduates, not just to work in the criminal justice system, or to administer it as it stands, but be capable and willing to evaluate, analyze and change it;

The Mission statement of the SC does not give the direction that one might expect to the work of the School. In particular, it does not encourage the SC to focus its energy and resources on 'core' activities.

**20. We recommend that the SC should rethink what its 'mission' is with a view to bringing clarity and focus on the choices that will need to be made.**

## *2. The Structure of the School of Criminology: The Executive and the Committees*

We have already described and supported one aspect of the plan for the structure of the 'executive' of the SC: the plan to have an associate director who would be responsible for helping with and creating a culture supportive of tri-council (type) research. More generally, this associate director could also be responsible for promoting curiosity-based research. The other two associate directors (one for graduate and the other for undergraduate programs) are obvious.

We are not in a position to comment on the actual membership on the three major committees: appointments, undergraduate program, and graduate program.

The appointments committee is, and will probably continue to be (in light of our recommendations for investment in the SC by way of additional staffing), critical for the future of the SC. Hence, it would appear to us that membership on this committee is especially sensitive.

Memberships on the graduate and undergraduate committees are also very important.

**21. The composition of the committees should reflect the objectives of the committees and the research values we have been suggesting as important for the continued excellence of the SC.**

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1.4 To contribute to public education and public enlightenment about crime and justice, through the dissemination of scientific, unbiased information; to assess and eventually help to change public attitudes towards crime and punishment;

1.5 To accelerate the shaping of a fair, rational and responsive criminal justice system, and a criminal justice policy that establishes an equilibrium between individual liberties and the necessary social controls;

1.6 To promote understanding and co-operation among people in the social, legal and behavioural sciences, in and outside the university, through an interdisciplinary and integrative approach through team teaching and team research;

1.7 To contribute in various ways to social development and social reform.

## **Conclusion.**

The SC at SFU is an excellent institution. In addition to resource needs, it is our belief that the School needs to focus its attention on “basic” aspects of its research and teaching programs. The University is currently well served by its SC. Our suggestions merely encourage it to move, explicitly, in the direction that we believe it is already moving.

The External Review Committee:

Nathalie Des Rosiers

Carlo Morselli

Neil Watson (internal advisor, not directly involved in the writing of this report)

Anthony N. Doob (Chair of the Committee)

## EXTERNAL REVIEW – ACTION PLAN

<b>Section 1 – To be completed by the Responsible Unit Person e.g. Chair or Director</b>			
Unit under review Criminology	Date of Review Site visit March 2 to 4, 2016	Responsible Unit person David MacAllister	Faculty Dean Jane Pulkingham
<p><b>Notes</b></p> <ol style="list-style-type: none"> <li>1. It is <u>not</u> expected that every recommendation made by the Review Team be covered by this Action Plan. The major thrusts of the Report should be identified and some consolidation of the recommendations may be possible while other recommendations of lesser importance may be excluded.</li> <li>2. Attach the required plan to assess the success of the Educational Goals as an addendum (Senate 2013).</li> <li>3. Should any additional response be warranted, it should be attached as a separate document.</li> </ol>			
<b>1. PROGRAMMING</b>			
<b>1.1 Action/s (description what is going to be done):</b>			
<b>1.1.1 Undergraduate:</b>			
<ul style="list-style-type: none"> <li>• We will revamp our field practice courses and change our honours program so that it requires 120 credits, rather than 132, both initiatives consistent with the recommendations of the External Review report. Our field practice courses will be co-ordinated by existing faculty and will not require a full-term commitment from students. We have recognized that a 15 credit field placement is not a realistic possibility for many of our students, given their ongoing commitment to employment while attending university.</li> <li>• We will endeavor to increase the percentage of continuing faculty teaching the courses that we offer (relative to sessional instructors). This will be assisted by recent hires, but we will need to continue to hire faculty to achieve this goal. We will also consider increasing the number of seats available in first and second year courses taught by continuing faculty.</li> <li>• We will not make any additions to our listing of online courses, without a corresponding reduction in the number of such courses offered, consistent with the recommendation of the report.</li> <li>• We will not cut courses or certificate programs, as such programs do not add to the workload that we have, or our costs, and they do not diminish the undergraduate program that we offer. We will, however, continue to monitor these programs to ensure that they have a useful role for our students and for our program more generally. More generally, we will monitor our undergraduate program to ensure that students have adequate access to our courses; we will consider increasing GPA requirements if access problems become more significant.</li> </ul>			
<b>1.1.2 Graduate:</b>			

- **We do need more tenure-track faculty, in order to achieve more adequate supervision for our graduate students. We are strongly supportive of the reviewers' suggestion that we move to hire one faculty member per year for the next seven years. We will continue to monitor the number of admissions that we offer; in the fall of 2016, for example, we will have fewer new M.A. and Ph.D. students than in any of the five previous years. Should we not be able to maintain adequate supervision for graduate students, we will need to consider reducing the number of positions that we offer to incoming graduate students.**
- **We are supportive of the general point made regarding research funding, as this will have an impact on our graduate program. We support the argument that our faculty should seek more Tri-Council funding (SSHRC, CIHR and NSERC) in order to improve research opportunities for our graduate students. And we will use our FIC funding to create incentives to apply for these applications.**

**1.2 Resource implications (if any): More tenure-track faculty required.**

**1.3 Expected completion date/s: Changes to begin in 2016/2017.**

## 2. RESEARCH

### 2.1 Action/s (what is going to be done):

- We will encourage what the reviewers term more "curiosity based research" through increases in applications for Tri-Council Funding (SSHRC, CIHR and NSERC). We will use our revenues from Fraser International College to support applications of this kind. We will encourage faculty to publish in high impact/ high profile scholarly journals, while recognizing the diversity of such journals, given the interdisciplinary nature of our faculty. We will continue our efforts to hire individuals with substantial research promise, and with a focus in publishing in highly regarded peer-reviewed journals.
- We will appoint an Associate Director, Research, to encourage and oversee research activities within the School. This person will provide guidance to those seeking Tri-Council funding. Part of the role of this Associate Director will be to ensure a strong desire amongst faculty to seek publication in highly regarded peer reviewed journals.
- We will develop a system of accountability and reporting for all research centres, in order to ensure that the space provided is necessary for each centre. We recognize that the Police Studies Centre has not been formally constituted as a Centre, and we will require that it apply to become a research centre. All references to the Police Studies Centre will be removed from the SFU Criminology website, in the interim.

### 2.2 Resource implications (if any):

Use of Fraser International College funds to support Tri-council research applications.

### 2.3 Expected completion date/s: Changes will begin in the fall of 2016; and reporting by Centres will be required no later than August 31, 2018.

## 3. ADMINISTRATION

### 3.1 Action/s (what is going to be done):

- The position of Associate Director, Policy and Planning will be replaced with the position, Associate Director, Research
- All research centres will be subject to bi-annual reviews of their productivity and funding.
- .....

### 3.2 Resource implications (if any): None anticipated.

**3.3 Expected completion date/s: August, 2018, for first comprehensive review of the productivity and funding of research centres.**

## **4. WORKING ENVIRONMENT**

**4.1 Action/s (what is going to be done):**

- The executive committee expects to continue to work within a highly consultative structure for both faculty and staff regarding ongoing changes and developments within the School.
- We will use both FIC funding and Ting Forum funding to celebrate the achievements of faculty, to bring external speakers to the School for talks, and for both M.A. and Ph.D. defences.

**4.2 Resource implications (if any): FIC and Ting Forum funding will allow us to accomplish these objectives.**

**4.3 Expected completion date/s: Ongoing.**

## **5. M.A in Applied Legal Studies (OTHER)**

**5.1 Action/s:**

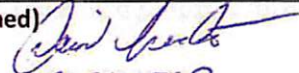
- We recognize that this program is, as noted, by the reviewers, not central to the mission of the School of Criminology.
- We will begin, in 2016/2017, to negotiate changes to the program, so that no faculty are involved in the program by the fall of 2017 (outside of voluntarily taking on an additional workload) in either teaching courses, or working in an administrative capacity. We will also ask that the staff resources within the School of Criminology currently provided to the program be restored to the School of Criminology.
- We have no objections to this program remaining in FASS, or in the School of Criminology, subject to the concerns set out above, but would also want to explore moving the program to the Beedie School of Business, or another more suitable location.



5.2 Resource implications (if any): Resources to be re-allocated to provide more teaching and administrative capacity for the School.

5.3 Expected completion date/s: September, 2017.

The above action plan has been considered by the Unit under review and has been discussed and agreed to by the Dean.

Unit Leader (signed)  Name <u>DAVID MACALISTER</u> Title <u>DIRECTOR, SCHOOL OF CRIMINOLOGY</u>	Date <u>SEPT 29 2016</u>
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## Section 2 - Dean's comments and endorsement of the Action Plan:

I met with Dr. Neil Boyd, Director of the School of Criminology, as well as members of the Executive Committee (Dr. Martin Andresen, Dr. Sherri Fabian and David MacAlister, LL.M) on June 6 2016 with Glynn Nicholls (Office of the VPA) to discuss the external review prepared by Professors Anthony Doob (University of Toronto), Nathalie Des Rosiers (University of Toronto), and Carlo Morselli (University of Montreal).

Our office has given close consideration to the external review and to the detailed response from the School of Criminology. The external reviewers have produced a very thoughtful assessment, capturing the strengths found in the School and identifying some of the challenges it faces.

As the attached Action Plan outlines, the School will address a number of key recommendations in relation to programming (field practice, CODE offerings, Applied Legal Studies) and research (increasing tri-council funded research; greater administrative oversight of the activities of research centres associated with the School).

The most pressing issue is the need for faculty renewal to support the teaching and research needs of the unit. This need is entirely persuasive and we are committed to work with the School to ensure that it has the faculty complement to maintain the high quality of its work. Specifically, our office will seek the VPA's approval to hire 1 tenure track appointment as part of the Faculty's hiring plan for 2017-2018, and to continue the renewal process in future years.

Faculty Dean



Date

September 9 2016

**SFU Criminology Educational Goals and Assessment Plan**

*Dr. Sheri Fabian and Dr. Katherine Rossiter*

As part of the external review process, the School of Criminology is in the process of developing program-level Educational Goals (Learning Outcomes) and a tentative assessment plan. This section of our report reflects the initial stages of a multi-step process that will take several years and involve input from all faculty in the School of Criminology.

Following the approval of Educational Goals, we are required to map our educational goals to individual courses and to design an assessment plan, develop assessment tools, and collect data (student work and surveys) to allow an analysis of the success of these educational goals. The following timeline applies to the implementation and assessment of Educational Goals:

- **Progress Report:** In year 4 units are expected to produce a Progress Report for internal use and reporting to the SFU administration. As part of this document units are expected to report on their assessment of all Educational Goals.
- **Unit Self-Study:** Between October and December of year 6, units are to produce a Unit Self-Study which is circulated to External Reviewers before their site visits. Assessment of Educational Goals should be included in the Unit Self Study (see Sections 3.2.a. & b. in Senate Guidelines for External Reviews of Academic Units).
- **Unit Action Plan:** After reviewing the External Review Report, units are expected to produce a Unit Action Plan to address the recommendations from reviewers and to plan for the next cycle.

**Table 5.1 Timeline and Assessment Plan for Educational Goals**

<b>Review Cycle Dates</b>		<b>Steps in Educational Goals Process</b>
<b>Start</b>	<b>End</b>	
September 2015	January 2016	Develop educational goals and preliminary assessment plan, and incorporate into external review self-study.
February 2016	June 2016	External review-team visit/report. The terms of reference for the review will include consideration of the educational goals by the review team.
June 2016	August 2016	Develop post-review Action Plan, incorporating any recommended adjustments to educational goals and suggestions for the assessment plan. Action Plan goes to SCUP and Senate for approval.
February 2016	August 2016	Gather Criminology course syllabi for repository that will inform the refinement of Educational Goals.
June 2016	April 2017	Develop Educational Goals for all Criminology courses through workshops with faculty members responsible for teaching courses in each area. We will begin with theory, methods, and legal courses.

<b>Review Cycle Dates</b>		<b>Steps in Educational Goals Process</b>
<b>Start</b>	<b>End</b>	
February 2017	April 2017	Map Educational Goals to ensure all courses fit with at least one educational goal.
April 2017	December 2017	Collect first dataset relevant to assessment process (student work and surveys).
January 2017	September 2018	Evaluate data and recommend changes (e.g., to curriculum, pedagogy, programs)
September 2018	September 2019	Implement changes; produce mid-cycle progress report for internal use and reporting to the SFU administration; report on progress of implementing the Action Plan and educational goal assessment.
September 2019	September 2020	Collect second dataset.
September 2020	September 2021	Evaluate dataset and recommend changes.
September 2021	September 2022	Implement changes; begin self-study to be circulated to External Reviewers before site visit. Self-study will incorporate assessment of educational goals.

Faculty workshops to develop course-specific Educational Goals (Learning Outcomes) will be modelled after the current Research Methods Working Group (RMWG), which brings together all faculty who teach research methods classes at both the graduate and undergraduate levels. The RMWG has worked effectively to create course changes at the graduate level in a consultative and collaborative way.

### **Educational Goals in Criminology – Overview**

The School of Criminology aims to meet the learning needs of diverse students in a number of programs. As part of a general university education, students who take optional Criminology courses are exposed to a wide range of Criminological research. Graduate students specializing in Criminology in both the M.A and Ph.D programs, and undergraduate students completing a B.A. with a Criminology Major, Joint Major, Minor, Extended Minor, or Honours program, have more prescribed course patterns. This document outlines the Educational Goals for students completing a degree program in Criminology.

Making the Educational Goals of Criminology explicit and measurable was necessitated by changes to the External Review process approved by the SFU Senate, and was an opportunity to examine strengths in our curriculum and educational practices. The Educational Goals are similar to and based on previously published goals of undergraduate Criminology and related programs across Canada.

The areas are listed below with a description for each of the expectations for student exposure and learning, recognizing that the expectation for depth and breadth of knowledge in each category will depend on the degree program or credential towards which the student is working.

### ***Theory***

- The discipline of Criminology, its history, its evolution, and its position in relation to other social science disciplines.
- What is a theory and how criminological theories are developed.
- Historical and contemporary theoretical approaches to the study of crime, and the merits and limitations of each.

### ***Methods***

- The various social science research strategies (e.g., quantitative, qualitative, mixed methods) that are employed in the discipline of Criminology.
- The importance of research ethics in the field of Criminology.
- How to conduct a literature search and review.
- Critiques of criminological research and limitations of research from a methodological point of view.

### ***Legal***

- The Canadian legal system, including police, courts, and corrections.
- Applications of criminal law, procedure and evidence.
- Social inequities and the application of criminal law.

### ***Critical Thinking***

- Analytic thinking to evaluate evidence.
- Healthy skepticism of unsubstantiated claims about criminological issues.
- Creative solutions to complex social problems concerning crime and social disorder.
- Differences between opinion and scientific knowledge, and what is meant by evidence-based policy and practice.

### ***Communication***

- Oral communication skills through presentations, discussions, debates, oral examinations, and other similar activities.
- Written communication skills through written examinations, term papers, research reports, online discussions, and other similar written exercises and assessments.
- Communication of information, arguments and analyses, respectfully and effectively, to a range of audiences.
- Academic integrity in all written and oral communications.
- The importance of professional ethics in the field of criminology and criminal justice.

### ***Interdisciplinary Nature of Criminology***

- The diverse and interdisciplinary nature of Criminology.
- The criminal justice system and its relationship to other systems.
- The importance of professional ethics in the field of criminology and criminal justice.
- Teamwork through cross-disciplinary interactions.

## Educational Goals by Program/Credential

Below is a table outlining the educational goals for each program listed above, a description of each, and an estimated date by which we will have mapped those courses that might provide evidence during the assessment phase (we have not reviewed all courses at this time). Note that the expectations for each degree type are distinguished by the verbs used. For example, while students pursuing an undergraduate degree with a Minor in Criminology would be expected to be able to *identify* and *describe* theoretical approaches to the study of crime, those pursuing a Major in Criminology would also be expected to be able to *critique*, *apply*, and *synthesize* the merits of these theoretical approaches. Similar distinctions exist at the graduate level. These nuanced distinctions are evident in the table below outlining the Educational Goals for each degree/credential.

The following caveats apply to these educational goals:

- We do not expect each educational goal to apply to every course we offer in Criminology.
- We accept that while the aim is to have every student achieve each goal this may not be a realistic expectation.

**Table 5.2 Program Level Educational Goals**

EDUCATIONAL GOALS	COURSES / MAPPED BY
<b>CRIMINOLOGY Ph.D.</b> Students who complete a Ph.D. in Criminology:	
(1) are expected to be able to critique, interpret, synthesize, and evaluate the merits and shortcomings of historical and contemporary theoretical approaches to the study of crime.	
(2) are expected to address issues regarding research ethics and assess, interpret, apply, and evaluate the various social science research strategies including quantitative, qualitative, and mixed methods.	
(3) are expected to be able to demonstrate critical and creative thinking skills by identifying underlying assumptions, complexities, diversities, and the essence of an argument, through analysis, synthesis, and evaluation of information.	
(4) are expected to have the ability to articulate in both written and oral forms, information, arguments and analyses respectfully and effectively.	
(5) are expected to be able to design and conduct an extensive research project that addresses (a) criminological question(s), is an original and significant contribution to the body of criminological literature, and is presented as both a written thesis and orally in a public forum.	

**CRIMINOLOGY M.A.**

Students who complete an M.A. in Criminology:

(1) are expected to be able to critique, interpret, and synthesize the merits and shortcomings of historical and contemporary theoretical approaches to the study of crime.	
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(2) are expected to address issues regarding research ethics and describe, apply, and synthesize the various social science research strategies including quantitative, qualitative, and mixed methods.	
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(3) are expected to be able to demonstrate critical and creative thinking skills by identifying underlying assumptions, complexities, diversities, and the essence of an argument, through analysis and synthesis of information.	
---	--

(4) are expected to have the ability to articulate in both written and oral forms, information, arguments and analyses respectfully and effectively.	
--	--

(5) are expected to be able to design and conduct an extensive research project that addresses (a) criminological question(s), is an original contribution to the body of criminological literature, and is presented as both a written thesis and orally in a public forum.	
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**CRIMINOLOGY MAJORS**

Students who complete a Criminology Major:

(1) are expected to be able to describe, critique, apply and synthesize the merits of historical and contemporary theoretical approaches to the study of crime.	
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(2) are expected to be able to address issues regarding research ethics and to identify, describe, assess and apply the various social science research strategies including quantitative, qualitative, and mixed methods.	
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(3) are expected to be able to describe and critique the Canadian legal system, including police, courts and corrections, and applications of criminal law, procedure and evidence.	
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(4) are expected to be able to demonstrate critical and creative thinking skills by identifying underlying assumptions, complexities, and diversities and the essence of an argument, through analysis and synthesis of information.	
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(5) are expected to have the ability to articulate in both written and oral forms, information, arguments and analyses respectfully and effectively.	
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(6) are expected to be able to comprehend the diverse and interdisciplinary nature of criminology.	
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**CRIMINOLOGY HONOURS**

Students who complete a Honours degree in Criminology:

(1) are expected to be able to describe, critique, apply and synthesize the merits of historical and contemporary theoretical approaches to the study of crime.	
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(2) are expected to be able to address issues regarding research ethics and to identify, describe, assess and apply the various social science research strategies including quantitative, qualitative, and mixed methods.	
(3) are expected to be able to describe and critique the Canadian legal system, including police, courts and corrections, and applications of criminal law, procedure and evidence.	
(4) are expected to be able to demonstrate critical and creative thinking skills by identifying underlying assumptions, complexities, and diversities, and the essence of an argument, through analysis and synthesis of information.	
(5) are expected to have the ability to articulate in both written and oral forms, information, arguments and analyses respectfully and effectively.	
(6) are expected to be able to comprehend the diverse and interdisciplinary nature of criminology.	
(7) will be exposed to advanced theory and methods.	
(8) will conduct an extensive research project that is presented as both a written thesis and orally in a public forum.	
<b>CRIMINOLOGY MINOR</b>	
Students who complete a Criminology Minor:	
(1) are expected to be able to identify and describe theoretical approaches to the study of crime.	
(2) are expected to be able to identify and describe aspects of the Canadian legal system including police, courts and corrections.	
(3) are expected to be able to demonstrate critical and creative thinking skills by identifying underlying assumptions, complexities, and diversities, and the essence of an argument, through analysis and synthesis of information.	
(4) are expected to have the ability to articulate information in both written and oral forms, arguments and analyses respectfully and effectively.	
(5) are expected to be able to comprehend the diverse and interdisciplinary nature of criminology.	
<b>CRIMINOLOGY EXTENDED MINOR</b>	
Students who complete a Criminology Extended Minor:	
(1) are expected to be able to describe and critique the merits of theoretical approaches to the study of crime.	
(2) are expected to be able to address issues regarding research ethics and to identify, describe, and assess the various social science research strategies including quantitative, qualitative, and mixed methods.	
(3) are expected to be able to describe and critique the Canadian legal system, including police, courts and corrections, and applications of criminal law.	



(4) are expected to be able to demonstrate critical and creative thinking skills by identifying underlying assumptions, complexities, and diversities, and the essence of an argument, through analysis and synthesis of information.	
(5) are expected to have the ability to articulate information in both written and oral forms, arguments and analyses respectfully and effectively.	
(6) are expected to be able to comprehend the diverse and interdisciplinary nature of criminology.	
<b>CRIMINOLOGY LEGAL STUDIES MINOR</b>	
Students who complete a Criminology Legal Studies Minor:	
(1) are expected to be able to describe and understand the Canadian legal system, and the application of theory and law to socio-legal issues.	
(2) are expected to be able to demonstrate critical and creative thinking skills by identifying underlying assumptions, complexities, and diversities, and the essence of an argument, through analysis and synthesis of information.	
(3) are expected to have the ability to articulate information in both written and oral forms, arguments and analyses respectfully and effectively.	
(4) are expected to be able to comprehend the diverse and interdisciplinary nature of criminology.	
<b>CRIMINOLOGY POLICE STUDIES MINOR</b>	
Students who complete a Criminology Police Studies Minor:	
(1) are expected to be able to describe and critique the merits of theoretical approaches to the study of crime.	
(2) are expected to be able to describe and understand the Canadian legal system, including police, courts and corrections, with special emphasis on policing complexity and integration with other agencies.	
(3) are expected to be able to demonstrate critical and creative thinking skills by identifying underlying assumptions, complexities, and diversities, and the essence of an argument, through analysis and synthesis of information.	
(4) are expected to have the ability to articulate information in both written and oral forms, arguments and analyses respectfully and effectively.	
(5) are expected to be able to comprehend the diverse and interdisciplinary nature of criminology.	
<b>CRIMINOLOGY JOINT MAJOR – GENDER, SEXUALITY, AND WOMEN'S STUDIES</b>	
Students who complete a Criminology Joint Major – Gender, Sexuality, and Women's Studies:	

(1) are expected to be able to describe, critique, apply and synthesize the merits of historical and contemporary theoretical approaches to the study of crime.	
(2) are expected to be able to address issues regarding research ethics and to identify, describe, assess and apply the various social science research strategies including quantitative, qualitative, and mixed methods.	
(3) are expected to be able to describe and critique the Canadian legal system, including police, courts and corrections, and applications of criminal law, procedure and evidence.	
(4) are expected to be able to demonstrate critical and creative thinking skills by identifying underlying assumptions, complexities, and diversities, and the essence of an argument, through analysis and synthesis of information.	
(5) are expected to have the ability to articulate information in both written and oral forms, arguments and analyses respectfully and effectively.	
(6) are expected to be able to comprehend the diverse and interdisciplinary nature of criminology.	
(7) are exposed to, and demonstrate an understanding of, issues related to women's experiences in the Canadian legal system including police, courts and corrections.	
<b>CRIMINOLOGY JOINT MAJOR - PSYCHOLOGY</b>	
Students who complete a Criminology Joint Major - Psychology:	
(1) are expected to be able to describe, critique, apply and synthesize the merits of historical and contemporary theoretical approaches to the study of crime.	
(2) are expected to be able to address issues regarding research ethics and to identify, describe, assess and apply the various social science research strategies including quantitative, qualitative, and mixed methods.	
(3) are expected to be able to describe and critique the Canadian legal system, including police, courts and corrections, and applications of criminal law, procedure and evidence.	
(4) are expected to be able to demonstrate critical and creative thinking skills by identifying underlying assumptions, complexities, and diversities, and the essence of an argument, through analysis and synthesis of information.	
(5) are expected to have the ability to articulate information in both written and oral forms, arguments and analyses respectfully and effectively.	
(6) are expected to be able to comprehend the diverse and interdisciplinary nature of criminology.	
<b>CRIMINOLOGY JOINT MAJOR - ANTHROPOLOGY</b>	

<b>Students who complete a Criminology Joint Major – Anthropology:</b>	
(1) are expected to be able to describe, critique, apply and synthesize the merits of historical and contemporary theoretical approaches to the study of crime.	
(2) are expected to be able to address issues regarding research ethics and to identify, describe, assess and apply the various social science research strategies including quantitative, qualitative, and mixed methods.	
(3) are expected to be able to describe and understand the Canadian legal system, including police, courts and corrections, and the application of theory and law to socio-legal issues.	
(4) are expected to be able to demonstrate critical and creative thinking skills by identifying underlying assumptions, complexities, and diversities, and the essence of an argument, through analysis and synthesis of information.	
(5) are expected to have the ability to articulate information in both written and oral forms, arguments and analyses respectfully and effectively.	
(6) are expected to be able to comprehend the diverse and interdisciplinary nature of criminology.	
<b>CRIMINOLOGY JOINT MAJOR – SOCIOLOGY</b>	
<b>Students who complete a Criminology Joint Major – Sociology:</b>	
(1) are expected to be able to describe, critique, apply and synthesize the merits of historical and contemporary theoretical approaches to the study of crime.	
(2) are expected to be able to address issues regarding research ethics and to identify, describe, assess and apply the various social science research strategies including quantitative, qualitative, and mixed methods.	
(3) are expected to be able to describe and understand the Canadian legal system, including police, courts and corrections, and the application of theory and law to socio-legal issues.	
(4) are expected to be able to demonstrate critical and creative thinking skills by identifying underlying assumptions, complexities, and diversities, and the essence of an argument, through analysis and synthesis of information.	
(5) are expected to have the ability to articulate information in both written and oral forms, arguments and analyses respectfully and effectively.	
(6) are expected to be able to comprehend the diverse and interdisciplinary nature of criminology.	

The development and assessment of our educational goals requires that we map our goals against all of our courses. The below mapping structure will be used to assess each course against our overall educational goals once individual goals have been established for each class. As noted above, we will begin with our required courses and the mapping process is expected to be complete by April 2017.

**Table 5.3 Example of Mapping of Courses to Educational Goals**

<b>Courses</b>	<b>Program Level Educational Goals</b>					
	<b>Theory</b>	<b>Methods</b>	<b>Legal</b>	<b>Communication</b>	<b>Critical Thinking</b>	<b>Interdisciplinary Nature of Criminology</b>
CRIM 101						
CRIM 103						
CRIM 104						