# UNIVERSITY OF TORONTO

OFFICE OF THE GOVERNING COUNCIL

**FOR INFORMATION**  **PUBLIC**  **OPEN SESSION**

**TO:** Committee on Academic Policy and Programs

**SPONSOR:** Susan McCahan, Vice-Provost, Academic Programs
**CONTACT INFO:** (416) 978-0490, vp.academicprograms@utoronto.ca

**PRESENTER:** Same as above
**CONTACT INFO:**

**DATE:** January 4, 2022 for January 11, 2022

**AGENDA ITEM:** 4

**ITEM IDENTIFICATION:**

New Undergraduate Program Proposal: Major in Work and Organizations in an existing undergraduate degree (HBA), Faculty of Arts and Science (FAS).

**JURISDICTIONAL INFORMATION:**

The Committee on Academic Policy and Programs approves new undergraduate programs within an existing degree, as defined by the University of Toronto Quality Assurance Process *(AP&P Terms of Reference, Section 4.4.b.i.)*.

**GOVERNANCE PATH:**

1. **Committee on Academic Policy and Programs [for approval] (January 11, 2022)**

**PREVIOUS ACTION TAKEN:**

The proposal for the Major in Work and Organizations received approval from the Faculty of Arts and Science Faculty Council on December 8, 2021.

**HIGHLIGHTS:**

This is a proposal for a new Major in Work and Organizations that will lead to an Honours Bachelor of Arts degree. It will be offered by the Centre for Industrial Relations and Human Resources in the Faculty of Arts and Science. The Major will consist of 8.0 credits. Students will take 3.5 credits of required courses; 2.5 credits from curated lists and 2.0 credits of courses from across the three sectors of sciences, humanities, and social sciences that connect core concepts in the study of work and organizations to other disciplinary areas. The Major has three streams: Humanities Contexts, Social Sciences Contexts, and Sciences Contexts. As part of the Major's design, students will enrol in the stream that corresponds to the sector of their second Major.

The proposed new Major in Work and Organizations takes an interdisciplinary approach to equipping students with an in-depth understanding of the changing nature of work and organizations. It will provide the skills necessary to undertake the development and implementation of solutions to contemporary societal challenges through coordination of economic and social action in organizations and communities. The proposed program will provide students with an in-depth understanding of the complex economic, political, social, cultural, and historical embeddedness of work and organizations, and the skills necessary to develop solutions to contemporary challenges in work and organizations.

The program will be delivered with in-person instruction. Some capstone experiential components may require off-campus interactions with community and organizational partners. In order to be eligible to enrol, students must complete 4.0 credits and obtain a grade higher than 67% in 0.5 credit selected from a pre-determined set of 100-level courses specific to each stream. The program is expected to achieve a steady-state enrolment of 210 within five years.

Consultation outside the Faculty of Arts and Science occurred with the John H. Daniels Faculty of Architecture, Landscape, and Design; Joseph L. Rotman School of Management; Temerty Faculty of Medicine; Ontario Institute for Studies in Education; University of Toronto Mississauga; University of Toronto Scarborough; and Tri-Campus Deans group. Feedback provided was incorporated into the proposal.

The program was subject to external appraisal on September 29, 2021 by Paul F. Clark, Professor of Labor and Employment Relations, School of Labor and Employment Relations, Penn State University, and Danielle van Jaarsveld, E.D. MacPhee Professor of Management, Sauder School of Business, University of British Columbia. The external appraisers made a number of suggestions that resulted in changes to the program, as reflected in the Dean's response to the appraisal report.

**FINANCIAL IMPLICATIONS:**
The new financial obligations resulting from this program will be met at the divisional level.

**RECOMMENDATION:**

Be it Resolved,

THAT the proposed Major in Work and Organizations, which will confer the existing HBA degree, as described in the proposal from the Faculty of Arts & Science dated November 8, 2021, be approved effective September 1, 2022.

**DOCUMENTATION PROVIDED:**

- *Proposal for a Major in Work and Organizations, FAS*

# University of Toronto
# New Undergraduate Program Proposal

The program proposal must address the purpose and content of the new program and the capacity of the unit to deliver a high-quality program.

This template (last updated by the Office of the Vice-Provost, Academic Programs on September 6, 2019) is for all proposals for new undergraduate programs. It aligns with University of Toronto Quality Assurance Process (UTQAP) requirements and will help to ensure that all evaluation criteria established by the Quality Council are addressed in bringing forward a proposal for a new program. Separate templates have been developed for other types of proposals.

Please note that all proposed new programs are subject to external appraisal.

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|---|---|
| **Name of proposed program:** Please specify exactly what is being proposed (e.g., a new BA degree program in… including Specialist, Major and Minor options). | HBA Major program in Work and Organizations (IRW) |
| **Degree conferred:** | HBA |
| **Department/unit (if applicable) where the program will be housed:** | Centre for Industrial Relations and Human Resources (CIRHR) |
| **Faculty/academic division:** | Faculty of Arts & Science |
| **Dean's Office contact:** | Gillian Hamilton, Acting Vice-Dean, Academic Planning |
| **Proponent:** | Professor Rafael Gomez Professor Alicia Eads |
| **Direct entry or selection of POSt at end of first year:** | Students select POSt at the end of the first year. |
| **Version date:** (please change as you edit this proposal) | November 8, 2021 |

| Development & Approval Steps | Date (e.g., of external appraisal site visit, final sign off, governance meeting, quality council submission, ministry submission) |
|---|---|
| **New Program Consultation Meeting** | **September 4, 2019** |
| **Consultation Proponents/Dean's Office/Provost's Office** | |
| Provost's Advisory Group | June 16, 2021 |
| External Appraisal | September 29, 2021 |
| Decanal signoff<br><br>In signing off I confirm that I have ensured appropriate:<br>✓ compliance with the evaluation criteria listed in UTQAP section 2.3<br>✓ consultation with the Office of the Vice-Provost, Academic Programs early in the process of proposal development<br>✓ Consultation with faculty and students, other University divisions and external institutions | Melanie Woodin, Dean, Faculty of Arts & Science<br>August 30, 2021 |
| Provostial signoff<br><br>In signing off I confirm that the new program proposal:<br>✓ Is complete<br>✓ Includes information on all the evaluation criteria listed in UTQAP section 2.3 | Susan McCahan, Vice-Provost, Academic Programs<br>September 6, 2021 |
| Unit-level approval (if required) | NA |
| Faculty/divisional governance | Social Sciences Curriculum Committee: Nov 18, 2021<br><br>Arts & Science Council: Dec 8, 2021 |
| Submission to Provost's office | |
| AP&P | January 11, 2022 |
| Academic Board (if a new degree) | NA |
| Executive Committee of Governing Council (if a new degree) | NA |
| The program may begin advertising as long as any material includes the clear statement that, "No offer of admissions will be made to the program pending final approval by the Quality Council and the Ministry of Training, Colleges and Universities (where the latter is required)." | |

| Ontario Quality Council | February 25, 2022 |
|---|---|
| Submitted to the Ministry (in case of a new degree) | NA |

# New Undergraduate Program Proposal
**Work and Organizations (IRW)**
**Centre for Industrial Relations and Human Resources (CIRHR)**
**Faculty of Arts & Science**

# Table of Contents

**Instructions:** Please include all sections with page numbers and a full list of appendices in the table of contents. The Table of Contents will update automatically when you right-clicking on it and select "Update Field" and then "Update Entire Table."

# 1 Executive Summary

Please provide a brief overview of the proposed program summarizing the key points from each section of the proposal. (You may wish to complete this section last.) This may need to be used on a stand-alone basis:

The Faculty of Arts & Science (A&S) is proposing a new Arts Major program in **Work and Organizations** (IRW) that will lead to the Honours Bachelor of Arts degree (HBA).[1] The IRW major will be offered by the Centre for Industrial Relations and Human Resources (CIRHR). IRW was chosen as the course nomenclature code for this new Major program to be consistent with CIRHR's nomenclature in its other major program in industrial relations and human resources, "IRE;" the "W" refers to "Work" in this case. The CIRHR currently offers undergraduate major and specialist programs in Industrial Relations and Human Resources (IR/HR — program and course nomenclature code IRE). Additionally, the CIRHR offers an undergraduate certificate program as well as a Master of Industrial Relations and Human Resources (MIRHR), and a PhD in Industrial Relations and Human Resources.

**Societal Demand and Academic Rationale**
It has become increasingly apparent that an interdisciplinary approach is required to solve some of the world's most pressing issues, and this is also the case for work and organizations. The proposed program will provide students with an in-depth understanding of the complex economic, political, social, cultural, and historical embeddedness of work and organizations, and the skills necessary to develop solutions to contemporary challenges in work and organizations.
The IRW program has been designed to meet this societal need for an interdisciplinary approach to understanding work and organizations. In addition, this new program will meet the increasing demand among A&S students for access to courses on work and organizations that provide foundational knowledge in these areas, while complementing and enriching their other chosen programs of study by providing the knowledge and tools needed to leverage their university education upon graduation. The new IRW major will consist of a core set of required program courses that have been designed to achieve eight program learning outcomes, along with a set of relevant elective courses from across the three A&S

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[1] The IRW major is an arts program and leads to the HBA degree. However, in A&S, IRW students who also complete a major, a specialist, or two minors in the sciences would be given the choice of graduating with an HBA or HBSc degree. For more information, see the A&S Academic Calendar page on degree requirements.

sectors (i.e., sciences, humanities, and social sciences) that connect core concepts in the study of work and organizations to other disciplinary areas.

In the tradition of providing a liberal arts education, The IRW major will help students to leverage their other humanities, social science, or science major in future work and organizational contexts, and be prepared for a range of careers. As such, the program has been structured as a major to be combined with another A&S major, rather than as a freestanding specialist program. It is expected that graduates of the IRW program will move forward into a broad set of career paths by becoming administrators, scientists, public servants, writers, inventors, politicians, entrepreneurs, consultants, small and medium-sized business owners, and professionals in a variety of for-profit, not-for-profit, government, and social economy organizations.

**Program Requirements and Structure**

The IRW leverages the current strengths of the CIRHR's faculty and existing academic programming, as well as those of other academic units within A&S. Students will complete the IRW major in tandem with another program(s) in A&S, and the curriculum has been designed so that there are three separate streams within the program that correspond to the three A&S sectors (humanities, sciences, and social sciences). All students will complete 200-level courses in the economics of work and organizations and statistics for work and organizations; students will also take an introductory 200-level course in work and organizations. As they progress, students will complete IRW 200- and 300-level courses in specific content areas, such as organizational behavior and ethics in organizations, as well as two skills-oriented courses in organizational communications and data analytics. The 400-level courses will incorporate innovative components through courses in advanced organizational governance and design, and project and strategy implementation in organizations, as well as a new suite of experiential capstone courses. Students will select electives relevant to their stream.

**Admission Requirements and Enrolment**

The IRW will be a limited enrolment major program. To ensure that students admitted to the program will be successful, applicants with a grade average lower than 67% in 0.5 credits selected from a specific set of 100-level courses will not usually be considered for admission. It is expected that there will a high demand for this program, and the program will achieve a steady-state enrolment of 210 within five years.

**Consultation**

Extensive consultations have been undertaken within the A&S; support for the proposal has been high.  Consultations within the institution more broadly have also yielded generally positive feedback.  The proposal has been revised in response to feedback from the Joseph L. Rotman School of Management (Rotman), as well as the Management programs at the University of Toronto Mississauga (UTM) and University of Toronto Scarborough (UTSC), to ensure that the new major is clearly distinct from the Rotman Commerce program (offered jointly by A&S and Rotman), from the Bachelor of Business Administration (BBA) degree programs at UTM and UTSC, and the Commerce programming at UTM (which include BCom degree programs).

**Resources**

A&S and CIRHR are committed to providing the resources to launch and maintain the program; indeed, this new program was highlighted in the 2020-2025 Faculty of Arts & Science Academic Plan. The first phase of hiring of new staff and faculty began in Fall 2020. In addition, the CIRHR has engaged in space renovations to support the new program.

# 2  Effective Date & Date of First Review

**Anticipated date students will start the program:** September 2022.

**First date degree program will undergo a UTQAP review and with which unit**[2]**:**
The first date the degree program will undergo a UTQAP review will be 2024-2025, with the Centre for Industrial Relations and Human Resources (CIRHR).

# 3  Academic Rationale

Please use the headings below:

- Identify what is being proposed and provide an academic rationale for the proposed program (what is being created and why?).
- Explain the appropriateness of the program name and degree nomenclature.

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[2] Programs that are inter-and multidisciplinary must identify a permanent lead administrative division and identify a commissioning officer for future cyclical program reviews.

- If relevant, describe the mode of delivery (including blended or online; placement, etc.) and how it is appropriate to support students in achieving the learning outcomes of the program.
- Context
  - ▸ Discuss how the program addresses the current state of the discipline or area of study. (Identify pedagogical and other issues giving rise to the creation of this program. Where appropriate, speak to changes in the area of study or student needs that may have given rise to this development.)
  - ▸ Describe the consistency of the program with the University's mission as specified within the *Statement of Institutional Purpose* and unit/divisional academic plan and priorities.
- Distinctiveness
  - ▸ Identify any unique curriculum or program innovations or creative components.

A&S is proposing an undergraduate Arts major program of study in **Work and Organizations**), to be offered through the Centre for Industrial Relations and Human Resources (CIRHR).

**Academic Rationale**

The Work and Organizations (IRW) program will provide A&S students with an understanding of the nature of work and organizations in society, and the skills to explore the numerous possible career paths that exist within a changing labour market, and among a wide range of organizational forms across sectors and industries. Students will learn about the changing nature of work and organizational governance, design, coordination, and labour issues in different types of work arrangements (e.g., self-employment, gig-work) and different forms of organizations (e.g., universities and colleges, co-operatives, non-profits, and NGOs, publicly-traded firms, sole proprietorships, and the public service and public sector agencies).

Students in Arts & Science cannot graduate with only a major; they must pair a major with at least either another major or two minors. Hence, major programs will necessarily be combined with other programs, and that is part of the rationale for this new IRW program being a major, rather than a specialist program. The IRW major is designed to connect work and organizations to other disciplinary areas through three streams, each with required elective courses that align with the IRW program learning outcomes and correspond to the three A&S sectors. For instance, as part of their IRW major, a student also majoring in Geography and Planning could select an elective course in labour geographies; a psychology major could select a course focusing on what motivates people in work settings; a history

major could select a course in labour history. Through these streams, students will develop an understanding of work and organizations as they are embedded in their scientific, social, political, historical, and cultural contexts.

The academic expertise that students will acquire in work and organizations will provide a framework through which they can leverage the knowledge they gain in their other major as they enter the labour market and progress throughout their chosen careers. For instance, a student enrolled in the IRW program and simultaneously majoring in Ecology and Evolutionary Biology would acquire the knowledge and skills about different governance forms and organizational structures that would be necessary to effectively communicate with both agribusiness associations and small family farms about the costs and benefits of environmentally friendly herbicides and how to best fight herbicide-resistant weeds. A student graduating with majors in English and IRW would be equipped with the skills needed to develop a budget and plan to support their writing endeavours and will also develop the competencies necessary to write an effective grant proposal for a book project. A political science major employed in a university government relations department will be able to leverage knowledge developed through their IRW major to understand the relationship between government and organizations in society, and more specifically why "publicly-funded" universities are not the same thing as either public agencies or NGOs.

In sum, the IRW program will provide an outstanding liberal arts education that combines a unique breadth of knowledge, along with excellent critical thinking, communication, and analytic skills, with work and organization-related competencies, thus preparing students for a variety of careers.

**Appropriateness of Program Name and Nomenclature**

The Work and Organizations Major has been named to reflect the specific content of this program, and to clearly differentiate it from HR, business, and management programs. The program will focus on the delivery of courses relevant to the broad study of work and organizations, and offer three streams differentiated by their unique focus on the study of work and organizations in science, social science, and humanities contexts. The HBA nomenclature is appropriate for this program because the area of study falls within the scope of industrial relations as an academic discipline. While undergraduate industrial relations programs at peer institutions sometimes operate as stand-alone degrees (for instance at Cornell University), they are also often established as major programs within Arts faculties, as is the case at the University of Toronto. As described in more detail in the next section,

industrial relations draws upon a rich intellectual liberal arts tradition, drawing insights from disciplines like economics, sociology, political science, psychology, and history, fields of study which are almost uniformly situated in Faculties of Arts. The program will be associated with the course designator "IRW", which was chosen as the course nomenclature code for this new Major program to be consistent with CIRHR's nomenclature in its other major program in industrial relations, "IRE." The "W" in the course code for the new program refers to "Work".

**Mode of Delivery**

The IRW program will be delivered on the St. George campus with in-person instruction. Some capstone experiential components may require off-campus interactions with community and organizational partners.

**Program Context**

*Current State of Discipline.* Industrial relations (IR) is an applied, interdisciplinary field that explores all economic, social, and political aspects of work and organizations, the relationships of people at work in organizations, and how these relationships are governed. Early IR scholarship focused heavily on macroeconomic conditions and policy, industrial relations systems, personnel, labour markets, and collective bargaining. Contemporary IR scholarship has expanded to include a focus on the changing nature of work, governance arrangements in markets and different types of organizations, international and comparative industrial relations, targeted labour and social policies, and human resource management.

Scholars who identify with industrial relations generally adopt a set of theoretical assumptions and analytical approaches to labour that sit in the middle of neoclassical labour economics with its focus on material incentives, economic exchanges and coordination through the price mechanism, and the labour process literature in critical sociology with its focus on socio-political exchanges and coordination through institutionalized power. The field is also heavily influenced by theory and research in law, organization and management studies, political economy, behavioural economics, political science, and industrial-organizational/social psychology. Industrial relations is thus interdisciplinary as it draws upon the ideas, theories and methods of other disciplines and fields. Beyond that, industrial relations develops its own integrative, novel, and holistic multi-level system frameworks and theories to understand work and organizations.

There are broadly five major areas of study that fall within the discipline of industrial relations: 1) work; 2) organizations; 3) management (particularly human resource management); 4) labour and employment relations; and 5) labour policy and institutions. The CIRHR has primarily concentrated its academic programming to date in the last three areas of study. The new proposed major in work and organizations will be focused on the first two areas of study within the discipline.

*Location Within the CIRHR.* The CIRHR is a logical home for this program for several reasons. First, all CIRHR faculty have expertise in work, labour, and organization-related research areas in their primary disciplines (Industrial Relations, Human Resource Management, History, Economics, Sociology, and Political Science). Several of the core faculty also have degrees in organizational studies and/or management, and although most have previously taught in related programs in business and public policy schools, their disciplinary expertise is in the study of work and organizations. The core CIRHR faculty thus possess the expertise to develop, deliver, and oversee the IRW program. Second, CIRHR has demonstrated strengths in delivering an existing undergraduate program major in industrial relations and human resources (IR/HR). There is a strong and growing demand among employers for students across CIRHR's current programs — undergraduate and graduate student placement rates are very high in the field of study. Third, the CIRHR has a long history of providing interdisciplinary academic programming for students with an interest in the fields of labour relations and human resource management. Its programs have been very successful, and graduating students have gone on to a wide variety of careers in both human resources and labour relations.

The IRW and IR/HR undergraduate programs will overlap in their joint focus on work and on certain management-related topics and areas within organizations (e.g., people management). However, the existing major has focused on employment relations and human resource management (with a major emphasis on employment in larger unionized organizations). In contrast, the new IRW program will: 1) confer broad knowledge about how work is coordinated in different types of organizations; 2) build a holistic and integrated understanding of how different organizations are governed, structured, managed, and operate; and 3) explore how work and organizations contribute to the economy as well as community development.

**Alignment with Institutional, Divisional, and Unit-Level Priorities**

*Institutional Priorities.* The Mission of the University of Toronto is highlighted in the Statement of Institutional Purpose: "The University of Toronto is committed to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality." The proposed program supports the institutional mission through the creation of high-quality undergraduate programming in the discipline of work and organizations, and aligns well with the priorities outlined by the University President in 3 Priorities: A Discussion Paper, which include, "rethinking undergraduate education in a research-intensive University" through enhancing the "experience-based" learning components in undergraduate programming, and preparing students for "lifelong success in the workplace." The IRW major will provide students with knowledge and skills in high demand on the job market, enabling them to leverage the education they are building through their studies in Arts and Science in their future careers.

*Art & Science Priorities.* "Enhancing academic programming and the student experience" is one of six priorities articulated in A&S's 2020-2025 Academic Plan, *Leveraging our Strengths*. The Plan notes that this will be achieved in part by "developing new academic and co-curricular opportunities" and "ensuring students are prepared to succeed beyond graduation." The IRW is a new academic offering that will prepare students for their future careers by providing them with skills and acumen that are in high demand in the labour market, while they pursue and integrate their interests in another area in A&S. Indeed, the IRW major is highlighted in *Leveraging our Strengths* as an example of a new program which was envisioned as an enhancement to A&S's undergraduate offerings: "New programming in the Centre for Industrial Relations and Human Resources will offer students an option to learn about labour and organizations in the context of their other programs of study."

*Unit-Level Priorities.* The IRW program fits directly into the academic plan and priorities of CIRHR. It is currently the major strategic programming priority at the CIRHR.

**Distinctive Program Components**
The IRW program is distinctive in its planned complementarities and partnerships with other A&S academic units, which are contributing relevant sector-specific elective courses to support the program content and program learning outcomes. In addition, active learning strategies will form a major component of the pedagogy in the IRW program's required courses, including, but not limited to, the use of case studies, in-class simulations, and guest speakers. A significant experiential component will also be included via a required capstone

project that will allow students to apply the knowledge and competencies they have acquired throughout the program.

# 4    Streams

- Description of streams, if any.

The new major will include three streams, each with distinctive electives: Work and Organizations: Science Contexts; Work and Organizations: Social Science Contexts; Work and Organizations: Humanities Contexts. In the sciences stream, the 1.5 credits of electives will be selected from a list of courses relevant to the sciences (e.g., Human Biology, Ecology and Evolutionary Biology, History and Philosophy of Science and Technology), in the humanities stream, the 1.5 credits of electives will be selected from a list of humanities courses (e.g., English, History, Philosophy, Religion, German, Diaspora and Transnational Studies) and in the social sciences stream the 1.5 credits of electives will be selected from a list of social science courses (e.g., Sociology, Political Science, Psychology, Geography & Planning, Industrial Relations). The electives in each stream are listed in Appendix A and have been included with permission from partnering units (letters of support are included in Appendix F).

Students applying to the program will select a stream at the time of their application based on the fit with their other chosen program(s) (e.g., students majoring in ecology and evolutionary biology will select the IRW sciences stream). Students in all streams complete the same foundational courses in IRW (e.g., introduction to work and organizations, organizational behaviour, business ethics, communications, organizational governance, and design), but select electives develop students' understanding of work and organizations in stream-specific contexts. Electives for each stream were chosen in consultation with the initial partnering units and align with the IRW program learning outcomes. Students may also request consideration of relevant courses from other A&S units that would meet the elective requirement in the IRW program through alignment with IRW program learning outcomes. As CIRHR gains experience with offering the program, the unit will approach other A&S units about formally including appropriate electives in the IRW program.

Note that A&S has separate degree-level regulations about the amount of overlap that can exist in the courses counted toward different programs. Students will be counselled to check with their College Registrar or the Associate Director, Undergraduate Programs in CIRHR to ensure that they are meeting the requirements of the IRW major and their other program(s).

> Avoiding excessive overlap in courses is an issue for all students enrolled in multidisciplinary programs and is not specific to the IRW program.

# 5 Need and Demand

- Provide a brief description of the need and demand for the proposed program focusing, as appropriate, on:

  ▸ student interest

  ▸ societal need

  ▸ employment opportunities for prospective graduates

  ▸ interest expressed by potential employers

  ▸ professional associations

  ▸ government agencies or policy bodies and how this has been determined.

  - How is the program distinct from other programs at U of T? (Address, if relevant, how this program might affect enrolment in other related programs offered here.)
  - With specific reference to the impact on need and demand, describe how the proposed program relates to (is similar to or different from) existing programs offered by other universities in North America and Internationally (with specific reference to Canadian and Ontario examples). In doing this you may wish to append a table showing other programs.

> **Student Interest**
>
> Strong demand is anticipated from students in all three sectors (humanities, sciences, and social sciences) of A&S. Students have expressed an interest in finding ways to make their chosen studies more career-oriented. While recognizing the inherent value in a liberal arts education, they also seek pathways and opportunities that offer more direct entry into workplaces post-graduation. We expect that students will view this new major as an excellent fit to augment and enrich their chosen programs of study.
>
> Currently, student demand for this kind of programming outstrips supply. Students in A&S have limited access to courses related to topics in work and organizations due to restrictions on enrolment and pre-requisites for the existing IR/HR program. Moreover, the courses within current CIRHR programs are not typically structured to meet the needs and interests of students in other disciplines. When students do take these courses, it is often on an ad hoc basis, and the courses do not provide the integration or synthesis across ideas that is critical for effective application of students' disciplinary knowledge from other majors. Our

consultations with units in A&S, including the initial partnering units, confirmed broad support for this program. The vast majority of those consulted stated that the proposed IRW program would greatly benefit A&S students more generally, and their students in particular.

**Societal Need**

It has become increasingly apparent that an interdisciplinary approach is required to solve some of the world's most pressing issues, and this is also the case for work and organizations. For instance, the coronavirus pandemic has highlighted the ways in which work and work practices, as well as organizational operations and structures, are undergoing significant change. It is difficult, however, for students to prepare for these changes in the workplace unless they have an in-depth understanding of the complex political, social, cultural, and historical embeddedness of work and organizations, and the skills necessary to develop solutions to contemporary challenges in work and organizations.

**Employment Opportunities and Employer Interest**

The IRW major will provide competencies that are immediately relevant in the current labour market, such as how to effectively communicate and leverage one's ideas, knowledge, and skill sets. Employers are increasingly seeking graduates with strong skills in analytical, research and critical thinking, advanced technical data processing, the ability to effectively communicate data, and conflict resolution. A focus on the development of these skills is built directly into several required courses in the IRW program.

There is a strong demand among employers for students across CIRHR's current programs; both undergraduate and graduate student placement rates are very high within the human resources and labour relations fields. CIRHR alumni have gone on to work as specialists in human resource/labour relations, but also as lawyers, managers in small and large firms and non-profits, policy makers, union leaders, business agents, and labour organizers. Several have become senior executives in large companies. It is expected that students in the IRW program would move forward into an even broader range of career paths by becoming administrators, scientists, public servants, writers, inventors, politicians, entrepreneurs, consultants, small and medium-sized business owners, and professionals in a variety of for-profit, not-for-profit, government, and social economy organizations.

**Relationship to Existing Programs at the University of Toronto**

*Commerce and Management Programs.* Within U of T, key considerations are the relationship of the IRW major to the Rotman Commerce program, jointly offered by Arts &

Science and the Joseph L. Rotman School of Management, and to UTM and UTSC programs in their Departments of Management. Rotman Commerce students obtain a BCom by selecting one of three Specialist programs: Accounting, Finance & Economics, or Management. Rotman Commerce is offered on the St. George campus. UTSC's Department of Management offers a Bachelor of Business Administration (BBA), conferred to students who complete a Specialist in Management or a Specialist in Economics for Management Studies. Students also have the option of completing a Bachelor of Arts in Economics. UTM's Department of Management offers an undergraduate major in Management; students who complete a major in this program receive a BBA degree. UTM also offers a suite of Commerce Specialist programs; students who complete one of these specialists receive a BCom degree.

The proposed IRW major is distinct from above existing programs at U of T in several key ways. First and foremost, the proposed program has different goals and outcomes from the programs listed above. The new IRW program is not a business or management program and will lead to an HBA degree rather than a BCom or BBA. Second, existing BBA and BCom programs attract students interested in studying business and management., The IRW program, in contrast, will attract students interesting in pursing an integrated understanding of the study of work and organizations from different disciplinary perspectives, and the unique governance, design, and coordination issues in different types of working arrangements and different types of organizations. Third, the IRW program is designed to provide a different set of courses than those offered through commerce and management programs, as students will study work and organizations from an industrial relations perspective, rather than taking courses in business, finance, and management, per se. Fourth, the distinctive nature of the IRW program is also clear in the program learning outcomes, which are different from those in traditional business, management, and commerce programs.  For example, IRW students are expected to gain an understanding of "the historical, economic, social, legal, political and cultural embeddedness of work and why people work" (PLO1) and to "develop an understanding of theories of work and organizations to explain how these institutions evolved, how work is changing, and the impact that different organizational ownership, governance, and design structures have on contemporary work practices" (PLO2).  Finally, the strong emphasis on understanding work and organizations in their broader historical, cultural, political, and social context (PLO8) is unique to this program.

*Human Resource Management Programs.* UTM and UTSC also have options to specialize in human resource management. These programs are very different than the proposed Work

and Organizations program and are more similar to the existing IR/HR undergraduate major (IRE) at the CIRHR. Students in each of these HR programs often pursue a post-graduate professional HR designation from a provincial HR association in Canada, and normally end up working in HR-related jobs and professions. The IRW program is distinct from these programs, as well as from the existing IR/HR major administered by CIRHR. While the existing IR/HR major and specialist programs also emphasize the historical, social, political, and cultural embeddedness of work, there is a predominant focus in the IR/HR major and specialist programs on labour markets, human resources, and labour relations, and theories relevant to standard work arrangements and conventional employment relationships. IRW students will develop a broader understanding of the different types of work arrangements (e.g., self-employment, employment, gig work) and different forms of organizations (e.g., publicly-traded firms, sole proprietorships and family-owned businesses, universities and colleges, co-operatives, non-profits and NGOs, and the public service and public sector agencies), as well as the role of government, owners, workers, and managers in these different types of working arrangements and organizations. IRW majors will also consider the relationship of work and organizations with their other chosen major area of study.

*Psychology of Economics and Management Program.* A&S also offers a limited enrolment Certificate in Psychology of Economics and Management within A&S (not available to students pursuing a psychology major) that requires the completion of 4.0 credits of Psychology and Rotman Commerce courses. Unlike the IRW, the certificate is aimed at students who are interested in interdisciplinary connections among social psychology, economics, and business.

A&S students at the St. George campus do not generally have access to Rotman Commerce or IR/HR courses (unless they are enrolled in those programs), or to commerce and management courses at either UTM or UTSC. Students enrolled in these programs are understandably given priority in these units' courses when there are limited seats. In addition, many A&S students lack the necessary prerequisites in Statistics, Mathematics, or Economics for these courses.

**Relationship to Other Programs in Ontario**
The University of Waterloo offers a direct-entry Honours Arts & Business program, through their Faculty of Arts. This program allows students to complete a major in the Arts, Humanities, or Social Sciences along with 14 business courses, graduating with a Bachelor of Arts (B.A.). Waterloo's Honours Arts & Business program has a co-op option, allowing

students to complete co-op semesters and their degree in five years. This program does not require high-school math or science courses for admission.

The DAN Management Department in the Faculty of Social Science at Western University offers a suite of programs that allows students to earn a Bachelor of Management & Organizational Studies (BMOS). Like our proposed program, which is independent of the Rotman Commerce program, the BMOS at Western exists outside of the Ivey Business School. Students are admitted to the BMOS after their first year. If a student wishes to complete an "Honors Specialization" or "Honors Double Major" in one of the programs, they are required to have a first-year university Math course and an introductory MOS course. The Honors Double Major option allows students to combine their MOS studies with a major from another discipline outside of MOS at Western.

The IRW program is not expected to be a competitor for the programs at Waterloo or Western University. Students in the IRW will be admitted after their first year at the University of Toronto. This program is aimed at students who decide to combine a program in a traditional discipline or field within A&S with the IRW major, in order to study work and organizations in the context of their other program(s). The IRW major includes numerous elective courses across several partnering A&S units that highlight the interdisciplinary breadth of the program.  These include, but are not limited to, sociology courses that focus on gender and work; history courses with a focus on the history of business and trade; psychology courses that focus on social psychology and theories of motivation; and geography courses on the spatial structure of consumer demand, infrastructure building projects, and retail facilities.

Unlike the direct-entry Honours Arts and Business program at Waterloo, in which students take business courses in parallel with their Arts major, students in the IRW program will pursue a program of study in which A&S courses are integrated into the academic program. The IRW program is therefore interdisciplinary in nature as it incorporates relevant electives from partnering units, and emphasizes integrative and holistic frameworks in the core introductory and 400-level IRW capstone courses (described in more detail in Program Requirements, Section 8). Unlike the BMOS at Western University, students in the IRW program will not have the opportunity to pursue only the IRW major; they will be required to combine the program with another A&S major program of study.

The proposed IRW major is also distinct in that it will be offered in a Faculty of Arts *and* Science; the three streams allow for students in multiple disciplines in the humanities, social sciences, and sciences to complete this major.

# 6  Enrolment

- Provide details regarding the anticipated yearly in-take and projected steady-state enrolment target including a timeline for achieving it. Include approximate domestic/international mix. (Please adjust the table as necessary.)
- Please provide an explanation of the numbers shown and their relation to the Faculty/division's enrolment plan. Please be specific where this may differ from approved enrolment plans. Please note when the program expects to reach steady state.

This will be a limited enrolment program, to ensure that the program can be well-supported by faculty and staff resources within CIRHR.  The first entering cohort will be capped at 30 students. Enrolment is projected to grow in the second and third years of the program offering, and will reach a relatively steady state of 210 students (across all years of the program) by 2026-27 (Year 5). See Table 1 below for a summary of enrolment projections.

Anticipated enrolment is within the capacity of CIRHR. We expect our modest enrollment projections to have a minimal impact on other units. Enrolment has been discussed with the A&S Dean's office and is accounted for in the overall plan for A&S. We expect the IRW program to appeal to both domestic and international students.

Students in this program will pay the usual HBA tuition and fees for A&S.

## Table 1: Undergraduate Enrolment Projections with initial yearly enrolment cap of 30 students

| Level of Study | Academic Year 2022-23 | Academic Year 2023-24 | Academic Year 2024-25 | Academic Year 2025-26 | Academic Year 2026-27* |
|---|---|---|---|---|---|
| 1st year | # of students 0 | 0 | 0 | 0 | 0 |
| 2nd year | 30 | 40 | 60 | 80 | 80 |
| 3rd year | 0 | 28 | 38 | 57 | 75 |

| 4th year | 0 | 0 | 26 | 36 | 55 |
|---|---|---|---|---|---|
| Total enrolment | 30 | 68 | 124 | 163 | 210 |

*steady state intake cap of 80 students; numbers have been adjusted to reflect expected attrition.

# 7  Admission Requirements

- Provide formal admission requirements as they will appear in the undergraduate calendar or other official admissions materials.
- Explain how the program's admission requirements are appropriate for the learning outcomes established for completion of the program.
  - How will they help to ensure students are successful?
  - Provide sufficient explanation of any additional requirements for admission to the program such as minimum grade point average, special language, portfolio, etc. (and how the program recognizes prior work or learning experience, if applicable).
- Is this a direct-entry or indirect-entry program; please explain.

> The program is an indirect-entry program. All students eligible to enrol in an A&S program must complete 4.0 credits before applying. To ensure that students admitted to the program will be successful, only applicants with a grade higher than 67% in 0.5 credits selected from a pre-determined set of 100-level courses (see Appendix B), specific to each stream, will normally be considered for admission.  If students have not taken at least 0.5 credits from the courses in this list, they can request approval from the CIRHR to consider other relevant courses for admission. If more than 0.5 credits have been completed from this list, the minimum grade average will be based on the higher course grades. Obtaining this minimum grade does not guarantee admission to the program.
>
> Although we are admitting students from a wide range of majors across the three major disciplines in A&S (i.e., humanities, social sciences, and sciences) we have ensured that any students lacking first-year background in areas such as statistics or economics will be offered 200-level IRW courses that fulfill these requirements (see IRW220H1 and IRW230H1). These courses will ensure students from humanities and/or science backgrounds are ready for their IRW 300- and 400-level courses that delve more deeply into the study of work and organizations.

CIRHR is phasing into steady state enrolment over five years for several reasons. The unit intends to: 1) work with other units to expand the appropriate suite of stream-based elective courses to which IRW students will have access so that more A&S programs can be easily paired with an IRW major for students; 2) provide newly hired assistant professors with reduced teaching load to support their path to tenure; and 3) streamline the program admissions process with staff.

# 8 Program Requirements, Learning Outcomes, Degree-Level Expectations (DLEs) & Program Structure

- In a curriculum map, or in the table below, or in another format appropriate for the discipline, state the program learning outcomes and program requirements, and show how the program learning outcomes are appropriate for the degree-level expectations.
- Discuss how the design, structure, requirements and delivery of the program are appropriate for the program learning outcomes and degree-level expectations.

  ▸ The sequencing of required courses or other learning activities, etc.

  ▸ The mode of delivery of the program (face-to-face; blended or online; placement, etc.) and how it is appropriate to support students in achieving the learning outcomes of the program and the degree-level expectations.

  ▸ Describe how the specific elements of the curriculum (e.g., Internships, etc.) will be administered.

  ▸ A clear indication of how faculty "scholarship and research is brought to bear on the achievement of Degree-Level Expectations" (UTQAP 1.1).

  ▸ Describe how the program structure and delivery methods reflect universal design principles and/or how the potential need to provide mental or physical health accommodations has been considered in the development of this program.

  ▸ Describe how the program structure and delivery methods promote student wellbeing and resiliency in the learning and teaching environment.

  ▸ Describe any elements that support a sense of community in the program.

**Program Structure**

A synopsis of the program structure, including the sequence of course requirements by year of study, is provided in Table 2 below. We then provide more detailed information on the IRW program learning outcomes and how the design and structure of the IRW program and

required courses align with the degree level expectations of A&S, as well as the specific IRW program learning outcomes.

# Table 2. Program Requirements per Year of Study in the IRW Major.

| Year of Study | Program Requirements<br>*Notes:* Courses are 0.5 credits (H) unless otherwise indicated as 1.0 credit (Y). Some of the program's required courses already exist within CIRHR, and these IRE courses will be cross-listed in the new IRW program. IRW denotes a new course code that would be created within CIRHR for the new program. Cross-listed courses are labeled [Existing]; new IRW courses are labeled [New]. | Total credits required for IRW program |
|---|---|---|
| 1st | This is a limited enrolment program. In order to enrol in this program, students must have completed 4.0 credits. Students must also have completed one of the following courses (0.5 credits). To ensure that students admitted to the program will be successful, students with a final grade in the completed course lower than 67% will not be considered for admission. Please note that obtaining this minimum grade does not guarantee admission to the program.:<br>• Humanities stream: ENG100H1 / GER100Y1 / GER101H1 / GER150H1 / HIS109Y1 / HPS100H1 / HPS110H1 / HPS120H1 / PHL100Y1 / PHL101Y1 / RLG100Y1 / RLG102H1 / RLG103H1;<br>• Social sciences stream: ECO101H1 / ECO102H1 / ECO105Y1 / GGR112H1/ GGR124H1 / POL101H1 / POL106H1 / POL107H1 / POL109H1 / PSY100H1/ SOC100H1/ SOC150H1;<br>• Sciences stream: BIO120H1 / BIO130H1 / CHM135H1 / CHM136H1 / CSC108H1 / CSC148H1 / HPS100H1 / HPS110H1 / MAT157Y1 / PHY151H1 / PHY152H1 / PSY100H1 / STA130H1 | 0.5 credits |
| 2nd | Introductory Statistics (0.5 credits)<br>• [New] IRW220H1: Statistics for Work and Organizations; or [Existing] ECO220Y1 / EEB225H1 / GGR270H1 / POL222H1 / PSY201H1 / SOC202H1 / STA220H1 / STA238H1/ STA248H1 / STA288H1<br>Economics (0.5 credits)<br>• [New] IRW230H1: Economics of Work and Organizations; or [Existing] ECO101H1 / ECO102H1 / ECO105Y1<br>Introduction to Work and Organizations (0.5 credits) | 2.0 credits |

| | | |
|---|---|---|
| | • [New] IRW240H1: Introduction to Work and Organizations<br><br>Organizational Behaviour (0.5 credits)<br><br>• [Existing] IRE260H1: Organizational Behaviour | |
| 3rd | Business Ethics (0.5 credits)<br><br>• [Existing] PHL295H1: Business Ethics<br><br>Writing and Communications (0.5 credits)<br><br>• [New] IRW300H1: Effective Communication and Strategic Writing in Organizations<br><br>Finance & Accounting (0.5 credits)<br><br>• [Existing] IRE342H1: Essentials of Finance and Accounting (pre-req: IRW220H1 and IRW230H1); or MGT201H1<br><br>Research Methods and Data Analytics (0.5 credits)<br><br>• [Existing] IRE379H1: Research and Data Analytics (pre-req: IRW220H1 and IRW230H1) | 2.0 credits |
| 4th | Organizations (0.5 credits)<br><br>• [New] IRW410H1: Organizational Governance and Design (pre-req: IRW240H1 and IRE260H1)<br><br>Management (0.5 credits)<br><br>• [New] IRW420H1: Management Skills for Project and Strategy Implementation (pre-req: IRW240H1 and IRE260H1)<br><br>Capstone Experience (1.0 credits) (pre-req: IRW240H1 and IRE260H1)<br><br>• [New] Full-Year (Y) Capstone Course (choose one):<br>  ▸ [New] IRW432Y1: Entrepreneurship; OR<br>  ▸ [New] IRW446Y1: Working as a Consultant; OR<br>  ▸ [New] IRW452Y1: Independent Research Project | 2.0 credits |
| 2nd, 3rd, and/or 4th year | 1.5 credits of sector-specific electives (three streams)<br>• at least 1.0 credit should be at 300- or 400-level<br>• no more than 0.5 credits can be electives with the IRE-code<br>• other relevant elective courses will be considered upon request | 1.5 credits |

**Humanities Stream Electives:**

*Philosophy:* PHL394H1: Markets and Morals / PHL395H1: Topics in Business Ethics: Ethical Enterprise and Critical Reflection / PHL446H1: Seminar in Decision Theory

*History:* HIS300H1: Energy and Environment in North American History / HIS302H1: Material Culture in Victorian Britain / HIS310H1: Histories of North American Consumer Culture / HIS347H1: The Country House in England 1837-1939 / HIS373H1: Servants and Masters, 1000-1700 / HIS396H1: The Progressive Era and Rise of Big Business in America

*English:* ENG205H1: Rhetoric / ENG213H1: The Short Story / ENG215H1: The Canadian Short Story / ENG254H1: Introduction to Indigenous Literatures / ENG270H1: Introduction to Colonial and Postcolonial Writing / ENG287H1: The Digital Text / ENG355Y1: Transnational Indigenous Literatures / ENG357H1: New Writing in Canada / ENG370Y1: Postcolonial and Transnational Discourses / ENG371H1: Topics in Indigenous, Postcolonial, Transnational Literature / ENG372H1: Topics in Indigenous, Postcolonial, Transnational Literature

*Diaspora and Transnational Studies:* DTS417H1: 9 to 5: A Transnational History of the Working Day / DTS414H1: Money on the Move (note that all IRW students will be able to enrol in these DTS courses, even without the specified pre-requisites)

*Religion:* RLG230H1: Religion, Law and Society / RLG236H1: Material Religion / JAR301H1: Plagues and Peoples: From Divine Intervention to Public Health / RLG307H1: Museums and Material Religion / RLG308H1: Migration, Religion and City Spaces / RLG309H1: Religion and Human Rights / RLG318H1: Religion and Nature / RLG337H1: Witchcraft and Magic in Christian Tradition / RLG353H1: The Politics of

Charity / RLG385H1: Becoming Modern / RLG387H1: Religion and Science / RLG426H1: Religion in the Public Sphere Community Engaged Learning / RLG428H1: Religion and Economy

*German:* GER270H1: Money and Economy in German Literature and Culture / GER272H1: Introduction to Business German / GER290H1: Global Issues: German Contexts / GER310H1: Contemporary Culture and Media / GER370H1: Business German 1 / GER372H1: Business German 2

*History and Philosophy of Science and Technology:* HPS200H1: Science and Values / HPS202H1: Technology in the Modern World / HPS245H1: Visions of Society and Progress / HPS316H1: Environment, Technology, and Nature / HPS321H1: Understanding Engineering Practice: From Design to Entrepreneurship / HPS351H1: Life Sciences and Society / JHE353H1: History of Evolutionary Biology / HPS430H1: History of Technology I / HPS431H1: History of Technology II

**Science Stream Electives:**
*Ecology and Evolutionary Biology:* EEB208H1: Ecosystems and the Human Footprint / EEB214H1: Evolution and Adaptation / EEB215H1: Conservation Biology / EEB255H1: Essentials of Biodiversity Science and Conservation Biology / EEB321H1: Community Ecology / EEB375H1: Organisms and their Environment / EEB428H1: Global Change Ecology

*Human Biology:* HMB303H1: Global Health and Human Rights / HMB306H1: Ethical Considerations in Emerging Technology

*Psychology:* PSY220H1: Introduction to Social Psychology / PSY270H1: Introduction to Cognitive Psychology / PSY320H1: Social Psychology: Attitudes / PSY321H1: Cross-Cultural Psychology / PSY322H1: Intergroup Relations / PSY326H1: Social Cognition / PSY328H1: Psychology and the Law / PSY426H1: Motivational Theories in Social Psychology

*Religion:* JAR301H1: Plagues and Peoples: From Divine Intervention to Public Health / RLG318H1: Religion and Nature / RLG387H1: Religion and Science

*History and Philosophy of Science and Technology:* HPS200H1: Science and Values / HPS202H1: Technology in the Modern World / HPS245H1: Visions of Society and Progress / HPS316H1: Environment, Technology, and Nature / HPS321H1: Understanding Engineering Practice: From Design to Entrepreneurship / HPS351H1: Life Sciences and Society / JHE353H1: History of Evolutionary Biology

**Social Science Stream Electives:**
*Geography:* GGR221H1: New Economic Spaces / GGR223H1: Environment, Society and Resources / GGR251H1: Geography of Innovation / GGR252H1: Marketing Geography / GGR324H1: Spatial Political Economy / GGR326H1: Remaking the Global Economy / GGR328H1: Labour Geographies / GGR354H1: Infrastructure / GGR428H1: Alternative Economies / GGR429H1: Innovation and Governance / GGR430H1: Geographies of Markets

*Psychology:* PSY220H1: Introduction to Social Psychology / PSY320H1: Social Psychology: Attitudes / PSY321H1: Cross-Cultural Psychology / PSY322H1: Intergroup Relations / PSY326H1: Social Cognition / PSY328H1: Psychology and the Law / PSY426H1: Motivational Theories in Social Psychology

*Political Science:* POL201H1: Politics of Development / POL214H1: Canadian Government / POL356H1: Canadian Political Parties / POL435H1: Business and Politics: Power in a Global World

*Sociology:* SOC207H1: Sociology of Work and Occupations / SOC306H1: Economic Sociology / SOC319H1: Immigration and Employment / SOC338H1: Sociology of Women and Work / SOC408H1: Advanced Studies in Organizations

| | |
|---|---|
| *Industrial Relations and Human Resources:* IRE242H1: Human Resource Management / IRE244H1: Labour Relations / IRE346H1: HR Planning and Strategy / IRE430H1: Canadian Employment Law and the Non-Union Workplace / IRE472H1: Negotiations<br><br>*Religion:* RLG230H1: Religion, Law and Society / RLG236H1: Material Religion / RLG307H1: Museums and Material Religion / RLG308H1: Migration, Religion and City Spaces / RLG309H1: Religion and Human Rights / RLG353H1: The Politics of Charity / RLG385H1: Becoming Modern / RLG426H1: Religion in the Public Sphere Community Engaged Learning / RLG428H1: Religion and Economy<br><br>*History and Philosophy of Science and Technology:* HPS200H1: Science and Values / HPS202H1: Technology in the Modern World / HPS245H1: Visions of Society and Progress / HPS351H1: Life Sciences and Society | |

The IRW major is designed to efficiently use existing resources and avoid duplication within A&S, by cross-listing relevant IRE course offerings in the IR/HR major for some required courses, as well as using other programs' current course offerings in A&S as both required and elective courses (see Appendix F for letters of support from these units). In addition to this, nine new CIRHR courses are being introduced to meet the degree level expectations and specific IRW program learning outcomes.

With the exception of one required course to be delivered by the Department of Philosophy (PHL295H1: Business Ethics, an existing course), all of the other required courses in this program will be delivered by core CIRHR faculty (including planned hires; see Tables 4 and 5 in a later section for details). Elective courses in the CIRHR and the partnering units were selected for their focus on topics relevant to the IRW program content and program learning outcomes, which will assist students in building a holistic and integrative understanding of work and organizations related to the context of their other chosen major, and more effectively leverage the knowledge they gain from their other major in their work and organizational careers post-graduation.

Students in the IRW program will register for one of three streams. In the Humanities Contexts stream, students will gain knowledge of the historical trajectories and cultural differences in work and organizations, choosing elective courses on topics including colonial and postcolonial writing, money on the move, histories of North American consumer culture, or markets and morals. In the Sciences Contexts stream, students will understand that scientific inquiry, discovery, and innovation are enabled and constrained by human work in organizations, and be able to choose elective courses on topics such as cognitive psychology, ecosystems and the human footprint, global health, and human rights. In the Social Sciences Contexts stream, students will learn that work and organizing are inherently social and political activities, in addition to economic ones, and can choose elective courses on topics like geographies of markets, psychology and the law, sociology of work and occupations, or the politics of development.

The design of the proposed IRW program ensures that students gain the necessary background for IRW program courses and the background they need to succeed *within* the context of the IRW program itself. While IRW students will still be able to take courses in statistics and economics in other A&S units (which may also be required to fulfill the requirements of their other chosen major), the IRW major would provide self-contained

pathways for those students lacking the required prerequisites or lacking priority access to these courses through other units. This creation of a self-contained pathway will primarily benefit humanities students.

**Degree Level Expectations, Program Learning Outcomes, and Requirements**

The IRW program will immerse students in theoretical debates that emphasize the development of strong communication and critical thinking skills, and expose students to different perspectives on work and organizations. The pedagogical orientation in the IRW program dovetails with design of courses that work together to promote seven key program learning outcomes, which were developed to align with A&S's undergraduate degree level expectations for an Honours Bachelor of Arts program. Upon completing the IRW program, graduates will be able to:

- PLO1: Appreciate the historical, economic, social, legal, political, and cultural embeddedness of work and why people work.

- PLO2: Develop an understanding of theories of work and organizations to explain how these institutions evolved, how work is changing, and the impact that different organizational ownership, governance, and design structures have on contemporary work practices.

- PLO3: Compare how different assumptions about work from multiple disciplines create ideas about "best" organizational governance, design and work practices, and result in different perspectives on the impact of organizations and the value of work in society.

- PLO4: Evaluate work practices and organizational strategies and develop solutions to work and organizational challenges by holistically integrating objectives, theories, methods, tools, and evidence from multiple disciplines and developing new approaches.

- PLO5: Achieve proficiency in applying the research, data, analytical reasoning, information literacy, and creative thinking skills required for effective decision-making in entrepreneurial and organizational careers.

- PLO6: Demonstrate competencies in integrative systems thinking, as well as the critical thinking skills and professional judgment required for socially and ethically responsible practices in organizations.

- PLO7: Communicate complex and sensitive issues to diverse organizational stakeholder groups and understand how to work toward the resolution of conflicts that arise from these communications.

In addition, the program involves a program learning outcome tailored to each stream:

- PLO8: IRW graduates will a) gain knowledge of the historical trajectories and cultural differences in work and organizations (humanities stream); b) gain knowledge of the ways in which scientific inquiry and discovery is both enabled and constrained by human work in organizations (sciences stream); and c) gain knowledge of the ways in which work and organizing are inherently social and political activities, in addition to economic ones (social sciences stream).

  - ▸ Table 3 summarizes the design of the program and how it is appropriate to support students in achieving the program learning outcomes and the degree-level expectations; how the specific elements of the curriculum will be administered; and a clear indication of how faculty "scholarship and research is brought to bear on the achievement of Degree Level Expectations."
  - ▸ Curriculum maps for each stream (see Figure 1) show how the program requirements, through core and stream-relevant elective courses, meet the program learning outcomes.

## Table 3: DLEs

| A&S HBA Undergraduate Degree Level Expectations and IRW Program Learning Outcomes | How the IRW Program Design/Structure of the Required Courses and Other Learning Activities Supports the Achievement of Program Learning Outcomes |
|---|---|
| **1. Depth and Breadth of Knowledge**<br><br>**Depth of Knowledge** is defined in this degree as mastery of a topic, which is characterized by several of the following traits: understanding of advanced subject material as determined by those in the discipline or interdisciplinary area of study; command of increasingly advanced material that progressively probes (an aspect of) the subject more thoroughly; competence in using the scholarly materials and research tools relevant to the discipline or interdisciplinary areas of study; ability to produce a substantial research or inquiry-based work; and capacity to draw together a broad range of prior learning and apply it to a challenging problem or topic.<br><br>**Breadth of Knowledge** is defined for this degree as the development of an appreciation of the variety of modes of thinking, methods of inquiry and analysis, and ways of | Prior to entering the IRW program, students will have been exposed to a breadth of knowledge, as 4.0 credits of courses within Arts and Science are required for application to the program.<br><br>Once in the IRW program, the required 200-level course in economics (IRW230H1) provides discipline-specific knowledge that students may not have been exposed to in their first year, but which other IRW program courses build upon. For instance, the focus of these courses is on introducing students to the assumptions and theories required to understand work and organizations (e.g., work as a disutility and a commodity in economics) **(PLO1, PLO2, PLO3)**, and provides foundational knowledge which will later be applied in using economic and statistical tools to assess the feasibility of organizational interventions and effectiveness of work practices **(PLO3)**.<br><br>Required IRW 200- and 300-level courses build on material covered in the foundational IRW courses by delving more deeply into important specific topic areas, such as organizational behavior (IRE260H1) and finance/accounting (IRE342H1). The knowledge acquired in these foundational courses will be heavily drawn upon in the 400-level courses, for instance when discussing how providing workers voice in organizational governance can improve motivation, or when |

understanding that underpin different intellectual fields. Students will further develop an understanding of how various areas of study intersect and allow for complementary insights on common issues or problems.

Depth and Breadth of Knowledge is **understood in the IRW major** as developing an integrated and holistic perspective on work and organizations. The program curriculum thus places special emphasis on interdisciplinarity.

To demonstrate Depth and Breadth of Knowledge, **IRW graduates should be able to**:

PLO1: Appreciate the historical, economic, social, legal, political and cultural embeddedness of work and why people work.

PLO2: Develop an understanding of theories of work and organizations to explain how these institutions evolved, how work is changing, and the impact that different organizational

understanding the factors that impact organizational financing and profits when designing a business plan **(PLO2)**.

The program's required introductory (IRW240H1) course is structured to help students recognize that multiple disciplines and fields inform our understanding of work and organizational decision-making in different types of settings. These disciplines and fields include, but are not limited to: sociology, philosophy, industrial relations, economics, anthropology, political science, psychology, law, and history **(PLO1, PLO2, PLO8)**.

Students will first be exposed to an interdisciplinary perspective in a required course, IRW240H1 (Introduction to Work and Organizations), where CIRHR core faculty members will draw upon their own theoretical and empirical work to expose students to different assumptions and conceptualizations of work and why people work (e.g., work as disutility in economics, identity in psychology, social/power relations in sociology), and how these ideas are embedded in different disciplines (e.g., individualism in economics and psychology; relationships in industrial relations and structure in sociology), as well as different histories and economic, social, legal, political and cultural contexts **(PLO1, PLO8)**. This introductory course will also set the stage for a required 400-level course in Organizational Governance and Design (IRW410H1), by introducing how these disciplinary ideas affect the governance and design of different types of organizations and coordination of work activities in different contexts. For instance, students will learn about why consumer co-operatives are more prevalent and tend to be larger in rural agrarian areas than in large cities,

ownership, governance, and design structures have on contemporary work practices.

PLO3: Compare how different assumptions about work from multiple disciplines create ideas about "best" organizational governance, design and work practices, and result in different perspectives on the impact of organizations and the value of work in society.

PLO8: IRW graduates will:  a) Gain knowledge of the historical trajectories and cultural differences in work and organizations (humanities stream); b) Gain knowledge of the ways in which scientific inquiry and discovery is both enabled and constrained by human work in organizations (sciences stream); and c) Gain knowledge of the ways in which work and organizing are inherently social and political activities, in addition to economic ones (social sciences stream).

whereas worker co-operatives and large businesses are more concentrated in the latter **(PLO2)**.

The interdisciplinary ideas and assumptions, as well as different perspectives on work that students are initially exposed to in IRW240H1 (Introduction to Work and Organizations) will be reinforced in IRW300H1 (Effective Communications) and PHL295H1 (Business Ethics), where students will further explore how different perspectives can lead to communication and ethical issues in organizations. The interdisciplinary approach will be solidified in the program's required 400-level courses, and specifically IRW410H1, where more advanced topics around work practices and organizational governance and design will be covered. These courses will also focus on an approach to addressing common problems by introducing students to novel industrial relations frameworks of organizational governance that both integrate and move beyond discipline-specific approaches. IRW432Y1 (Entrepreneurship) will also discuss different ownership structures that students could choose in creating a new organization or business **(PLO3)**.

CIRHR faculty research has also been directly incorporated into the design of the new suite of capstone experiential courses. For instance, in the entrepreneurship course (IRW432Y1), Dr. Gomez's recent work in the area of local economic development and the role played by small-scale entrepreneurs in the growth and vitality of cities will be directly incorporated. Dr. Pohler's research on co-operative development in rural and remote Settler and Indigenous communities will be incorporated into both the required governance (IRW410H1) course as well as the capstone entrepreneurship (IRW432Y1) course. A recent CIRHR faculty

| | hire, Dr. Santiago Campero, is conducting research on human resource management issues in tech start-ups that will also be used in discussing labour-related issues in new ventures in the entrepreneurship course (IRW432Y1). Dr. Greg Distelhorst has developed several partnerships with large multinational companies to use data that students would be able to leverage in a research project for IRW452Y1 exploring issues in the management of global labour and product supply chains.<br><br>The program has been designed so that each of our initial partnering units are contributing relevant elective courses to each of the three program streams (see Appendix A) that will enable achievement of **PLO8**. Students will be able to acquire depth of knowledge by taking discipline-specific electives in their other chosen major, and additional breadth of knowledge by choosing electives from partnering A&S units outside their majors, but within their program stream. (Students are not restricted to taking elective courses that are in the field of their other major, for instance, English majors might take History courses and vice versa; however, we expect that the majority of students will take at least some electives that complement their other chosen major.) |
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| **2. Knowledge of Methodologies**<br>Knowledge of Methodologies is defined for this degree as a working knowledge for students of different methodologies and approaches relevant to their studies, and the ability to justify their choices among them when addressing questions that arise in their area of study. | While students will be exposed to both quantitative and qualitative data throughout the program, following the expertise and general approach of most CIRHR faculty, special emphasis is placed on inductive empiricism using quantitative methods. Students will receive the requisite economics and statistical training within the program itself (i.e., IRW220H1 and IRW230H1), though similar courses taken in other units will be accepted in lieu of these courses **(PLO5)**. |

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| Knowledge of Methodologies is understood **in the IRW major** as ensuring that students gain the necessary background in a wide variety of methods and tools that are used to answer different kinds of questions related to work and organizations.<br><br>To demonstrate Knowledge of Methodologies, **IRW graduates should be able to**:<br><br>PLO4: Evaluate work practices and organizational strategies and develop solutions to work and organizational challenges by holistically integrating objectives, theories, methods, tools, and evidence from multiple disciplines and developing new approaches.<br><br>PLO5: Achieve proficiency in applying the research, data, analytical reasoning, information literacy, and creative thinking skills required for effective decision-making in entrepreneurial and organizational careers. | Students will also take a required course in finance and accounting (IRE342H1), which introduces them to the importance of both quantitative and qualitative financial information in managerial and organizational decision-making. Students will learn to distinguish between relevant and irrelevant information (e.g., information literacy) and will learn about the budget process, financial projections, and how to interpret financial statements (including how to calculate key financial metrics) **(PLO5)**. They will also begin apply these skills in these classes toward evaluating the effectiveness of different workplace practices and organizational strategies **(PLO4)**.<br><br>In the required data analytics course (IRE379H1), students work directly with R-Studio, an open-source statistics program that CIRHR faculty use in their own research. This required course provides more in-depth quantitative data skills and knowledge of quantitative research methods necessary to pursue the research-based capstone option in the final year of the program (if chosen), and develops students' ability to critically evaluate research and understand how the use of different organizational metrics and relationships between variables can be more or less effective in decision-making **(PLO4)**. Particular emphasis will be placed on understanding the difference between correlation and causation (for instance, as applied to evaluating the (in)effectiveness of organizational interventions). The course focuses on basic concepts and practical techniques for data analysis, and gives students hands-on experience in using a statistical software package. Students practice applying the methods they learn to real decision-making scenarios **(PLO5)**. |

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| | The required 400-level capstone suite of courses will also provide students the opportunity to sort into courses that adopt different methodologies in the final project depending on whether they are more focused on exploring entrepreneurial (IRW432Y1), organizational (IRW446Y1) or academic careers (IRW452Y1), and the different approaches required in developing solutions to problems across these careers **(PLO4)**. For instance, in IRW432Y1 students create their own organizational or business plan, in IRW446Y1 they create a consulting report for an actual client organization, and in IRW452Y1 they create a research paper. |
| **3.  Application of Knowledge**<br><br>Application of Knowledge is defined for this degree as students being able to apply their knowledge and understanding in such activities as: analyzing and evaluating material in their areas of study; developing effective arguments or interpretive approaches; forming hypotheses and posing questions relevant to their fields; crafting solutions to problems, collecting appropriate data, or interpreting novel situations and materials.<br><br>Application of Knowledge is **understood in the IRW program** as equipping students to identify and analyze ongoing and emergent organizational and work-related issues in key local, national, and international industries. | Students have several opportunities to analyze work and organizational problems and develop recommendations to address challenges and leverage opportunities throughout the program **(PLO4)**. In lower-level courses, this will often be done through active-learning strategies, such as case study analyses and in-class role plays and simulations.<br><br>In the required IRW240H1 (Introduction to Work and Organizations) and IRE260H1 (Organizational Behaviour) courses, students will be required to synthesize and apply theoretical concepts and models to diagnose real-life work and organizational problems, evaluate alternatives, and recommend solutions through case analysis and evaluation exercises, both in class discussions and in formative and evaluative assignments **(PLO4)**.<br><br>Two required skills-oriented classes at the 300-level in organizational communications (IRW300H1) and data analytics (IRE379H1) will require students to practice applying the theories, ideas, and tools they learned in the required 200-level courses. For instance, IRE260H1 (Organizational Behaviour) exposes |

To demonstrate Application of Knowledge, **IRW graduates should be able to**:

PLO4: Evaluate work practices and organizational strategies and develop solutions to work and organizational challenges by holistically integrating objectives, theories, methods, tools, and evidence from multiple disciplines and developing new approaches.

PLO5: Achieve proficiency in applying the research, data, analytical reasoning, information literacy, and creative thinking skills required for effective decision-making in entrepreneurial and organizational careers.

PLO8: IRW graduates will: a) Gain knowledge of the historical trajectories and cultural differences in work and organizations (humanities stream); b) Gain knowledge of the ways in which scientific inquiry and discovery is both enabled and constrained by human work in organizations (sciences stream); and c) Gain knowledge of the ways in which work and organizing are inherently social and political

students to ideas about what motivates workers that will be drawn upon in the strategic writing and communications in organizations course (IRW300H1), and IRW220H1 provides students with the basic statistics necessary to apply to more complex, real-life organizational decision-making scenarios in data analytics (IRE379H1) **(PLO5)**.

Student also have opportunities in the IRW program to practice applying career-relevant skills through completion of course assignments, in-class exercises, and/or optional co-curricular activities. For instance, the required course in project and strategy implementation (IRW420H1) is focused on having students practice applying the knowledge they acquire throughout their earlier courses to the practice and development of project management, negotiations and performance feedback skills **(PLO5)**.

Finally, the required capstone component will have students apply the knowledge that has been acquired and practiced throughout the IRW program, alongside the application of knowledge and skills they are developing in their other program(s) **(PLO8)**. Students will be provided with a deeper active and experiential learning opportunities in collecting data relevant to a problem and developing arguments and/or crafting solutions for research projects, communities and/or organizations **(PLO4)**. For instance, History students might undertake a research project that explores the history of thought around organizational consulting. Psychology students may design and implement an employee engagement survey for a local community organization or non-profit. English students who wish to become novelists may develop a strategic plan for supporting their creative entrepreneurial path, including exploring different funding options. Through their

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| activities, in addition to economic ones (social sciences stream). | entrepreneurial (IRW432Y1), organizational consulting/community-service learning (IRW446Y1), or research (IRW452Y1) projects, students will learn about models of service delivery and engagement through hands-on experience dealing with real-world cases and organizational challenges in science, social science or humanities contexts. |
| | The required 400-level capstone suite of experiential courses will ultimately provide students the opportunity to produce a substantial applied inquiry-based, active, or experiential work by applying what they have learned throughout both the IRW program as well as their other major program of study to explore a research question (IRW452Y1), develop an organizational or business plan (IRW432Y1), or help address a real-life organizational challenge (IRW446Y1) **(PLO5)**. |
| **4. Communication Skills**<br>Communication Skills is defined for this degree as students' ability to: organize ideas into coherent arguments supported by appropriate kinds of evidence; structure their communications for varying audiences and contexts; produce effective written work; present their work orally or visually where appropriate to the area of study.<br><br>Communication Skills **in the IRW program** are understood as the ability to convey, orally and | In the required Organizational Behaviour course (IRE260H1), students will be exposed to cultural issues and diversity of perspectives that impact communication effectiveness.<br><br>A required writing and communications course (IRW300H1) will introduce students to both the technical components of organizational writing and persuasion, as well as the conflicts that can arise over miscommunications. The course will have students develop internal emails to address employees during a controversial issue using a real-life current event. The aim will be to have students consider how the message will be perceived from multiple stakeholders, and recognize that it is often difficult, or even impossible, to make everyone happy (PLO7). |

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| in writing, complex and sensitive issues clearly and succinctly to diverse stakeholder groups.<br><br>To demonstrate Communication Skills, **IRW graduates should be able to**:<br><br>PLO7: Communicate complex and sensitive issues to diverse organizational stakeholder groups and understand how to work toward the resolution of conflicts that arise from these communications. | A&S graduates will also learn and practice the communication skills necessary to work toward the development of solutions to contemporary challenges in work and organizations. Students will learn why without this understanding and these skills, organizational leaders may contribute to miscommunication or worse, perpetuate inequities through organizational communications (PLO7). For instance, in IRE260H1 (Organizational Behaviour) students will learn about how organizational responses to previous and contemporary social movements (e.g., labour movements, Black Lives Matter) are impacted by workplace institutions and influence employee motivation and workplace behavior. PHL295H1 (Business Ethics) will reinforce the ethics of communicating with diverse stakeholder groups and IRW446Y1 (Working as a Consultant) will require students to actually communicate real-life complex issues and proposed solutions to their organizational partners.<br><br>Undertaking the role-playing and simulations in the negotiations component of the required skills course (IRW420H1) will help students develop their verbal communication skills and understand how negotiations often break down due to cognitive bias, miscommunications and shared information problems (PLO7). Because the intention is to keep the 300 and 400-level class sizes smaller (e.g., 25 to 40 students), students will have the opportunity to interact with their instructors and fellow students often and to partake in in-class questions and debates, which also helps to create a sense of community within the program. More formally, students are encouraged in classes to learn how to craft and develop an argument and present it in front of classmates through the incorporation of participation marks in several courses. |

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| | Students will build teamwork, conflict resolution, and communication skills by working collaboratively with others in the classroom and on group assignments in several courses. They will also develop these skills through assignments across many courses that require them to present their projects and work both inside and outside the classroom. Additionally, there are several essays and assignments throughout the courses in the IRW program that help students develop their written communication skills. |
| **5. Awareness of Limits of Knowledge**<br><br>Awareness of Limits of Knowledge is defined for this degree as students' understanding of the limits to their own knowledge and to the knowledge within their areas of study. They will also gain an appreciation of how uncertainty and ambiguity might influence analyses and interpretations.<br><br>Awareness of the Limits of Knowledge is **understood in the IRW major** as an appreciation of the limitations of one's own preferred or home discipline(s), and of the potential contributions of other interpretations, methods, and disciplines to understanding work and organizations.<br>To demonstrate Awareness of the Limits of Knowledge, **IRW graduates should be able to**: | By the end of the program, students will recognize that the hallmark of scholarly work is a balanced and objective assessment of an idea, not a one-sided or partial presentation of the evidence based on the (often unquestioned) assumptions or normative values embedded within any one particular discipline **(PLO3, PLO6)**. For instance, IRW410H1 will explore the trade-offs between democracy and efficiency in the design of organizational systems and governance structures.<br><br>Evaluation methods adopted in several courses reflect the ambiguity of organizational decision-making. For instance, as early as the required introductory course in the program (IRW240H1), students will consider how different conceptualizations of work affect the kinds of organizational problems we see and the governance solutions we propose to these problems. IRE379H1 (Research and Data Analytics) will provide students with the tools to be able to critically evaluate claims made about "best" practices in work and organizations **(PLO3)**.<br><br>Students will also be exposed to the idea that there are different "ways of knowing" that can impact the way we see the world – including the problems we see and the solutions we propose **(PLO3)**. For instance, the unit will work with |

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| PLO3: Compare how different assumptions about work from multiple disciplines create ideas about "best" organizational governance, design and work practices, and result in different perspectives on the impact of organizations and the value of work in society. | university scholars and staff and Indigenous community Elders who can help us incorporate Indigenous ways of knowing and different Indigenous perspectives into the curriculum to highlight the synergies, as well as the important differences with other perspectives. One of the ICM modules to be planned is a trip to Sault College in Northern Ontario, to showcase an educational organization that is a leader in Indigenous post-secondary education and curriculum in the province. |
| PLO6: Demonstrate competencies in integrative systems thinking, as well as the critical thinking skills and professional judgment required for socially and ethically responsible practices in organizations. | These approaches and activities are designed to encourage students to develop awareness of the limits of their own knowledge, and of knowledge in general, and thus to accept that there may be multiple legitimate approaches to develop knowledge and solutions to address a problem.

The required capstone suite of courses is intended to challenge students by providing them the opportunity to realize that they may not have learned everything in their program(s) that is required to solve the challenges facing an organization, or to develop a successful career or business plan in a rapidly changing world. In this process, students will be invited to reflect on the knowledge or competency areas where they are weaker, highlighting the importance of becoming life-long learners. |
| **6. Autonomy and Professional Capacity** Autonomy and Professional Capacity are defined for this degree as students' development of competencies critical to their pursuit of further study, employment, community involvement and other activities | Students will consider how to address organizational challenges and societal issues according to prevailing social and ethical standards (including those that go beyond basic upholding of their minimum legal obligations), and to develop their judgment about when these standards may not address key community and stakeholder concerns **(PLO6)**. |

that require life-long learning, decision-making, and personal and social responsibility.

Autonomy and Professional Capacity is **understood in the IRW major** as the ability for students to develop the professional judgment required for socially and ethically responsible practice in their roles as administrators, scientists, public servants, writers, inventors, politicians, entrepreneurs, consultants, small and medium-sized business owners, and professionals in a variety of for-profit, not-for-profit, government, and social economy organizations.

To demonstrate Autonomy and Professional Capacity, **IRW graduates should be able to**:

PLO5: Achieve proficiency in applying the research, data, analytical reasoning, information literacy, and creative thinking skills required for effective decision-making in entrepreneurial and organizational careers.

PLO6: Demonstrate competencies in integrative systems thinking, as well as the

One of the core ways this has been built into the IRW curriculum is through a required course in business ethics (PHL295H1) that is offered by the Department of Philosophy. Students will be exposed to different ethical frameworks and develop an awareness of how to navigate the "grey" areas of professional and organizational decision-making. IRW300H1, the required communications course, also exposes students to ethical communications **(PLO6)**.

The required introductory course in the IRW program (IRW240H1) incorporates a discussion about human rights around work, and the need to facilitate channels for equity and voice for groups that hold less power in organizations. A required course on organizational design and governance (IRW410H1) incorporates discussions about the law as it applies to different organizations and the obligations of organizations to different types of stakeholders.

Students will be expected to demonstrate ethical behavior in accordance with academic standards, and this is highlighted in all course syllabi and continually emphasized by instructors in class. Our instructors are vigilant about reporting incidences of academic misconduct to the Office of Student Academic Integrity.

Students will understand the importance of personal reputations of professionals, managers, and organizational leaders, and they will begin to develop ties to a network of organizational leaders and professionals through both their curricular activities in the capstone courses, as well as through co-curricular activities and alumni events hosted by CIRHR.

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| critical thinking skills and professional judgment required for socially and ethically responsible practices in organizations. | Students will graduate with many other competencies and skills that will appeal to a variety of employers, and that prepare them for leadership roles in the future, including, but not limited to, systems and critical thinking abilities – for instance, a systems approach and systems models are explicitly incorporated into the required organizational governance course (IRW410H1) **(PLO6)**.<br><br>Students will also have some opportunity to exercise autonomy and personal initiative in their choice of course and project to undertake in their capstone requirement. The capstone suite of courses as well as the skills course (IRW420) will ultimately provide the opportunity for students to apply the knowledge and skills they have learned in their program **(PLO5)** to assess their areas of strength and those requiring development, especially related to problem solving, interpersonal/relationship skills (especially those necessary for ethically influencing others in situations lacking clear lines of authority and power) and conflict-resolution **(PLO6)**. |

**Mode of Delivery**

The primary mode of delivery of the courses in this program will be in-person. There are currently no plans to offer this program online. Courses will be able to accommodate 80 to 100 students at the 200 level, 50 to 80 students at the 300 level, and 25 to 40 students at the 400 level. Courses that are heavy on experiential learning activities (e.g., IRW446Y1, Working as a Consultant) will be capped at 25 students per section for pedagogical reasons.

*Active and Experiential Learning Opportunities in Required and Elective Courses.* While the courses in this program adopt many conventional pedagogies associated with learning and assessment techniques, active learning strategies in 200- and 300-level IRW courses coupled with more substantive active and/or experiential learning opportunities in the required 400-level capstone program courses are innovative components to this program. For example, in one new required introductory course, IRW240H1: Introduction to Work and Organizations, students will profile a real organization by describing its purpose, ownership structure, and types of working arrangements; they will then describe a worker-related issue that the organization has faced.

The 300- and 400-level courses are designed to further build students' core competencies, such as critical thinking, and to develop their problem-solving abilities, strategic and systems thinking, and information literacy through direct application. These courses will require active participation from students, whether in terms of class discussion, field research, working in the community, and/or group assignments. Most 400-level courses will require group projects; students will be learning to work together in team settings, which will prepare them for future careers in organizations where they are expected to work collaboratively to resolve conflicts or disputes. For example, the new required 400-level skills in project and strategy implementation course (IRW420H1) will have students undertake a role-play using a partner-based simulation of a negotiation.

A significant experiential component will also be included via a required capstone project in the final year of the program; this will allow students to apply the knowledge and competencies they have acquired throughout the program. For the capstone, students will select one of three separate tracks in their final year: One capstone experience will be a community-engaged service learning/organizational consulting project. CIRHR already offers a similar type of course in its current IR/HR major. A second capstone experience will be the opportunity to complete an independent research course; this option will be provided to a

small number of highly motivated students who are interested in applying to research-based graduate programs, and would be undertaken with a CIRHR faculty member. For the third capstone experience, CIRHR will introduce a new course in entrepreneurship, in which the primary deliverable will be the development of a plan to create a venture related to a personal business idea or local economic or social objective. The course content will focus on individual and collective entrepreneurship, local economic and social development, and small start-up ventures. This course builds directly on current CIRHR faculty scholarship in this area, as well as their deep industry connections in Ontario, across Canada, and globally. CIRHR will also engage with the newly-designed Centre for Entrepreneurship (formerly the Impact Centre) in A&S, a centre for entrepreneurship education, innovation, and start-up support, to enhance programming in the IRW through access to elective courses, guest speakers, and course projects.

In future years, we plan to make an additional innovative experiential learning opportunity, a work placement, available to students between their third and fourth years of the program. CIRHR will be part of the Arts & Science Internship Program (ASIP) pilot project being undertaken in 2020-21 with our current IR/HR undergraduate students. If this program is successful, we will be expanding it to include IRW program students.

**Accessibility, Universal Design Principles, Student Resiliency, and Well-Being**
The University of Toronto has extensive support for student learning available through the Accessibility Services office. All course syllabi in CIRHR programs include a statement that encourages students who require specific accessibility accommodations to register with the Accessibility Services office. We also provide language and links to other supports in our syllabi to encourage students who may be facing a greater than normal amount of stress to access these resources. Faculty, instructors, and staff at the CIRHR make every effort to accommodate the specific individualized needs of these students in each course and to proactively identify students in distress based on their interactions and communications. Our staff recently developed a template for an accessible (AODA compliant) syllabus that was introduced in our Master's program this year and will be introduced in our undergraduate programs next year. The undergraduate program staff and academic director also review each course syllabus and make specific recommendations to ensure the course is as inclusive for all students as possible (e.g., late policies, posting of PowerPoint slides/notes, etc.) and that it meets all A&S requirements.

The program has been structured to ensure that it is accessible to students coming from a range of academic backgrounds, and to support them in their goals throughout the program. For example, in designing the program, we have ensured that students without a Grade 12 high school math background will be able to complete the program successfully; we have created new courses in Economics for Work and Organizations, and Statistics for Work and Organizations, that do not assume any high school prerequisites. The modes of assessment have been selected to ensure that students gain the skills they need as they progress through the program, with courses at each level building upon those in prior years.

Supports for student well-being are discussed in more detail in Appendix D.

**Elements Supporting a Sense of Community**

Active learning elements in the program will encourage students to engage with their instructors, as well as with each other and their communities. Courses will include group projects, presentations, and role-playing exercises, which will help students to develop ties within their cohorts. Similarly, the "stream" structure in the program will bring together students who share disciplinary interests, potentially increasing within-program engagement and facilitating the building of connections with other students that extend beyond the classroom. Finally, the capstone projects will give students an opportunity to engage directly with individual faculty researchers or community organizations.

# Figure 1: Curriculum Maps for the Core and Elective Program Stream Courses

## Humanities Stream

Legend: I – Introduction; R – Reinforce; P – Proficient

| Work and Organizations, Humanities Stream | | | PLO1 | | | PLO2 | | | PLO3 | | | PLO4 | | | PLO5 | | | PLO6 | | | PLO7 | | | PLO8 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Code | Course Name | I | R | P | I | R | P | I | R | P | I | R | P | I | R | P | I | R | P | I | R | P | I | R | P |
| Year 2 | IRW240H1 | Introduction to Work and Organizations | X | | | X | | | X | | | X | | | | | | X | | | | | | X | | |
| Year 2 | IRW220H1 | Statistics for Work and Organizations | | | | | | | | X | | | X | | | | | | | | | | | | | | |
| Year 2 | IRW230H1 | Economics of Work and Organizations | X | | | | | | X | | | X | | | | X | | | | | | | | | | | |
| Year 2 | IRE260H1 | Organizational Behaviour | | X | | | X | | X | | | X | | | | | | | X | | | X | | | | | |
| Year 3 | IRE342H1 | Essentials of Finance and Accounting | | | | | X | | | X | | | X | | | X | | | | | | | | | | | |
| Year 3 | IRE379H1 | Research and Data Analytics | | | | | | | | X | | | X | | | X | | | | | | | | | | | |
| Year 3 | IRW300H1 | Effective Communication and Strategic Writing in Organizations | | | | | | | | X | | | | | | X | | | X | | | X | | | | | |
| Year 3 | PHL295H1 | Business Ethics | | | | | | | | X | | | | | | | | | X | | | X | | | | | |
| Year 4 | IRW410H1 | Organizational Governance and Design | | X | | | X | | | X | | | | | | | | | X | | | | | | | | |
| Year 4 | IRW420H1 | Management Skills for Project and Strategy Implementation | | | | | | | | | | | X | | | X | | | X | | | X | | | | | |
| Year 4 | IRW432Y1 | Entrepreneurship | | | | | X | | | | | | X | | | X | | | X | | | | | | | | X |
| Year 4 | IRW446Y1 | Working as a Consultant | | | | | X | | | X | | | X | | | X | | | X | | | X | | | | | X |
| Year 4 | IRW452Y1 | Independent Research Project | | X | | | X | | | X | | | X | | | X | | | | | | | | | | | X |
| Elective | DTS414H1 | Money on the Move | | | | | | | | | | | | | | | | | | | | | | | | | X |
| Elective | DTS417H1 | 9 to 5: A Transnational History of the Working Day | | | | | | | | | | | | | | | | | | | | | | | | | X |
| Elective | ENG205H1 | Rhetoric | | | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | ENG213H1 | The Short Story | | | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | ENG215H1 | The Canadian Short Story | | | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | ENG254H1 | Introduction to Indigenous Literatures | | | | | | | | | | | | | | | | | | | | | | | | X | |

| Work and Organizations, Humanities Stream | | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| Elective | ENG270H1 | Introduction to Colonial and Postcolonial Writing | | | | | | | | X |
| Elective | ENG287H1 | The Digital Text | | | | | | | | X |
| Elective | ENG355Y1 | Transnational Indigenous Literatures | | | | | | | | X |
| Elective | ENG357H1 | New Writing in Canada | | | | | | | | X |
| Elective | ENG370Y1 | Postcolonial and Transnational Discourses | | | | | | | | X |
| Elective | ENG371H1 | Topics in Indigenous, Postcolonial, Transnational Literature | | | | | | | | X |
| Elective | ENG372H1 | Topics in Indigenous, Postcolonial, Transnational Literature | | | | | | | | X |
| Elective | GER270H1 | Money and Economy in German Literature and Culture | | | | | | | | X |
| Elective | GER272H1 | Introduction to Business German | | | | | | | | X |
| Elective | GER290H1 | Global Issues: German Contexts | | | | | | | | X |
| Elective | GER310H1 | Contemporary Culture and Media | | | | | | | | X |
| Elective | GER370H1 | Business German I | | | | | | | | X |
| Elective | GER372H1 | Business German 2 | | | | | | | | X |
| Elective | HIS300H1 | Energy and Environment in North American History | | | | | | | | X |
| Elective | HIS302H1 | Material Culture in Victorian Britain | | | | | | | | X |
| Elective | HIS310H1 | Histories of North American Consumer Culture | | | | | | | | X |
| Elective | HIS347H1 | The Country House in England 1837-1939 | | | | | | | | X |
| Elective | HIS373H1 | Servants and Masters, 1000-1700 | | | | | | | | X |
| Elective | HIS396H1 | The Progressive Era and Rise of Big Business in America | | | | | | | | X |
| Elective | HPS200H1 | Science and Values | | | | | | | | X |
| Elective | HPS202H1 | Technology in the Modern World | | | | | | | | X |
| Elective | HPS245H1 | Visions of Society and Progress | | | | | | | | X |
| Elective | HPS316H1 | Environment, Technology, and Nature | | | | | | | | X |
| Elective | HPS321H1 | Understanding Engineering Practice: From Design to Entrepreneurship | | | | | | | | X |
| Elective | HPS351H1 | Life Sciences and Society | | | | | | | | X |

| Work and Organizations, Humanities Stream | | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| Elective | HPS430H1 | History of Technology I | | | | | | | | X |
| Elective | HPS431H1 | History of Technology II | | | | | | | | X |
| Elective | JHE353H1 | History of Evolutionary Biology | | | | | | | | X |
| Elective | PHL394H1 | Markets and Morals | | | | | | | | X |
| Elective | PHL395H1 | Topics in Business Ethics | | | | | | | | X |
| Elective | PHL446H1 | Seminar in Decision Theory | | | | | | | | X |
| Elective | RLG230H1 | Religion, Law and Society | | | | | | | | X |
| Elective | RLG236H1 | Material Religion | | | | | | | | X |
| Elective | RLG307H1 | Museums and Material Religion | | | | | | | | X |
| Elective | RLG308H1 | Migration, Religion and City Spaces | | | | | | | | X |
| Elective | RLG309H1 | Religion and Human Rights | | | | | | | | X |
| Elective | RLG318H1 | Religion and Nature | | | | | | | | X |
| Elective | RLG337H1 | Witchcraft and Magic in Christian Tradition | | | | | | | | X |
| Elective | RLG353H1 | The Politics of Charity | | | | | | | | X |
| Elective | RLG385H1 | Becoming Modern | | | | | | | | X |
| Elective | RLG387H1 | Religion and Science | | | | | | | | X |
| Elective | RLG426H1 | Religion in the Public Sphere: Community Engaged Learning | | | | | | | | X |
| Elective | RLG428H1 | Religion and Economy | | | | | | | | X |
| Elective | JAR301H1 | Plagues and Peoples: From Divine Intervention to Public Health | | | | | | | | X |

# Sciences Stream

| Work and Organizations, Sciences Stream | | | PLO1 | | | PLO2 | | | PLO3 | | | PLO4 | | | PLO5 | | | PLO6 | | | PLO7 | | | PLO8 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Code | Course Name | I | R | P | I | R | P | I | R | P | I | R | P | I | R | P | I | R | P | I | R | P | I | R | P |
| Year 2 | IRW240H1 | Introduction to Work and Organizations | X | | | X | | | X | | | X | | | | X | | | | | X | | | | | |
| Year 2 | IRW220H1 | Statistics for Work and Organizations | | | | | | | | | | | X | | X | | | | | | | | | | | |
| Year 2 | IRW230H1 | Economics of Work and Organizations | X | | | | | | X | | | X | | | X | | | | | | | | | | | |
| Year 2 | IRE260H1 | Organizational Behaviour | | X | | | X | | X | | | X | | | X | | | | X | | | | | | | |
| Year 3 | IRE342H1 | Essentials of Finance and Accounting | | | | | X | | | X | | | X | | | X | | | | | | | | | | |
| Year 3 | IRE379H1 | Research and Data Analytics | | | | | | | | X | | | X | | | X | | | | | | | | | | |
| Year 3 | IRW300H1 | Effective Communication and Strategic Writing in Organizations | | | | | | | | X | | | | | | X | | | X | | | X | | | | |
| Year 3 | PHL295H1 | Business Ethics | | | | | | | | X | | | | | | | | | X | | | X | | | | |
| Year 4 | IRW410H1 | Organizational Governance and Design | | X | | | X | | | X | | | | | | | | | X | | | | | | | |
| Year 4 | IRW420H1 | Management Skills for Project and Strategy Implementation | | | | | | | | | | | X | | | X | | | X | | | | X | | | |
| Year 4 | IRW432Y1 | Entrepreneurship | | | | | X | | | | | | X | | | X | | | X | | | | | | | X |
| Year 4 | IRW446Y1 | Working as a Consultant | | | | | X | | | X | | | X | | | X | | | X | | | X | | | | X |
| Year 4 | IRW452Y1 | Independent Research Project | | X | | | X | | | X | | | X | | | X | | | | | | | | | | X |
| Elective | EEB208H1 | Ecosystems and the Human Footprint | | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | EEB214H1 | Evolution and Adaptation | | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | EEB215H1 | Conservation Biology | | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | EEB321H1 | Community Ecology | | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | EEB375H1 | Organisms and their Environment | | | | | | | | | | | | | | | | | | | | | | | | X |
| Elective | EEB428H1 | Global Change Ecology | | | | | | | | | | | | | | | | | | | | | | | | X |
| Elective | HMB303H1 | Global Health and Human Rights | | | | | | | | | | | | | | | | | | | | | | | | X |
| Elective | HMB306H1 | Ethical Considerations in Emerging Technology | | | | | | | | | | | | | | | | | | | | | | | | X |
| Elective | HPS200H1 | Science and Values | | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | HPS202H1 | Technology in the Modern World | | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | HPS245H1 | Visions of Society and Progress | | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | HPS316H1 | Environment, Technology, and Nature | | | | | | | | | | | | | | | | | | | | | | | X | |

| Work and Organizations, Sciences Stream | | | PLO1 | | PLO2 | | PLO3 | | PLO4 | | PLO5 | | PLO6 | | PLO7 | | PLO8 | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Elective | HPS321H1 | Understanding Engineering Practice: From Design to Entrepreneurship | | | | | | | | | | | | | | | | X |
| Elective | HPS351H1 | Life Sciences and Society | | | | | | | | | | | | | | | X | |
| Elective | JHE353H1 | History of Evolutionary Biology | | | | | | | | | | | | | | | X | |
| Elective | JAR301H1 | Plagues and Peoples: From Divine Intervention to Public Health | | | | | | | | | | | | | | | X | |
| Elective | RLG318H1 | Religion and Nature | | | | | | | | | | | | | | | X | |
| Elective | PSY220H1 | Introduction to Social Psychology | | | | | | | | | | | | | | | X | |
| Elective | PSY270H1 | Introduction to Cognitive Psychology | | | | | | | | | | | | | | | X | |
| Elective | PSY320H1 | Social Psychology: Attitudes | | | | | | | | | | | | | | | X | |
| Elective | PSY321H1 | Cross-Cultural Psychology | | | | | | | | | | | | | | | X | |
| Elective | PSY322H1 | Intergroup Relations | | | | | | | | | | | | | | | X | |
| Elective | PSY326H1 | Social Cognition | | | | | | | | | | | | | | | X | |
| Elective | PSY328H1 | Psychology and the Law | | | | | | | | | | | | | | | X | |
| Elective | PSY426H1 | Motivational Theories in Social Psychology | | | | | | | | | | | | | | | | X |

# Social Sciences Stream

| Work and Organizations, Social Sciences Stream | | | PLO1 | | | PLO2 | | | PLO3 | | | PLO4 | | | PLO5 | | | PLO6 | | | PLO7 | | | PLO8 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Code | Course Name | I | R | P | I | R | P | I | R | P | I | R | P | I | R | P | I | R | P | I | R | P | I | R | P |
| Year 2 | IRW240H1 | Introduction to Work and Organizations | X | | | X | | | X | | | X | | | | | | X | | | | | | X | | |
| Year 2 | IRW220H1 | Statistics for Work and Organizations | | | | | | | | | | X | | | | X | | | | | | | | | | |
| Year 2 | IRW230H1 | Economics of Work and Organizations | X | | | | | | X | | | X | | | | X | | | | | | | | | | |
| Year 2 | IRE260H1 | Organizational Behaviour | | X | | | X | | X | | | X | | | | | | X | | | | X | | | | |
| Year 3 | IRE342H1 | Essentials of Finance and Accounting | | | | | X | | | X | | | X | | | X | | | | | | | | | | |
| Year 3 | IRE379H1 | Research and Data Analytics | | | | | | | | X | | | X | | | X | | | | | | | | | | |
| Year 3 | IRW300H1 | Effective Communication and Strategic Writing in Organizations | | | | | | | | X | | | | | | X | | | X | | | X | | | | |
| Year 3 | PHL295H1 | Business Ethics | | | | | | | | X | | | | | | | | | X | | X | | | | | |
| Year 4 | IRW410H1 | Organizational Governance and Design | | X | | | X | | | | X | | | | | | | | X | | | | | | | |
| Year 4 | IRW420H1 | Management Skills for Project and Strategy Implementation | | | | | | | | | | | X | | | X | | | X | | | | X | | | |
| Year 4 | IRW432Y1 | Entrepreneurship | | | | | X | | | | | | X | | | X | | | X | | | | | | | X |
| Year 4 | IRW446YH1 | Working as a Consultant | | | | | X | | | X | | | X | | | X | | | X | | | X | | | | X |
| Year 4 | IRW452Y1 | Independent Research Project | | X | | | X | | | X | | | X | | | X | | | | | | | | | | X |
| Elective | IRE242H1 | Human Resource Management | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | IRE244H1 | Labour Relations | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | IRE346H1 | HR Planning and Strategy | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | IRE430H1 | Canadian Employment Law and the Non-Union Workplace | | | | | | | | | | | | | | | | | | | | | | | X |
| Elective | IRE472H1 | Negotiations | | | | | | | | | | | | | | | | | | | | | | | X |
| Elective | GGR221H1 | New Economic Spaces | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | GGR223H1 | Environment, Society and Resources | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | GGR251H1 | Geography of Innovation | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | GGR252H1 | Marketing Geography | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | GGR324H1 | Spatial Political Economy | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | GGR326H1 | Remaking the Global Economy | | | | | | | | | | | | | | | | | | | | | | X | |
| Elective | GGR328H1 | Labour Geographies | | | | | | | | | | | | | | | | | | | | | | X | |

| Work and Organizations, Social Sciences Stream | | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| Elective | GGR354H1 | Infrastructure | | | | | | | X | |
| Elective | GGR428H1 | Alternative Economies | | | | | | | | X |
| Elective | GGR429H1 | Innovation and Governance | | | | | | | | X |
| Elective | GGR430H1 | Geographies of Markets | | | | | | | | X |
| Elective | HPS200H1 | Science and Values | | | | | | | X | |
| Elective | HPS202H1 | Technology in the Modern World | | | | | | | X | |
| Elective | HPS245H1 | Visions of Society and Progress | | | | | | | X | |
| Elective | HPS351H1 | Life Sciences and Society | | | | | | | X | |
| Elective | POL201H1 | Politics of Development | | | | | | | X | |
| Elective | POL214H1 | Canadian Government | | | | | | | X | |
| Elective | POL356H1 | Canadian Political Parties | | | | | | | X | |
| Elective | POL435H1 | Business and Politics: Power in a Global World | | | | | | | | X |
| Elective | PSY220H1 | Introduction to Social Psychology | | | | | | | X | |
| Elective | PSY320H1 | Social Psychology: Attitudes | | | | | | | X | |
| Elective | PSY321H1 | Cross-Cultural Psychology | | | | | | | X | |
| Elective | PSY322H1 | Intergroup Relations | | | | | | | X | |
| Elective | PSY326H1 | Social Cognition | | | | | | | X | |
| Elective | PSY328H1 | Psychology and the Law | | | | | | | X | |
| Elective | PSY426H1 | Motivational Theories in Social Psychology | | | | | | | | X |
| Elective | RLG230H1 | Religion, Law and Society | | | | | | | X | |
| Elective | RLG236H1 | Material Religion | | | | | | | X | |
| Elective | RLG307H1 | Museums and Material Religion | | | | | | | X | |
| Elective | RLG308H1 | Migration, Religion and City Spaces | | | | | | | X | |
| Elective | RLG309H1 | Religion and Human Rights | | | | | | | X | |
| Elective | RLG353H1 | The Politics of Charity | | | | | | | X | |
| Elective | RLG385H1 | Becoming Modern | | | | | | | X | |
| Elective | RLG426H1 | Religion in the Public Sphere: Community Engaged Learning | | | | | | | | X |
| Elective | RLG428H1 | Religion and Economy | | | | | | | | X |
| Elective | SOC207H1 | Sociology of Work and Occupations | | | | | | | X | |
| Elective | SOC306H1 | Economic Sociology | | | | | | | | X |

| Work and Organizations, Social Sciences Stream | | | PLO1 | PLO2 | PLO3 | PLO4 | PLO5 | PLO6 | PLO7 | PLO8 |
|---|---|---|---|---|---|---|---|---|---|---|
| Elective | SOC319H1 | Immigration and Employment | | | | | | | | X |
| Elective | SOC338H1 | Sociology of Women and Work | | | | | | | | X |
| Elective | SOC408H1 | Advanced Studies in Organizations | | | | | | | | X |

# 9 Assessment of Learning

- Appropriateness of the proposed methods for the assessment of student achievement of the intended program learning outcomes and degree-level expectations.
- Describe plans for documenting and demonstrating the level of performance of students consistent with the DLEs. (Assessment of Teaching and Learning examples in Guide to Quality Assurance Processes)

**General Approach to Assessment of Learning**

CIRHR faculty/instructors strive for an optimal balance in the focus on testing of theoretical content knowledge and technical/applied skill development in the design of the courses in our programs, and in some courses the assessments are weighted more heavily in one direction or the other, depending on the specific course learning objectives. The evaluation methods proposed in each course are appropriate for determining the achievement of the learning objectives of that course and are developed with consideration given to the typical class sizes. While students will be exposed to a wide variety of assessment methods across the IRW program, in each individual course the final mark is usually determined on the basis of a mix of assigned work: term papers (e.g., a traditional essay on a selected topic or a topic of student's choice), another type of written work (e.g., a case study analysis or discussion of the mission/strategic plan for a real organization), a presentation or group role-play (e.g., a negotiation simulation), some form of midterm/final test or examination and/or participation marks.  In all courses, the requirements and the methods of evaluation are made clear in the syllabus and by the instructor during class at the beginning of term.

**Methods and Effectiveness of Assessment for Program Learning Outcomes**

Most of our required 200-level courses (as well as some higher-level courses) include in-class tests and final examinations (in larger classes these may take the form of multiple choice and in smaller classes a mix of short and long answer questions). These methods of assessment are appropriate for assessing PLOs 1 and 2, which are predominantly focused on testing the acquisition of knowledge.

Some 200- and 300-level courses use formative/development laddered assignments (IRW240H1) or weekly mini-assignments (IRE379H1) that encourage students to regularly apply the course material so that instructors can identify problems in students' comprehension and address these issues earlier in the course – this approach is particularly

effective in the quantitative-oriented courses such as economics, statistics and data analytics by allowing students to develop knowledge of methodologies and practice applying the knowledge they have acquired. More specifically, the formative/laddered assignments and weekly practice assignments are effective ways to assess PLOs 4 and 5, which are focused on application, evaluation, integration, and developing solutions.

In several of the required 300 and 400-level courses, the final grade is also partially based upon formal student participation in classroom discussions/debates and individual/group presentations on topics of relevance to the course (e.g., students may present analyses and recommendations for problems that managers face in real-life cases). Participative learning and verbal communication assessments typically happen in classes where the numbers are smaller and more suitable for this kind of evaluation. These assessments are effective at determining how well students are able to "communicate complex and sensitive issues to diverse organizational stakeholder groups and understand how to work toward the resolution of conflicts that arise from these communications" (PLO7).

Several of our required courses also involve written essays or assignments (e.g., reports on a current work or organizational issue) as evaluation methods. The written assessments more easily allow an evaluation of the depth to which students are able to: "compare how different assumptions about work from multiple disciplines create ideas about "best" organizational governance, design and work practices, and result in different perspectives on the impact of organizations and the value of work in society" (PLO3), and "evaluate work practices and organizational strategies and develop solutions to work and organizational challenges by holistically integrating objectives, theories, methods, tools, and evidence from multiple disciplines and developing new approaches" (PLO4).

As students progress from 200-level courses to upper-level courses in the IRW program, there is a clear shift in emphasis on assessments that test acquisition of theoretical concepts and content knowledge, to a greater focus on assessments of applied, problem-focused and skills-based learning. For example, many 300- and 400-level courses highlight building interpersonal/professional skills (e.g., teamwork, project management) through group projects and seek to have students demonstrate higher-level competencies and skills such as critical thinking, synthesis, and problem-solving skills through the use of more complex cases, in-class simulations, and integrative experiential projects.

Each course in the required capstone suite of options directly builds an applied or inquiry-based evaluation method into the final year of the IRW program through a final project designed to assess students' integrative and holistic thinking through active or experiential problem-solving as applied to real-time entrepreneurial/organizational consulting/research projects. These types of assessments are more effective at determining whether students can "demonstrate competencies in integrative systems thinking, as well as the critical thinking skills and professional judgment required for socially and ethically responsible practices in organizations" (PLO6), as well as their ability to "communicate complex and sensitive issues to diverse organizational stakeholder groups and understand how to work toward the resolution of conflicts that arise from these communications" (PLO7).

We will assess whether students have achieved the final program learning outcome (PLO8), using a survey administered to the graduating cohort of students with questions tailored to students in each of the three streams.

**Assessment of Program Learning Outcomes at the Cohort Level**

Graduating students will complete a survey in which they will be asked to indicate whether the program structure enabled them to achieve the program learning outcomes. Students will also be asked to provide information about their post-graduation trajectory and career plans and options. The CIRHR Undergraduate Curriculum Committee will be responsible for reviewing this data on an annual basis to assess whether the program is being effective in ensuring that students achieve the program learning outcomes. In addition, the cyclical review of the program will provide an opportunity for external reviewers to assess whether the curriculum has been effective in helping students achieve the program learning outcomes. CIRHR also qualitatively connects with employers who regularly post jobs on our job boards to understand the success rates of our students in applying for posted jobs and the employers' perceptions of our graduates' career-readiness. Moreover, we keep in touch with many of our alumni to understand their career trajectories. To date we have primarily connected with employers and alumni of our MIRHR program, but with our increased staff capacity, we expect to expand this to our undergraduate programs as well.

**Oversight**

A curriculum committee, chaired by the Associate Director, Undergraduate, will annually evaluate performance of students to determine whether students are achieving the IRW program learning outcomes by reviewing faculty and instructors' course syllabi to assess the extent to which their course learning outcomes adhere to the program learning outcomes and whether the evaluation methods are appropriate, and by also reviewing the distribution

of grades, student feedback on end-of-term evaluations, and student comments provided to the Associate Director and program staff members. The Associate Director also arranges a meeting of undergraduate instructors once per year to gather their feedback on student outcomes and instructor assessment of their learning. In addition, CIRHR has a long-standing advisory committee that includes the executive team of the Industrial Relations and Human Resources Student Association (IRHRSA). They plan to include Work and Organizations students in IRHRSA, providing them with the opportunity to give feedback in a face-to-face meeting with the CIRHR Director and the Associate Director, Undergraduate. This advisory committee meets twice per year.

# 10   Program Description & Calendar Copy

- Provide a description of the program (audiences: prospective and current students, staff, and employers) that can be used for external and internal posting that includes the key features of the program:

  ▸ Program's purpose (who is it for, what are the outcomes)

  ▸ Nature of learning environment (including mode of delivery)

  ▸ Approaches to teaching/learning/assessment

  ▸ Basic information (e.g., credit count, program length, etc.)

- Provide, as an appendix, a clear and full calendar copy including:

  ▸ The program description; the program requirements including all required courses and recommended electives and their prerequisites, including for any streams.

- Provide as an appendix:

  ▸ A full list of the all courses included in the program including course numbers, titles, and descriptions.

  ▸ Please indicate clearly whether they are new/existing. (Please note that all new courses should be proposed and approved independently in line with established academic change procedures. Where possible, append full course proposals as an appendix).

**Calendar Program Description**

The Work and Organizations program adopts an interdisciplinary approach to understanding the changing nature of work as well as the operation of different types of organizations. Work and Organizations will provide the skills necessary to undertake the development and implementation of solutions to contemporary societal challenges through coordination of

economic and social action in organizations and communities. Students will be able to navigate an evolving labour market upon graduation.

The Major in Work and Organizations has three streams: Humanities Contexts, Social Sciences Contexts, and Sciences Contexts. It is generally intended that students will enroll in the IRW stream that corresponds to the sector of their other program(s) – e.g., a student enrolled in a Political Science program would apply to the Social Sciences IRW stream.

Students may only complete one stream in the IRW major, and students enrolled in the IRW major cannot be simultaneously enrolled in the IRE major.

*Enrolment Requirements*
This is a limited enrolment program. Students must have completed 4.0 credits.

*Completion Requirements*
The major requires 8.0 credits.

**Further Description of the Program**
The undergraduate major in Work and Organizations (IRW) will provide an opportunity for students to acquire knowledge and expertise in topics related to work and organizations, and to develop skills and competencies to succeed in a very broad range of careers. Students must have completed four (4.0) credits prior to applying to the IRW program, and must combine their IRW major with other Arts & Science program(s). There are three different streams in the IRW major – a sciences stream, a social sciences stream, and a humanities stream. Students should select the stream that best matches the area of their other chosen program(s) of study. In the Humanities Contexts stream, students will learn about the historical trajectories and cultural differences in work and organizations; in the Sciences Contexts stream, students will learn how scientific inquiry and discovery is both enabled and constrained by human work in organizations; and in the Social Sciences Contexts stream, students will learn that work and organizing are inherently social and political activities, in addition to economic ones.

The IRW program is designed to provide students with an interdisciplinary education by allowing them to integrate theory and research about work and organizations, and to develop novel frameworks and approaches that transcend traditional disciplinary boundaries. Upon program completion, students will be able to leverage the knowledge and skills they

acquire in their social sciences, humanities, or sciences studies in a variety of different organizational and entrepreneurial career paths. The primary goal of the IRW program is to provide students with knowledge, competencies, and skills that are relevant to the challenges they will face in their future careers by exposing them to courses that address the changing and complex nature of work and organizations.

The IRW program requires 8.0 credits including a mix of required and stream-based elective courses. The IRW major will offer students required courses in areas such as accounting/finance, data analytics, organizational behaviour, organizational governance and design, and skills for project and strategy implementation. It also provides students with the opportunity to understand and integrate the knowledge they acquire from other A&S disciplines to develop effective organizational and work systems, processes and practices in different industries, across private (i.e., investor-owned corporations, small businesses), non-market (e.g., government, non-profits, community associations), and social economy (e.g., co-operative) organizations, as well as how to engage in individual and collective entrepreneurship. Other units within A&S contribute relevant sector-based electives to the three program streams. Students will complete a required experiential, active-learning, or project-based capstone course in their final year.

The IRW program places special emphasis on interdisciplinary knowledge, inductive empiricism, and active and experiential learning strategies. The program recognizes that multiple disciplines inform our understanding of the changing nature of work in different types of organizations – this knowledge can be integrated and synthesized to develop a more holistic understanding of organizations, as well as how to succeed in communication and conflict resolution with diverse organizational stakeholders. The program's design and coursework will ensure that students acquire and demonstrate proficiency in the information and data analysis skills and tools to enable effective organizational and entrepreneurial decision-making.

See Appendix A for course listings and Appendix B for the full Calendar copy.

# 11  Consultation

- Describe the expected impact of what is being proposed on the nature and quality of other programs delivered by the unit/division.

- Describe the expected impact of what is being proposed on programs being offered by other units/divisions.
- Describe any consultation with the Deans of Faculties/divisions that will be implicated or affected by the creation of the proposed program as per UTQAP 2.4.2 "The Dean ensures that appropriate consultation is conducted with faculty and students, other university divisions and external institutions."

Broad consultations have been undertaken with regard to this program, beginning in winter 2019 with discussions of the new program's vision and design with cognate units. Units consulted at this early stage were the Departments of Economics, Political Science, Anthropology, Sociology, Philosophy, History, English, Psychology, Cell & Systems Biology, and Ecology & Evolutionary Biology; leaders from these units had meetings with the Director of CIRHR, the Vice-Dean, Academic Planning and, in most cases, the Vice-Dean, Undergraduate & International. Leaders of these units were generally supportive of further development of the program, and many expressed interest in offering courses as electives or requirements. The Chair of Economics was consulted regarding the creation of IRW230H1, the new course called the Economics of Work and Organizations.

Also in this early stage, A&S's Vice-Dean, Interdivisional Partnerships discussed a draft of the vision for this program with the Vice Dean, Undergraduate & Specialized Programs at the Joseph L. Rotman School of Management (Rotman) to discuss differentiation from the Rotman Commerce program. Some concerns were raised pertaining to the program name and possible overlap in curriculum; these discussions informed the program's current name and design, which have since received supportive feedback from Rotman leadership and the Director of the Rotman Commerce program. In follow-up conversations throughout the 2020-21 academic year, A&S's Vice-Dean, Academic Operations discussed the developing proposal and plans for this program with the Vice Dean, Undergraduate & Specialized Programs at Rotman as well as the Dean of Rotman.

Throughout the 2020-21 academic year, the units offering sector-based electives have all been consulted and include: English, History, Philosophy, German, Study of Religion, History and Philosophy of Science and Technology, Diaspora and Transnational Studies, Sociology, Psychology, Geography & Planning, Political Science, Human Biology, and Ecology and Evolutionary Biology. The Department of Philosophy has also been consulted with regard to offering one of the required courses in the IRW program (PHL295H1: Business Ethics), and has confirmed that IRW students could be given enrolment priority to reserve some spots in

this course, as needed. Letters of support and confirmation from each unit are included in Appendix F.

A systematic review of A&S course descriptions in the calendar was undertaken to identify courses relevant to this program. For the partnering units, these courses are being listed as electives in the three streams of the IRW program. We note that in the case of the Economics of Work and Organizations and Statistics for Work and Organizations courses, there are existing A&S courses in other units that cover some similar material. These courses would not necessarily be available to IRW students, however, due to enrolment constraints. In order to ensure that IRW students are able to complete the required courses, and in addition, to ensure that these courses provide examples that are highly relevant to work and organizations, we have chosen to create new courses specific to the program. In cases where there is overlap between a required course in this program and courses in other units, we have noted that these courses would be accepted in lieu of the similar IRW-coded course; for example, a Psychology major could complete PSY201H1 as their core statistics requirement in lieu of IRW220H1.

The following A&S administrative units were consulted on the plans and vision for the IRW: A&S Faculty Registrar and Manager, Faculty Governance & Curriculum, and Experiential Learning and Outreach Support.

In winter 2021, the Vice-Dean, Academic Planning, circulated a draft proposal and led items for information and feedback at key consultative bodies. These were the A&S Dean and Vice-Deans group (March 1, 2021), the Tri-Campus Deans group (March 11, 2021), and the Chairs, Principals, & Academic Directors (CPAD) group (March 12, 2021). Feedback at these meetings was supportive. Comments were invited by email after CPAD, and none were received.

Finally, on April 9, 2021, a draft proposal was circulated to Deans of cognate divisions, including OISE, the Temerty Faculty of Medicine, the Rotman School of Management, and the Daniels Faculty of Architecture, Landscape & Design. The draft was also sent to the offices of the Dean at UTM and UTSC for circulation to pertinent units or individuals within the Dean's office. Supportive feedback was received from the Deans of DFALD and Rotman, and Rotman's Interim Vice Dean, Undergraduate and Specialized Programs, sent generally supportive comments, questions, and small corrections, which have been addressed in the current proposal. The Dean of the Temerty Faculty of Medicine confirmed that there were no "specific comments" to share, and no other comments were received.

The Chairs of Management at UTM and UTSC each provided detailed feedback. Comments focused on the need to differentiate the IRW program from Management programs, and concerns that future employers might not recognize the difference in the academic credentials of students from these programs. In addition, questions were raised around whether the courses offered (in economics and statistic in particular) would be sufficiently rigorous and why it was necessary to create new courses in these areas for the program, given the existing options available in A&S. The Vice-Dean, Academic Planning and the CIRHR Acting Director met with both Chairs of UTM and UTSC Management departments, to discuss their comments.

The proposal has now been revised to highlight the distinctions in the content of the IRW program relative to Management programs. For example, IRW students will be studying Work and Organizations including the cultural and societal context; students do take one management-related course in finance and accounting, but this is not the focus of the program. The complementarities between the program and other disciplines in A&S, as highlighted in LO8, is also a distinctive feature of this program. In addition, during discussions with UTM and UTSC, we noted that the IRW major is an Arts program, leading to an HBA, rather than a BBA or BCom. Communications around the program, both to students and potential future employers, will clarify that the IRW program is not a business or management program, and the program and calendar descriptions reflect this fact. In discussing academic rigour and overlap with existing courses, we noted the importance of offering economics and statistics courses tailored to IRW students, who would not necessarily have the mathematics background required for existing A&S courses in these areas; our goal is to create a program accessible to all A&S students, including those in the Humanities. By creating new courses, we can ensure that students can learn the relevant material without high school prerequisites. In addition, these new courses will include discipline-specific content in economics and statistics courses to ensure that examples would be relevant to IRW students; as a result, the focus of the new economics and statistics courses will be more relevant to the learning objectives of the IRW program.

# 12  Resources

## Faculty

- Complete Table 3 below
- Brief commentary, including:

- ▶ Evidence of the participation of a sufficient number and quality of faculty who will actively participate in the delivery of (teach and/or supervise) the program
- ▶ Evidence of and planning for adequate numbers and quality of faculty and staff to achieve the goals of the program
- ▶ The role of any adjunct or contractual (e.g., stipendiary) faculty.
- ▶ The provision of supervision of experiential learning opportunities, as appropriate.
- ▶ If relevant, plans and commitment to provide additional faculty resources to support the program.
- ▶ Planned/anticipated class sizes (connect this to delivery method, Section 8 and assessment methods, Section 9)
- ▶ Provide the CVs of all faculty who appear in Table 3, as evidence substantiating the above. The appendix should form a separate document with a table of contents and all CVs in alphabetical order. CVs should be submitted in a consistent format.

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The faculty complement at CIRHR has grown over the past several years to meet the demand for CIRHR's current programs and to prepare for the introduction of this new program. In recent hires the CIRHR has been able to enhance the gender and racial diversity of its faculty complement. There are currently four core faculty members with 100% appointments in CIRHR, and one budgetary cross-appointed faculty member (51% appointment), and all teach in both the undergraduate and graduate programs. In addition, in 2021, CIRHR hired two new tenure-track faculty members (one starts July 1, 2021, and one starts July 1, 2022), and was also approved to hire a joint faculty member with Sociology (49% CIRHR) for July 2022; these positions were allocated to support teaching in this new undergraduate program. CIRHR also has one part-time continuing assistant professor (teaching stream) who teaches in its undergraduate programs, as well as long-term sessional instructors who are experts in professional fields such as law and teach some relevant program electives. However, while our expert sessionals will staff certain IRE-coded elective courses in the program, all of our required courses in the IRW program will be taught by core faculty (including planned hires).

The CIRHR now has three tenured professors (Gomez, Pohler, and Distelhorst), and Gomez and Pohler have assumed the primary leadership role on the creation of this new program. While the rest of the faculty are tenure-stream assistant professors, two of these faculty members (Scanlan and Campero) were hired at the CIRHR as more senior assistant professors (they were previously employed in tenure-track positions at other research universities). As a result, they already have extensive teaching experience, and their research programs are well-established for their stage of career. CIRHR has built its enrolment plan, which includes more limited enrolment in the first

few years before reaching steady state, to be able to continue the current practice of offering assistant professors several course releases pre-tenure to support the establishment of their research trajectories. The unit also has time to develop the planned new faculty hires prior to the ramping up of the program because 300 and 400-level courses will not need to be offered until 2023 and 2024, respectively. By then it is expected that at least two more of the current assistant professors will have applied for and/or received tenure, and the unit will have completed the remainder of the planned hiring.

Table 4 provides a detailed listing of committed faculty members who will play a key role in the delivery of the IRW program. Note that all **required** courses in the IRW program are listed in Table 4, and will be taught by core CIRHR faculty (including proposed new hires, see Table 5 for hiring plan), with the exception of the required ethics course to be staffed in the Department of Philosophy.

# Table 4: Detailed Listing of Committed Faculty and Instructors

| Name and Position | Unit of Primary Budgetary Appointment and Percentage | Unit of Other Budgetary Appointmentt and Percentage | Commitment to Other Programs | Nature of Contribution to This Program (Course instructor [CI] and the Course(s) They Will Teach) | Research and Teaching Areas of Expertise |
|---|---|---|---|---|---|
| **Tenure Stream: Professor** | | | | | |
| Rafael Gomez (Director, 2021-26) | CIRHR (100%) | | *Undergraduate:* Major & Specialist in Industrial Relations & Human Resources *Graduate:* PhD in Industrial Relations & Human Resources; Rotman CityLab as project supervisor. | CI: IRW432Y1; IRW446Y1; IRW452Y1 | small businesses; community-service learning; consulting; unions and collective bargaining; labour economics; labour policy; voice |
| **Tenure Stream: Associate Professor** | | | | | |
| Dionne Pohler (Acting Director, 2020-21) | CIRHR (100%) | | *Undergraduate:* Major & Specialist in Industrial | CI: IRW240H1; IRW410H1; IRW452Y1 | work and employment, unions and labour relations, |

| | | | Relations & Human Resources *Graduate:* Master in Industrial Relations & Human Resources (MIRHR); PhD in Industrial Relations & Human Resources | | organizational governance, co-operative economic and social development; public policy implementation; human resource management |
|---|---|---|---|---|---|
| Greg Distelhorst | CIRHR (100%) | | *Undergraduate:* Major & Specialist in Industrial Relations & Human Resources *Graduate:* MIRHR; PhD in Industrial Relations & Human Resources | CI: IRE379H1; IRW452Y1 | global trade, worker rights, Chinese politics and policy; data analytics |
| **Tenure Stream: Assistant Professor** | | | | | |
| Santiago Campero | CIRHR (100%) | | *Undergraduate:* Major & Specialist in Industrial Relations & Human Resources | CI: IRW420H1; IRW432Y1; IRE346H1 (elective); IRW452Y1 | economic sociology; sociology of work; human resource management; labour markets; |

| | | | | | |
|---|---|---|---|---|---|
| | | | *Graduate:* MIRHR; PhD in Industrial Relations & Human Resources | | recruitment and selection; high-tech start-ups; entrepreneurship; social networks |
| Padraic Scanlan | CIRHR (51%) | Centre for Transnational & Diaspora Studies (49%) | *Undergraduate:* Major & Specialist in Industrial Relations & Human Resources; Major & Minor in Diaspora & Transnational Studies | CI: IRW452Y1; IRW300H1; DTS electives | histories of slavery and emancipation in the 18th and 19th century British empires; the relationship between slavery, antislavery and the rise of global industrial capitalism |
| Jenna Myers (starts July 1, 2021) | CIRHR (100%) | | None | CI: IRW240H1; IRW410H1; IRW452Y1 | changing nature of work, institutions, and technology; worker voice and organizing; qualitative field methods |
| Taeho Kim (starts July 1, 2022) | CIRHR (100%) | | None | CI: | labour economics and applied econometrics; |

| | | | | IRW220H1; IRW230H1; IRW452Y1 | accountability and performance management, incentives, labor market and gender inequality, negotiation skills |
|---|---|---|---|---|---|
| Alicia Eads (starts July 1, 2022. Is currently Assistant Professor, CLTA and Associate Director, Undergraduate Program in the Centre for Industrial Relations with an end date of June 30, 2021 for the Assistant Professor, CLTA) | Sociology (51%) | CIRHR (49%) | *Undergraduate:* Major & Specialist in Industrial Relations & Human Resources; Major & Specialist & Minor in Sociology | CI: IRE260H1 | organizational behaviour; how cultural meaning affects economic and political processes within organizations; economic inequality; housing markets |
| 2.0 FTE New Hires (see Table 5 – 1.0 FTE tenure stream; 1.0 FTE teaching stream) | CIRHR (100%) | | *Graduate:* 0.5 credits in MIRHR program | CI: IRE342H1; IRW420H1; IRW432Y1; IRW452Y1 | See Table 5 |

| Others (please specify, i.e., adjunct, status only, clinical faculty, visiting or other as per U of T definitions) | | | | | |
|---|---|---|---|---|---|
| Hua Wang (Part-Time [0.75 FTE] Assistant Professor, Teaching Stream) | CIRHR (100%) | | *Undergraduate:* Major & Specialist in Industrial Relations & Human Resources *Graduate:* MIRHR | CI: IRE260H1 | research methods, statistics, organizational behaviour |

See Appendix E for the CVs of the current tenured and tenure-stream faculty mentioned above, as well as a record of their research accomplishments, awards, and grants.

CIRHR also engages highly qualified professional practitioners in their fields, who serve as dedicated advanced sessional instructors. These instructors, who typically teach in both our undergraduate and MIRHR programs, bring important real-world experience to the classroom. For instance, one sessional instructor (Michael Fitzgibbon) is a practicing lawyer who will teach a law elective in this program. These expert instructors provide an important enhancement to the education of students in the existing CIRHR undergraduate program, and will bring similar added value to the proposed IRW program.

CIRHR's current faculty have the combined expertise and background to develop and deliver all of the nine new courses that would be offered in this proposed program. However, enrolments in some of the CIRHR courses that would be cross-listed in both the IR/HR and IRW programs are currently at capacity, and additional sections and new courses will require additional faculty and instructional capacity.

CIRHR plans to increase the unit's faculty complement by a 1.0 FTE new tenure-stream appointment 100% within the CIRHR in 2024, and a 1.0 FTE new teaching-stream appointment in 2023 (see Table 5 for the faculty hiring plan). The current complement is therefore sufficient for CIRHR's existing programs and the inaugural year of the IRW program, as newly admitted IRW students will enrol in a subset of IRW courses (just second-year IRW courses). The new hires are only necessary once the initial cohorts move through the program and students enrol in the full array of courses. These new faculty members will allow CIRHR to not only meet the projected demand of the new program, but also allow for the growth of the current undergraduate IR/HR certificate and professional Masters (MIRHR) programs, while ensuring that the current IR/HR undergraduate and graduate programs continue to receive the necessary support. New faculty lines in A&S are allocated each year through the Faculty Appointments Committee (FAC), which includes representation from across the Sciences, Social Sciences and Humanities, as well as from the Colleges. The Dean recognizes the importance of these new faculty lines to the future success of the new IRW major, and is supportive of CIRHR's submission of requests for appointments in line with this proposal, through the FAC process. Both the CIRHR's existing programs as well as the steady state enrolment in this new program will be sustainable with the planned faculty complement.

To summarize Table 5 below, CIRHR plans to hire two faculty positions (one teaching-stream and one tenure-stream) in 2023 and 2024. As with past hires, CIRHR is generally open to applicants from several cognate disciplines, but given the nature of the teaching needs, these searches will focus on those with PhD training in industrial relations, organizational studies, and/or management.

## Table 5. Proposed Faculty Searches in CIRHR

| Position/Title | Envisioned Start Date | Research Area(s) | Teaching Area(s) | CIRHR Courses to be Taught |
|---|---|---|---|---|
| Assistant Professor, Teaching Stream | July 2023; search in 2022-2023* | Strategy and Compensation | strategy, compensation, performance management, finance/ accounting | IRE367H1; IRE3615H; IRE3635H; and/or IRW420H1; IRW452Y1 |
| Assistant Professor | July 2024; search in 2023-2024* | Organizations and Entrepreneurship | organizational governance / design, entrepreneurship | IRW410H1 and/or IRW432Y1; IRW452Y1 |

Because the 300- and 400-level courses do not need to be offered until the second and third year of the program's introduction, the unit can grow the faculty complement at one new faculty member per year.

**Staff Support**

In 2021 CIRHR restructured its undergraduate and graduate program offices and staff. When the new program is approved, CIRHR will have 1.5 FTE staff supporting its undergraduate programs — a 1.0 FTE program coordinator and a 0.5 FTE program assistant (the other 0.5 FTE of the program assistant's role is supporting the graduate programs). As part of its staff restructuring, once the IRW program is approved the unit will also hire a 1.0 FTE staff member to oversee professional development, career services and experiential learning — approximately one quarter of this person's role will be allocated to career services and support for experiential learning activities across its undergraduate programs and the remainder of the role will be dedicated to career services and professional development support in the MIRHR program. There is a strong demand for career advising and related

events among students in the IR/HR major, specialist, and certificate programs, as well as in the growing professional Masters (MIRHR) program. Similar demand is expected among IRW students. This recent restructuring and proposed hiring plan address previous understaffing issues in the IR/HR programs and also ensures that the unit will be able to support the new IRW program.

# TA Support

- Give details regarding the nature and level of TA support required by the program.

The CIRHR has not saturated the desire for TA hours among PhD and MIRHR students, and so it will have adequate TA support for both its current programs as well as the IRW program. CIRHR PhD students currently provide almost all of the TA support for its undergraduate courses. While some of these hours are required as part of their funding packages, the PhD students often look for additional TA opportunities. Indeed, at a 2018 CIRHR Town Hall, where the staff, faculty and PhDs were informed that this new program was being developed, the PhDs in attendance were very enthusiastic about both the potential for more TA opportunities within the Centre and the potential to enhance the "brand recognition" of the Centre. CIRHR also has several Master of Industrial Relations and Human Resources (MIRHR) students apply for TA opportunities each year but is generally unable to provide enough opportunities for all interested and qualified MIRHR graduate students. Thus, CIRHR will be able to provide the TA hours needed for the new program through graduate students in the PhD and MIRHR programs.

# Learning Resources

- Evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including library support.
- Describe any resources that enhance the learning and teaching environment, including resources to promote student well-being and resiliency in the learning and teaching environment. *Note: Standard appendices on the library and student support are always included in the proposal. You may also wish to highlight specific aspects of the following resources and supports as appropriate for the proposed program:*
  ▸ Library
  ▸ Co-operative Education
  ▸ Academic Advising (including international student advising)

- ▸ Teaching and Learning Office
- ▸ Technology Support for Teaching and Learning
- ▸ Distance/Online Learning
- ▸ Peer Learning Support
- ▸ Disabilities/Accessibility Services
- ▸ Student Academic Support Services
- ▸ Academic Computing Services
- ▸ Other unit- or program-specific supports/services

The University of Toronto and A&S offer extensive academic advising, including for international students, along with technology support for teaching and learning, disability/accessibility services, and student academic support and computing services. A&S provides a variety of supports for students' online learning and, in 2020, launched the A&S Online Learning Academy, an instructor-to-instructor network designed to facilitate development of high-quality online offerings that enhance the student experience. See Appendix D for other detailed information regarding student support services within the university.

In addition to centralized services, CIRHR staff also offer expert and tailored academic advising to all students in its programs. Through CIRHR's partnership with Woodsworth College, CIRHR students also have access to the Woodsworth Academic Writing Centre. Following completion of the Woodsworth building expansion in Spring 2023, CIRHR undergraduate students will have access to a new library and student study space.

In order to enhance existing student supports, CIRHR plans to increase the networking events, career counseling sessions, and job search support (for instance, through job boards) that it provides to its undergraduate students with the addition of the new planned staff member.

The University of Toronto provides robust library resources for faculty and students.  In addition, CIRHR has its own dedicated library and holdings. IRHR library staff have become subject-matter experts and are invaluable resources for both undergraduate and graduate students across CIRHR's programs (see Appendix C for more information on the adequacy of library holdings and internal CIRHR library support for student learning).

# Space/Infrastructure

- Evidence that there are adequate resources to sustain the quality of scholarship and research activities of undergraduate and graduate students, including information technology support and laboratory access; address any unique requirements including renovations to existing space, new space, equipment, etc.
- Note: The requirements for physical facilities should be identified by providing information on the change in the number of people to be accommodated by type (i.e., faculty, students, administrative staff, etc.) as well as information on changes in equipment and activities requiring accommodation. The division/Faculty should state whether it plans to bring forward proposals for additional space; the renovation of existing space; or whether the current space allocation to the academic program will accommodate the new initiative.

CIRHR receives its technology support from IT services in A&S (Information & Instructional Technology, or IIT) and no additional IT support should be required, since all students who enrol in this program will already be A&S students. CIRHR does not normally have lab components in its courses.

New offices will be necessary to house the additional faculty, staff, and students with the introduction of this program. CIRHR undertook minor renovations to its building in 2020-21 to create an additional faculty office space and modify existing space to make it more usable for staff. In Spring 2021, CIRHR also re-allocated retired faculty and non-budgetary cross-appointments to shared and hoteling office space, per University of Toronto policies. CIRHR also has an agreement with Woodsworth College about the continued use of space that undergraduate program office staff are currently using within Woodsworth College buildings. There is also an expansion planned for Woodsworth College, to be completed by early 2023, and CIRHR will be provided some additional office, library, and student space as part of that expansion. Specifically, CIRHR will receive three faculty offices, four administrative offices, and one librarian office. However, due to the space renovations and office re-allocations already undertaken this year, the current space allocations allow the program to be successfully launched in Fall 2022 with the planned faculty and staff complement.

# Other Resource Implications

- For example,
  - ▸ Are there interdivisional teaching implications?
  - ▸ Will the new program affect any existing agreements with other institutions, or will require the creation of a new agreement to facilitate the new program (e.g.,

Memorandum of Understanding, Memorandum of Agreement, etc.). (Existing joint programs are offered with Centennial, Sheridan and Michener.)

- ▸ If this is a new joint program, please indicate how future reviews of the program will be conducted in accordance with UTQAP 2.1: "Where a program is held jointly with an Ontario institution that does not have an IQAP that has been ratified by the Quality Council, the UTQAP will serve as the guiding document and University of Toronto will be the lead institution. Where a program is held jointly with an Ontario institution that does have an IQAP that has been ratified by the Quality Council, a lead institution will be selected. Program proposals specify how future reviews will be conducted."

- Please consult with the Provost's office (vp.academicprograms@utoronto.ca) early regarding any resource implications described in this section.

| N/A |
| --- |

# 13  Quality & Other Indicators

- Please describe the appropriateness of the faculty's collective expertise and how it contributes substantively to the proposed program. Define and use indicators to provide evidence of the quality of the faculty (e.g., qualifications, research, innovation and scholarly record)
- Please explain how the program structure and faculty research will ensure the intellectual quality of the student experience.
- Please describe any elements that enhance the program's diversity.

**Collective Faculty Expertise and Quality**

All of the core CIRHR faculty maintain active research programs (see Appendix E for faculty CVs and for a summary table of major research accomplishments, awards, and grants). Since 2018, the core faculty have amassed an impressive array of publications in the top academic journals in their respective fields, or at major book presses. The two most senior faculty have also been recipients of multiple SSHRC awards, as well as other major external grants.

As noted, most CIRHR faculty are still early in their careers, yet each has already achieved a level of international recognition in their respective areas of study and most have secured government/university and/or industry research grants, as well as international awards. One tenured faculty member has received two university teaching awards as well as four international research awards, including the Luis Aparicio Prize from the International Labor

and Employment Relations Association. Another faculty member who was just awarded (early) tenure in July 2021 has received three research awards, including the Dorothy Day Award for Outstanding Labor Research from the American Political Science Association. Tenured CIRHR faculty regularly accept media interviews and provide written commentaries in the form of online blogs and newspaper opinion editorials in their respective areas of expertise, and two tenured faculty members were particularly active in public commentary about work and organizations during the COVID-19 crisis. These faculty members have also played a major role in the development, revision, and evaluation of key areas of labour and employment policy that have been affected by the changing nature of work and organizations (for instance, see the [Ontario Changing Workplaces Review](#)).

The core faculty are trained in a variety of disciplines and fields, and all are connected by their focus on phenomena related to work, organizations, management, and labour markets. Collectively, CIRHR faculty have extensive education and/or teaching experience in organizational studies, human resources, and management/commerce programs, and each of the core faculty could effectively develop and teach several different courses in the newly proposed program. Several have been heavily involved in past program curriculum and course development at the University of Toronto and other universities.

CIRHR faculty have also engaged in extensive pedagogical development and innovations in their courses, including publishing these teaching innovations in peer-reviewed journals related to the scholarship of teaching and learning. For instance, one faculty member published a paper outlining an in-class exercise she developed with a former colleague to teach students about the anchoring bias in negotiations and organizational decision-making.

**Enhancing the Quality of the Undergraduate Student Experience**
CIRHR has introduced several changes to its current undergraduate programs over the past five years that have had a positive impact on the program learning outcomes and quality of undergraduate student experience. This is borne out in improved course evaluation and student satisfaction survey data and the rising enrolments to the current limited enrolment IR/HR program without having relaxed the entrance requirements. The unit recently undertook a self-study for the scheduled UTQAP review, which noted these accomplishments and also highlighted additional areas where the student experience could be improved. CIRHR has implemented several innovations to address these areas in the current IR/HR program and plans to adapt these same innovations to the IRW program. See below for specific examples:

- CIRHR holds a number of career- and workplace-related co-curricular events such as exposing its students to a tailored version of the University's successful Backpack-to-Briefcase program. Student feedback on these events is uniformly positive, and students often request more of these types of events. For instance, the Associate Director, Undergraduate invited a highly experienced HR professional to talk about her career, as well as the strategies she employed for networking and breaking into the labour market upon graduation. CIRHR co-hosted this event with the Employment Relations Students' Association (now IRHRSA). CIRHR also hosts an annual event with an invited speaker from the Human Resources Professionals Association to talk about the professional designations students can pursue upon graduation, and how they can get involved with the association while they are still students. CIRHR's longer-term staffing plan includes hiring a career development specialist that will be able to plan more of these events.
- CIRHR has responded to the three priorities as set out by the University of Toronto President to improve the student experience, internationalise our programs and be more involved with our city and local region. For instance, innovative experiential learning courses like international field trips to Europe and a consultancy class that undertakes local consulting and service-learning projects in organizations have been implemented in the current IR/HR programs. The planned staff hiring will further support the unit in offering these types of courses and experiences.
- CIRHR has incorporated suggestions from undergraduate students to improve the accessibility of IR/HR courses and to facilitate student planning of their courses across years (for example, by delivering courses in the same semester every year, providing a timeline to guide students in what courses to take when, offering sections of core required classes in the summer, etc.). During COVID, IR/HR library staff also pivoted toward helping students access many resources in an online format, through an innovative newsletter called *Your Library is Working!*
- As international student enrolment increases in our programs, CIRHR has added in-class writing/research resources through our library specifically to assist ELL (English-language learner) students. CIRHR's partnership with Woodsworth College has also provided additional writing centre resources to students, and the CIRHR library staff make in-class presentations and are available to help students develop their research skills and in accessing study and course-related resources.

# Appendix A: Courses

## Required Program Courses

### New Courses to be Created Within CIRHR*

* *Note*. In addition to creating new CIRHR courses for this program, we will also make minor modifications to the titles and calendar descriptions of several of the current IRE courses which will be cross-listed, as well as their pre-requisites, to indicate they will be available to IRW students.

*Note.* FCE denotes "full-course equivalent," also referred to as a "credit."

### IRW220H1: Statistics for Work and Organizations

To familiarize students with the scope and application of statistical analysis. Topics include the following basic statistical techniques: descriptive measures, elementary probability, sampling, estimation and testing and regression. Examples are drawn from work and organizations.
**Prerequisite:** 4.0 credits
**Exclusion:** ECO220Y1/ EEB225H1/ GGR270H1/ POL222H1/ PSY201H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ MGEB12H3/ PSYB07H3/ STAB22H3/ STAB23H3/ ECO227Y5/ PSY201H5/ STA215H5/ STA218H5/ STA220H5

### IRW230H1: Economics of Work and Organizations

Foundational aspects of economic theory of relevance to work, and organizational and entrepreneurial careers. Topics covered include competitive labour and product markets; employee behaviour and the labour-leisure choice model; firm strategy and production, costs and present value; the impacts of institutions on labour markets and organizations; the impact of the macroeconomic environment and of government monetary and fiscal policy on work and organizational outcomes such as unemployment and inflation.
**Prerequisite:** 4.0 credits
**Exclusion:** ECO101H1/ ECO102H1/ ECO100Y1/ ECO105Y1/ ECO100Y5/ ECO101H5/ MGEA01H3/ MGEA02H3

### IRW240H1: Introduction to Work and Organizations

The study of work and the history and development of organizations, their central theories and concepts; the behaviours, outcomes, practices and institutions that emerge from or affect work and organizations; contemporary issues in work and organizations.

**Prerequisite:** 4.0 credits
**Exclusion:** IRE240H1

## IRW300H1: Effective Communication and Strategic Writing in Organizations

Focused on understanding and crafting strategic, effective, and ethical written and verbal communications in organizations. The technical components of organizational writing and persuasion, how messages are perceived from multiple stakeholders, and the conflicts that can arise over organizational miscommunications, particularly between managers and workers.
**Prerequisite:** 4.0 credits
**Exclusion:** WRR300H1

## IRW410H1: Organizational Governance and Design

Governance and design refers to "who gets to decide what and how" in organizations. This course examines the development of different types of organizations and governance arrangements, and different design archetypes within organizations. Focus is placed on how different governance and design arrangements support different strategic objectives and goals and ways of coordinating work effort.
**Prerequisite:** IRW240H1 and IRE260H1

## IRW420H1: Management Skills for Project and Strategy Implementation

Frameworks to understand the challenges, constraints, and opportunities associated with formulating and implementing organizational strategy, with a focus on developing practical tools and skills required to effectively "get things done" in organizations. Topics covered include project and performance management, compensation, negotiations, and organizational culture.
**Prerequisite:** IRW240H1 and IRE260H1

## IRW432Y1: Entrepreneurship

Students will develop a business or organizational plan to bring their product and service ideas to market, achieve a local community or social development objective, and/or secure funding for a new venture creation through individual and/or collective entrepreneurship.
**Prerequisite:** IRW240H1 and IRE260H1
**Corequisite:** PHL295H1/ IRW300H1/ IRE342H1/ IRE379H1

## IRW446Y1: Working as a Consultant

**Hours:** 24S

This course examines the various elements of the consulting process and the interpersonal skills required to build trust, influence others, contract with clients, and establish and maintain strong working relationships. This seminar may include a compulsory learning format component using a service-learning placement with a community-based agency or organization. Consult the current timetable for details.
**Prerequisite:** IRW240H1 and IRE260H1
**Corequisite:** PHL295H1/ IRW300H1/ IRE342H1/ IRE379H1

## IRW452Y1: Independent Research Project

Independent research study under the direction of a faculty member or participation in a faculty research project aligned with the IRW program. Open only when a faculty member is willing and available to supervise. Consult the program website for additional information. Not eligible for CR/NCR option.
**Prerequisite:** IRW240H1 and IRE260H1
**Corequisite:** PHL295H1/ IRW300H1/ IRE342H1/ IRE379H1

## Existing Courses Within CIRHR

**Note:** The existing IRE342H1, IRE379H1 and IRE446H1 courses are currently going through the governance process to make minor changes to the course titles and descriptions — what is indicated below includes the proposed final changes.

### IRE260H1: Organizational Behaviour

**Hours:** 36L
Introduction to the nature of organizations and the behaviour of individuals and groups within organizations, including topics such as culture and diversity, reward systems, motivation, leadership, politics, communication, decision-making, conflict, and group processes. Not recommended for students in Commerce programs.

### IRE342H1: Essentials of Finance and Accounting

**Hours:** 24L/12T
This course introduces students to accounting and finance procedures and concepts used by organizational leaders and professionals. The course covers both managerial and financial accounting topics with applications to organizational decision-making. Note: Course will not count towards Rotman Commerce program requirements.

## IRE379H1: Research and Data Analytics

**Hours:** 24L/12T

Data science is changing the way organizations make decisions and the way work is done. This course introduces basic data analytics concepts for understanding the measurement of performance, analysis of organizational policies, and effective communication and visualization of data. Students will develop basic data skills in the R statistical computing environment.

## Existing Courses Within Other Units

### PHL295H1: Business Ethics

**Hours:** 36L

Philosophical issues in ethics, social theory, and theories of human nature insofar as they bear on contemporary conduct of business. Issues include: Does business have moral responsibilities? Can social costs and benefits be calculated? Does modern business life determine human nature or the other way around? Do political ideas and institutions such as democracy have a role within business?
**Exclusion:** PHLB06H3, PHL295H5
**Distribution Requirements:** Humanities
**Breadth Requirements:** Society and its Institutions (3)

## Elective Program Courses

All electives listed below in each stream are currently existing courses.

**Program Requirement:** 1.5 credits of electives in relevant program stream
- at least 1.0 credit should be at 300- or 400-level
- no more than 0.5 credits can be electives with the IRE-code
- other relevant elective courses will be considered upon request

## Sector-Specific Electives from Partnering Units

### Humanities Stream Electives

**Philosophy:** PHL394H1: Markets and Morals / PHL395H1: Topics in Business Ethics: Ethical Enterprise and Critical Reflection / PHL446H1: Seminar in Decision Theory

### PHL394H1: Markets and Morals

**Hours:** 36L

A study of the standards that can be used to judge the performance of economic systems, e.g., efficiency, fairness, maximization, along with the different institutional mechanisms that can be used to organize economic activity, e.g., markets or hierarchies, public or private ownership.

**Prerequisite:** One of [PHL265H1](#)/[PHL275H1](#)/[POL200Y1](#), 7.5 courses (in any field) with at least 1.5 in philosophy

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** [Philosophy](#)

## PHL395H1: Topics in Business Ethics: Ethical Enterprise and Critical Reflection

**Hours:** 36L

A focused examination of moral issues that arise in the conduct of business, in areas such as accounting and finance, corporate governance, human resources, environmental conduct, business lobbying and regulatory compliance.

**Prerequisite:** [PHL295H1](#), 7.5 courses (in any field) with at least 1.5 in philosophy

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** [Philosophy](#)

## PHL446H1: Seminar in Decision Theory

**Hours:** 36S

Decision theory studies what one ought to do when some more or less desirable outcomes of one's actions depend on external facts about which one is uncertain. Uncertainty is characterized in terms of probabilities, desires are characterized in terms of utilities, and together they determine the expected utility of one's actions. This course introduces these notions and their mathematical representations, as well as critically reflects on philosophical questions such as whether one should always take the action that maximize one's expected utility, whether uncertainty is subjective or objective, and why uncertainty does, or ought to, obey the laws of probability.

**Prerequisite:** [PHL246H1](#), 4.0 Credits in Philosophy

**Distribution Requirements:** Humanities

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** [Philosophy](#)

**History:** HIS300H1: Energy and Environment in North American History / HIS302H1: Material Culture in Victorian Britain / HIS310H1: Histories of North American Consumer Culture / HIS347H1: The Country House in England 1837-1939 / HIS373H1: Servants and Masters, 1000-1700 / HIS396H1: The Progressive Era and Rise of Big Business in America

## HIS300H1: Energy and Environment in North American History
**Hours:** 24L/6T
This course examines the history of energy in North America from the perspective of political economy, environment, and social-cultural history. Particular attention is paid to twentieth-century developments and to the relationship between energy and social power. Examples are drawn from both Canada and the United States.
**Prerequisite:** HIS263Y1 / HIS271Y1/ HIS264H1
**Distribution Requirements:** Humanities
**Breadth Requirements:** Society and its Institutions (3)
**Program Area Section:** History

## HIS302H1: Material Culture in Victorian Britain
**Hours:** 24L
An examination of the products of the first and second industrial revolutions in Victorian England. This course focuses on the cultural history of commercialization and consumerism.
**Recommended Preparation:** HIS109Y1 or HIS241H1
**Distribution Requirements:** Humanities
**Breadth Requirements:** Society and its Institutions (3)
**Program Area Section:** History

## HIS310H1: Histories of North American Consumer Culture
**Hours:** 24L/6T
This course examines the emergence of a modern 'consumer society' in North America from about 1850 to recent times. The aim is to combine political, social, economic and cultural history to chart changing relationships between North Americans, consumer commodities, and identities.
**Prerequisite:** HIS263Y1/HIS264H1/HIS271Y1
**Distribution Requirements:** Humanities
**Breadth Requirements:** Society and its Institutions (3)
**Program Area Section:** History

## HIS347H1: The Country House in England 1837-1939
**Hours:** 24L

This course examines class, distinction and community through the lens of the English country house from 1837 to 1939.  Topics include owners, servants, houses, collections, gardens and rituals such as fox hunting.

**Prerequisite:** A course in British or European history

**Recommended Preparation:** HIS349H1/HIS302H1

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** History

## HIS373H1: Servants and Masters, 1000-1700

**Hours:** 24L

This course will explore the history of all types of servants, from the ladies-in-waiting to the domestic slaves, in Western Europe between 1000 and 1700.  The goal will be to observe especially their working and living conditions, as well as the changing perception of service through time.

**Prerequisite:** A course on the Middle Ages or on the early Modern Period

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** History

## HIS396H1: The Progressive Era and Rise of Big Business in America

**Hours:** 24L

This course examines the rise of big business in America and its relationship to social and economic changes in United States in the so-called Progressive Era (roughly 1880-1920). We will focus on several themes: the evolution and characteristics of big business; rise of organized labor; evolution of business-government relations; social and economic reform movements; and the changing status of immigrants, African Americans, and women (both white and African-American). In short, we will be studying a pivotal moment in the transformation of modern American society.

**Exclusion:** HIS389H1 (Topics in History: Business and Society), offered in Fall 2016 and HIS372H1 (Topics in U.S. History: The Progressive Era and Rise of Big Business), offered in Winter 2018

**Recommended Preparation:** HIS271Y1

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** History

**English:** ENG205H1: Rhetoric / ENG213H1: The Short Story / ENG215H1: The Canadian Short Story / ENG254H1: Introduction to Indigenous Literatures / ENG270H1: Introduction to Colonial and Postcolonial Writing / ENG287H1: The Digital Text / ENG355Y1: Transnational Indigenous Literatures / ENG357H1: New Writing in Canada / ENG370Y1: Postcolonial and Transnational Discourses / ENG371H1: Topics in Indigenous, Postcolonial, Transnational Literature / ENG372H1: Topics in Indigenous, Postcolonial, Transnational Literature*

*These English electives were selected because organizational communications require an understanding of how to create narratives, and negotiations and performance management require understanding how to structure arguments and criticism.

## ENG205H1: Rhetoric

**Hours:** 36L

An introduction to the rhetorical tradition from classical times to the present with a focus on prose as strategic persuasion. Besides rhetorical terminology, topics may include the discovery and arrangement of arguments, validity in argumentation, elements of style, and rhetorical criticism and theory.

**Prerequisite:** 1.0 ENG FCE or any 4.0 FCE

**Distribution Requirements:** Humanities

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** English

## ENG213H1: The Short Story

**Hours:** 36L

This course explores shorter works of nineteenth- and twentieth-century writers. Special attention is paid to formal and rhetorical concepts for the study of fiction as well as to issues such as narrative voice, allegory, irony, and the representation of temporality.

**Prerequisite:** 1.0 ENG FCE or any 4.0 FCE

**Distribution Requirements:** Humanities

**Breadth Requirements:** Creative and Cultural Representations (1)

**Program Area Section:** English

## ENG215H1: The Canadian Short Story

**Hours:** 36L

An introduction to the Canadian short story, this course emphasizes its rich variety of settings, subjects, and styles.

**Prerequisite:** 1.0 ENG FCE or any 4.0 FCE

**Distribution Requirements:** Humanities

**Breadth Requirements:** Creative and Cultural Representations (1)
**Program Area Section:** English

## ENG254H1: Introduction to Indigenous Literatures
**Previous Course Number:** ENG254Y1
**Hours:** 36L

An introduction to Indigenous writings in English, with significant attention to Indigenous literatures in Canada. The writings are placed within the context of Indigenous cultural and political continuity, linguistic and territorial diversity, and living oral traditions. The primary focus may be on contemporary Indigenous writing.
**Prerequisite:** 1.0 ENG FCE or any 4.0 FCE
**Exclusion:** ENG254Y1
**Distribution Requirements:** Humanities
**Breadth Requirements:** Creative and Cultural Representations (1)
**Program Area Section:** English

## ENG270H1: Introduction to Colonial and Postcolonial Writing
**Previous Course Number:** ENG270Y1
**Hours:** 36L

In this course, we examine the colonial archive for its representations of race, indigeneity, sexuality, and capital accumulation. We familiarize ourselves with the aesthetic and political modes of resisting colonial power around the world. Besides literary texts, our objects of study may include photographs, film, and digital media.
**Prerequisite:** 1.0 ENG FCE or any 4.0 FCE
**Exclusion:** ENG270Y1
**Distribution Requirements:** Humanities
**Breadth Requirements:** Creative and Cultural Representations (1)
**Program Area Section:** English

## ENG287H1: The Digital Text
**Hours:** 24L/12T

Explores the relations between digital technology and literary studies. Students will use such tools as computer-assisted analysis, digital editions, and visualization to ask new questions about literature. Readings may include born-digital fiction. Students will gain hands-on experience with digital technology, but no programming experience is required.
**Prerequisite:** 1.0 ENG FCE or any 4.0 FCE
**Distribution Requirements:** Humanities
**Breadth Requirements:** Creative and Cultural Representations (1)

**Program Area Section:** English

## ENG355Y1: Transnational Indigenous Literatures

**Hours:** 72L
**Previous Course Number:** ENG355H1
A study of works by Indigenous writers from North America and beyond, with significant attention to Indigenous writers in Canada. Texts engage with issues of de/colonization, representation, gender, and sexuality, and span multiple genres, including fiction, life writing, poetry, drama, film, music, and creative non-fiction.
**Prerequisite:** 2.0 ENG credits and any 4.0 credits
**Exclusion:** ENG355H1
**Distribution Requirements:** Humanities
**Breadth Requirements:** Creative and Cultural Representations (1)

## ENG357H1: New Writing in Canada

**Hours:** 36L
Close encounters with recent writing in Canada: new voices, new forms, and new responses to old forms. Texts may include or focus on poetry, fiction, drama, non-fiction, or new media.
**Prerequisite:** 2.0 ENG credits and any 4.0 credits
**Distribution Requirements:** Humanities
**Breadth Requirements:** Creative and Cultural Representations (1)

## ENG370Y1: Postcolonial and Transnational Discourses

**Hours:** 72L
**Previous Course Number:** ENG370H1
This course focuses on recent theorizations of postcoloniality and transnationality through readings of fictional and non-fictional texts, along with analyses of contemporary films and media representations.
**Prerequisite:** 2.0 ENG credits and any 4.0 credits
**Exclusion:** ENG370H1
**Distribution Requirements:** Humanities
**Breadth Requirements:** Creative and Cultural Representations (1)

## ENG371H1: Topics in Indigenous, Postcolonial, Transnational Literatures

**Hours:** 36L
Sustained study in a topic pertaining to Indigenous, postcolonial, or transnational literatures. Content varies with instructors. See Department website for current offerings. Course may not be repeated under the same subtitle.
**Prerequisite:** 2.0 ENG credits and any 4.0 credits
**Distribution Requirements:** Humanities
**Breadth Requirements:** Creative and Cultural Representations (1)

## ENG372H1: Topics in Indigenous, Postcolonial, Transnational Literatures

**Hours:** 36L

Sustained study in a topic pertaining to Indigenous, postcolonial, or transnational literatures. Content varies with instructors. See Department website for current offerings. Course may not be repeated under the same subtitle.
**Prerequisite:** 2.0 ENG credits and any 4.0 credits
**Distribution Requirements:** Humanities
**Breadth Requirements:** Creative and Cultural Representations (1)

**Diaspora and Transnational Studies:** DTS417H1: 9 to 5: A Transnational History of the Working Day / DTS414H1: Money on the Move

## DTS417H1: 9 to 5: A Transnational History of the Working Day
**Hours:** 24S

Work is a central preoccupation in human life and culture, and the working day – measured in daylight, in shifts, or in tasks and 'gigs' – is, for most people, the basic unit of work. A 'day's work' is so ubiquitous that it seems natural – but it is not – the offices, worksites, hourly wages and everyday forms of discipline and surveillance that shape working lives have a history. This course explores the transnational and diasporic histories of working life, from plantations to factories to offices to informal work at the margins of global industrial capitalism.
**Prerequisite:** 14.0 credits including DTS200Y1
**Distribution Requirements:** Humanities, Social Science
**Breadth Requirements:** Society and its Institutions (3)

## DTS414H1: Money on the Move
**Hours:** 24S

In the eighteenth and nineteenth centuries, industry and finance matured together, pushing people into motion around the world. The instruments of long-distance trade, like insurance, credit and debt, connected cities and continents in new and sometimes unsettling ways. The free movement of goods and cash was mirrored by restrictions on migration to some parts of the world and by forced or coerced migration to others. This course explores the history of the rise of global capitalism at a human scale, exploring how financialization, industrialization and imperialism overlapped and intertwined, and how the remaking of the world in the image of capital weighed on human lives.
**Prerequisite:** 14 FCE, including DTS200Y1
**Distribution Requirements:** Humanities, Social Science
**Breadth Requirements:** Society and its Institutions (3)
**Program Area Section:** Diaspora and Transnational Studies

**German:** GER270H1: Money and Economy in German Literature and Culture / GER272H1: Introduction to Business German / GER290H1: Global Issues: German Contexts / GER310H1:

Contemporary German Culture and Media / GER370H1: Business German 1 / GER372H1: Business German 2

## GER270H1: Money and Economy in German Literature and Culture

**Hours:** 24L/12T

In this course, we examine key literary, philosophical, and cultural texts, in order to understand how modern culture approaches problems such as property, debt, and exchange value.

**Distribution Requirements:** Humanities

**Breadth Requirements:** Creative and Cultural Representations (1)

**Program Area Section:** German

## GER272H1: Introduction to Business German

**Hours:** 36P

This course introduces students to basic concepts and vocabulary necessary for the German business context. All the language skills (reading, writing, listening, and speaking) will be practiced in appropriate business contexts.

**Corequisite:** GER200Y1

**Distribution Requirements:** Humanities

**Breadth Requirements:** Creative and Cultural Representations (1)

**Program Area Section:** German

## GER290H1: Global Issues — German Contexts

**Hours:** 24S

The movement of cultural products, material goods, capital, people, ideas, and information across national borders has resulted in a new quality of global interdependency. The course explores the contemporary character of globalization patterns and problems as they bear on German-speaking contexts. Readings in globalization history and theory.

**Recommended Preparation:** 2.0 FCE of German language instruction in consultation with department

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** German

## GER310H1: Contemporary German Culture and Media

**Hours:** 24S

This course focuses on contemporary German culture as expressed through a variety of media. It approaches Germany and Germany's position within Europe and the world mainly (but not exclusively) through non-literary texts.

**Prerequisite:** GER200Y1
**Distribution Requirements:** Humanities
**Breadth Requirements:** Creative and Cultural Representations (1)
**Program Area Section:** German

## GER370H1: German Business Culture 1

**Hours:** 36P

This course provides students with a working knowledge of German business culture that allows them to navigate the German workplace. The main focus is to deepen students' knowledge of business concepts.

**Prerequisite:** GER272H1/GER300Y1/GER301H1
**Distribution Requirements:** Humanities
**Breadth Requirements:** Creative and Cultural Representations (1)
**Program Area Section:** German

## GER372H1: German Business Culture 2

**Hours:** 36P

This course offers an intensive development of the linguistic skills needed in the context of business transactions and management in German-speaking countries. Through materials from various sources, students develop oral and written skills for competence in German business communication as well as cross-cultural awareness.

**Prerequisite:** GER370H1
**Distribution Requirements:** Humanities
**Breadth Requirements:** Creative and Cultural Representations (1)
**Program Area Section:** German

Religion: RLG230H1: Religion, Law and Society / RLG236H1: Material Religion / JAR301H1: Plagues and Peoples: From Divine Intervention to Public Health / RLG307H1: Museums and Material Religion / RLG308H1: Migration, Religion and City Spaces / RLG309H1: Religion and Human Rights / RLG318H1: Religion and Nature / RLG337H1: Witchcraft and Magic in Christian Tradition / RLG353H1: The Politics of Charity / RLG385H1: Becoming Modern / RLG387H1: Religion and Science / RLG426H1: Religion in the Public Sphere Community Engaged Learning / RLG428H1: Religion and Economy

## RLG230H1: Religion, Law and Society

**Hours:** 24L/12T

The course examines various issues, including: Canadian society and secularization; religious pluralism and legal pluralism; the role of religions in public contexts; land and property; marriage and women's rights; and the place of minority religious communities.

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Religion

## RLG236H1: Material Religion

**Hours:** 24L

**Previous Course Number:** RLG305H1

Religions are more than beliefs or sacred texts. They are also formed through buildings, bodies, objects of devotion, images, websites. We examine how religion is embodied, circulated, built, played, displayed, and painted. We ask why religions are often constituted through feasting or fasting, excess or asceticism, abundance of objects or destruction of icons. Religious activity is explored through its connections with objects of wealth and consumption--not just great art, but items common within popular culture. The overall aim is to 'see' religion in a new way—and to understand the role of the senses in the formation of religious experience.

**Distribution Requirements:** Humanities

**Breadth Requirements:** Creative and Cultural Representations (1)

## JAR301H1: Plagues and Peoples: From Divine Intervention to Public Health

**Hours:** 24L/12T

Infectious diseases have afflicted human societies throughout the history of our species. How are diseases shaped by the societies in which they spread, and how do they change culture and politics in turn? This course introduces perspectives from medical anthropology and religious studies to analyze the intersection of cultural, religious and scientific narratives when people confront plagues. We focus on historical and contemporary examples, such as the Spanish flu and COVID-19, giving students the tools to understand how cultural institutions, religious worldviews, and public health epidemiology shape living and dying during a pandemic.

**Prerequisite:** At least 4.0 credits

**Distribution Requirements:** Social Science

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** Anthropology, Religion

## RLG307H1: Museums and Material Religion

**Hours:** 24L

Museums have long collected and curated religious objects for public audiences, with missionaries as a primary collections source. Multiple visits to the Royal Ontario Museum and

other museums will enable students to think critically about how museums received and presented these objects, while engaging with the challenges of museum curation.

**Prerequisite:** Completion of 4.0 credits

**Distribution Requirements:** Humanities

**Breadth Requirements:** Creative and Cultural Representations (1)

**Program Area Section:** Religion

## RLG308H1: Migration, Religion and City Spaces

**Hours:** 24L

Immigrants have transformed cities through religious practices. Explore how transnational migration has affected religious diversity and vitality in metropolitan areas. Through discussion, site visits and analysis, students will examine the ways that immigrants use religion to make home, challenges around the establishment of new religious structures, and policy designed to accommodate new religious practices and communities.

**Prerequisite:** 4.0 FCE

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Religion

## RLG309H1: Religion and Human Rights

**Hours:** 24L

The relationship and interaction between religious and ethical norms, social and political ideals, and systems of law. The course concerns the ongoing dialectic between religious and other values, the application of religious ideas to social orders, and questions of religious and human rights.

**Prerequisite:** Completion of 4.0 credits

**Exclusion:** RLG309H5, RLG309Y1

**Distribution Requirements:** Humanities

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** Religion

## RLG318H1: Religion and Nature

**Previous Course Number:** RLG228H1

**Hours:** 24L

There is a complex relationship between nature, religion and the aesthetic expression of human spirituality. Religion and Nature will explore this relationship across a range of periods, from the antique to the contemporary. Our journeys, both philosophical and literary, will take

participants through a range of biomes— desert, countryside, forest, mountains, tundra—and explore how these texts can help to redefine our place both in nature and as part of it.

**Prerequisite:** Completion of 4.0 credits

**Exclusion:** RLG228H1

**Distribution Requirements:** Humanities

**Breadth Requirements:** Creative and Cultural Representations (1)

**Program Area Section:** Religion

## RLG337H1: Witchcraft and Magic in Christian Tradition

**Hours:** 24L/12T

This course considers the history and theory of Western witchcraft, magic, and heresy in the mediaeval and early modern periods. Consideration of relevant anthropological theory, the relationship between constructions of witchcraft, the Enlightenment and the rise of science, and the role of gender in definitions of witchcraft.

**Prerequisite:** Completion of 4.0 credits

**Recommended Preparation:** RLG203H1/RLG203Y1/RLG203H5

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Religion

## RLG353H1: The Politics of Charity

**Previous Course Number:** RLG250H1

**Hours:** 24L

The course examines religious charitable giving, philanthropic foundations, and humanitarian aid and asks: Is charitable giving altruistic or is it always partly self-interested? Could aid perpetuate poverty? What kinds of "strings" come with receiving aid and is there such thing like a free gift?

**Prerequisite:** Completion of 4.0 credits

**Exclusion:** RLG250H1

**Distribution Requirements:** Social Science

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** Religion

## RLG385H1: Becoming Modern

**Hours:** 24L

What does it mean to be modern? Words like "modern," "modernity," and "modernism" are used to mark a fundamental boundary between our era and all that came before it (or lies outside of it); but most of us are hard-pressed to offer a solid account of what exactly this

boundary is. This course examines the relationship between: a fundamental shift in the nature of daily experience; an order-of-magnitude expansion of the power of the State; a dramatic reorganization of religious experience and cultures; and a tremendous growth in the enterprise of Western science and technological production. We trace this reorientation over the last two centuries and examine its consequences using philosophical, literary, theological, and scientific sources, as well as recent scholarly work on the topic.

**Prerequisite:** Completion of 4.0 credits

**Recommended Preparation:** RLG231H1/RLG387H1

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Religion

## RLG387H1: Religion and Science

**Previous Course Number:** RLG231H1

**Hours:** 24L

Course explores issues at the intersection of religion and science which may include such topics as evolution and the assessment of its religious significance by different traditions, conceptions of God held by scientists (theism, pantheism, panentheism), ethical issues raised by scientific or technological developments (cloning or embryonic stem cell research), philosophical analysis of religious and scientific discourses.

**Prerequisite:** Completion of 4.0 credits

**Exclusion:** RLG231H1

**Distribution Requirements:** Humanities

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** Religion

## RLG426H1: Religion in the Public Sphere Service-Learning Internship

**Hours:** 24S

For upper-year students, from any discipline. In a 40-hour community service placement, discover first-hand religion's significance in Toronto and examine how religion manifests in public spaces, institutions, and interactions, while critically reflecting on the experience of working with professionals and their "clients" in settings where religious diversity is at play.

**Prerequisite:** RPS coordinator's permission required for admission to course

**Distribution Requirements:** Humanities

**Program Area Section:** Religion

## RLG428H1: Religion and Economy

**Hours:** 24L

This course introduces students to classical and contemporary social scientific work on the relation between religion and economy. It draws on classics such as Marx, Weber, and Mauss, as well as recent anthropological work. Topics may include sacrifice, the gift, commodity fetishism, prosperity gospel, neoliberalism, charity, and development.
**Prerequisite:** Permission of instructor
**Recommended Preparation:** RLG212H1
**Distribution Requirements:** Humanities
**Breadth Requirements:** Thought, Belief and Behaviour (2)
**Program Area Section:** Religion

**History and Philosophy of Science and Technology:** HPS200H1: Science and Values / HPS202H1: Technology in the Modern World / HPS245H1: Visions of Society and Progress / HPS316H1: Environment, Technology, and Nature / HPS321H1: Understanding Engineering Practice: From Design to Entrepreneurship / HPS351H1: Life Sciences and Society / JHE353H1: History of Evolutionary Biology / HPS430H1: History of Technology I / HPS431H1: History of Technology II

## HPS200H1: Science and Values

**Hours:** 24L
An introduction to issues at the interface of science and society. Including the reciprocal influence of science and social norms, the relation of science and religion, dissemination of scientific knowledge, science and policy. Issues may include: Nuclear, Biological and Chemical Weapons; Genetic Engineering; The Human Genome Project; Climate Change.
**Distribution Requirements:** Humanities
**Breadth Requirements:** Society and its Institutions (3)
**Program Area Section:** History and Philosophy of Science and Technology

## HPS202H1: Technology in the Modern World

**Hours:** 24L/10T
This course examines the reciprocal relationship between technology and society since 1800 from the perspectives of race, class, and gender. From the role of European imperial expansion in 19th-century industrialization and mechanization to the development of nuclear technology, smartphones, and digital computers in the 20th century, we consider cultural responses to new technologies, and the ways in which technology operates as an historical force in the history of the modern world.
**Recommended Preparation:** HPS201H1
**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)
**Program Area Section:** History and Philosophy of Science and Technology

## HPS245H1: Visions of Society and Progress

**Previous Course Number:** HPS352H1
**Hours:** 24L/12T

This course explores influential visions of society and progress found in the history of the human sciences. It addresses questions such as: Are human beings naturally selfish or cooperative? Is society in harmony with the individual or opposed to the individual? It explores the significance of race, class, population growth, capitalism, and gender in debates about the good society.

**Exclusion:** HPS352H1
**Recommended Preparation:** One half-course in any of the following: HPS, history, sociology, economics, political science, anthropology, or another field that intersects with the social sciences such as criminology
**Distribution Requirements:** Humanities
**Breadth Requirements:** Thought, Belief and Behaviour (2)
**Program Area Section:** History and Philosophy of Science and Technology

## HPS316H1: Environment, Technology, and Nature

**Hours:** 24L/10T

This course examines the intersection of technology and environment in the modern world. Whether simple or complex, whether designed for recreation, work, or warfare, our tools and how we use them filter our perceptions of, and engagements with, non-human nature. Emphasis is on case studies from 1800 to the present.

**Prerequisite:** 0.5 FCE in HPS or HIS
**Recommended Preparation:** HPS201H1/HPS202H1
**Distribution Requirements:** Humanities
**Breadth Requirements:** Creative and Cultural Representations (1)
**Program Area Section:** History and Philosophy of Science and Technology

## HPS321H1: Understanding Engineering Practice: From Design to Entrepreneurship

**Hours:** 24S

This course seeks to understand the nature of engineering practice, which comprises complex social, intellectual, and technical actions at various stages from design to entrepreneurship. Building upon the history and social studies of technology, philosophy of engineering, business history, and management science, we introduce ways to analyze such complex actions.

**Prerequisite:** Three half-courses (1.5 FCE) with any combination of engineering, natural sciences, medical sciences, or commerce.
**Distribution Requirements:** Humanities
**Breadth Requirements:** Society and its Institutions (3)
**Program Area Section:** History and Philosophy of Science and Technology

## HPS351H1: Life Sciences and Society

**Hours:** 24L/12T

This course examines how the contemporary life sciences intersect with global geopolitics through an introduction to the field of science and technology studies (STS). Using interdisciplinary methodologies and global perspectives, the course addresses key questions including: Who benefits from the development of new biotechnologies, and who is exploited in the process? Who sets the international norms of bioethics and medical market regulation? How are biologists and medical practitioners redefining life for different societies and their diverse constituencies? The course predominantly focuses on humans, but also introduces new scholarship on animal studies and synthetic life forms. It has significant coverage of the Middle East, Africa, and East and South Asia.
**Distribution Requirements:** Humanities
**Breadth Requirements:** Society and its Institutions (3)
**Program Area Section:** History and Philosophy of Science and Technology

## JHE353H1: History of Evolutionary Biology

**Hours:** 24L/10T

An examination of major ideas about biological evolution from the 18th century to the 1930s and of their impact on scientific and social thought. Topics include the diversity of life and its classification, the adaptation of organisms to their environment, Wallace's and Darwin's views on evolution by natural selection, sexual selection, inheritance from Mendel to T.H. Morgan, eugenics, and the implications of evolution for religion, gender roles, and the organization of society. Offered by the Institute for the History and Philosophy of Science and Technology.
**Prerequisite:** 6 full courses or equivalent
**Exclusion:** EEB353H1/HPS323H1/HPS353H1
**Distribution Requirements:** Humanities / Science
**Breadth Requirements:** Society and its Institutions (3)
**Program Area Section:** Ecology and Evolutionary Biology, History and Philosophy of Science and Technology

## HPS430H1: History of Technology I

**Hours:** 24S

An advanced survey of the history of technology from Antiquity to the Industrial Revolution. Not eligible for CR/NCR option.

**Prerequisite:** Permission of instructor

**Recommended Preparation:** HPS201H1/HPS202H1

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** History and Philosophy of Science and Technology

## HPS431H1: History of Technology II

**Hours:** 24S

An advanced survey of the history of technology from the Industrial Revolution to modern times. Not eligible for CR/NCR option.

**Prerequisite:** Permission of instructor

**Recommended Preparation:** HPS201H1/HPS202H1

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** History and Philosophy of Science and Technology

## Science Stream Electives:

**Ecology and Evolutionary Biology:** EEB208H1: Ecosystems and the Human Footprint / EEB214H1: Evolution and Adaptation / EEB215H1: Conservation Biology / EEB255H1: Essentials of Biodiversity Science and Conservation Biology / EEB321H1: Community Ecology / EEB375H1: Organisms and their Environment / EEB428H1: Global Change Ecology

*Note.* Several EEB courses are open to non-science students, increasing the accessibility of these electives to students from outside traditional science programs who nevertheless wish to take the sciences stream and who satisfy the necessary pre-requisites to apply into that stream)

## EEB208H1: Ecosystems and the Human Footprint

**Hours:** 24L/12T

An introduction to the diversity of Earth's aquatic and terrestrial ecosystems (e.g., coral reefs, lakes, tropical rainforests); the history of industrialization and human population growth; how the human footprint impacts ecosystems (e.g., ecosystem function, biological diversity); and strategies to maintain, recover and restore ecosystems. This is a course for non-science students in all years and disciplines. For non-science students in all years and disciplines.

**Exclusion:** BIO120H1, ENV200H1

**Distribution Requirements:** Science

**Breadth Requirements:** Living Things and Their Environment (4)
**Program Area Section:** Ecology and Evolutionary Biology

## EEB214H1: Evolution and Adaptation

**Hours:** 24L/12T

Evolution and adaptation of life on Earth. Introduction to the theory of evolution by natural selection. Topics may include: evidence supporting the fact of evolution, and how evolutionary theory can help explain the world around us, such as how species are formed, and the evolution of sex, infanticide, and disease. For non-science students in all years and disciplines. For non-science students in all years and disciplines.

**Exclusion:** BIO120H1
**Distribution Requirements:** Science
**Breadth Requirements:** Living Things and Their Environment (4)
**Program Area Section:** Ecology and Evolutionary Biology

## EEB215H1: Conservation Biology

**Hours:** 24L/12T

Introduction to the scientific discipline that deals with threatened species and habitats. Topics include: biodiversity, extinction, threats, demography, genetic diversity, protecting, managing and restoring ecosystems (e.g., nature reserves, captive breeding, conservation corridors), sustainable development, and global warming. Ties between the study of conservation biology and environmental law, economics, and policy will also be covered. For non-science students in all years and disciplines. For non-science students in all years and disciplines.

**Exclusion:** BIO120H1
**Distribution Requirements:** Science
**Breadth Requirements:** Living Things and Their Environment (4)
**Program Area Section:** Ecology and Evolutionary Biology

## EEB255H1: Essentials of Biodiversity Science and Conservation Biology

**Hours:** 24L/24T

"Classical" and "new" concepts in biodiversity and conservation. Topics may include: evolution and ecology in the past (Holocene) and future (Anthropocene); levels and kinds of biodiversity; valuing biodiversity through ecological economics; causes of endangerment; predicting extinction; genetic and demographic theory; habitat protection and captive breeding; conservation policies and endangered species acts; designing future biodiversity.

**Prerequisite:** BIO120H1
**Distribution Requirements:** Science
**Breadth Requirements:** Living Things and Their Environment (4)

**Program Area Section:** Ecology and Evolutionary Biology

## EEB321H1: Community Ecology

**Hours:** 24L/36P

Nature and analysis of community structure; disturbance and community development; species interactions; community assembly processes. Computer exercises in weekly labs provide training in sampling, simulation, and data analysis.

**Prerequisite:** BIO220H1; and a course in statistics from EEB225H1 (recommended), PSY201H1, STA220H1/ STA250H1/ STA257H1/ STA288H1, GGR270H1, HMB325H1

**Recommended Preparation:** EEB319H1

**Distribution Requirements:** Science

**Breadth Requirements:** Living Things and Their Environment (4)

**Program Area Section:** Ecology and Evolutionary Biology

## EEB375H1: Organisms and their Environment

**Hours:** 24L

Ecological interactions between organisms and their environment. Past and present changes in Earth's environment and the human responses to those changes. Topics may include: Pleistocene glaciations, origins of agriculture, species extinctions, disease ecology, deforestation, water pollution, pesticides, and estrogenic compounds. (Note: EEB375H1 cannot substitute ENV234H1 to satisfy a program requirement.)

**Prerequisite:** BIO220H1

**Exclusion:** ENV234H1/ENV334H1

**Distribution Requirements:** Science

**Breadth Requirements:** Living Things and Their Environment (4)

**Program Area Section:** Ecology and Evolutionary Biology

## EEB428H1: Global Change Ecology

**Hours:** 24L/24T

An examination of organism, population, and ecosystem responses to long-term environmental change occurring at the global scale, with emphasis on human caused perturbation to climate and the carbon, nitrogen, and hydrolic cycles and their ecological effects.

**Prerequisite:** BIO220H1 and at least 1.0 FCE from EEB at 300+ series

**Recommended Preparation:** ENV234H1

**Distribution Requirements:** Science

**Breadth Requirements:** Living Things and Their Environment (4)

**Program Area Section:** Ecology and Evolutionary Biology

**Human Biology:** HMB303H1: Global Health and Human Rights / HMB306H1: Ethical Considerations in Emerging Technology

## HMB303H1: Global Health and Human Rights
**Hours:** 24L/15S
A multidisciplinary emphasis on the economic, historical, social and cultural determinants of health and human rights, and how structural violence prevents progress towards human rights. Case studies reflecting global aspects of health and human rights form a framework for approaching these issues.
**Prerequisite:** 9 FCE complete, a HST200-level course/ HMB202H1/HMB203H1/HMB204H1
**Distribution Requirements:** Science; Social Science
**Breadth Requirements:** Society and its Institutions (3)

## HMB306H1: Ethical Considerations in Emerging Technology
**Hours:** 14L/10S
Advancing technology increases our ability to intervene in the course of natural events involving human health and well being. Questions arise as whether we ought to and who will benefit or be harmed.  This course considers the far-reaching bioethical implications of emerging bio-technology. Topics to be explored include-but are not limited to- ethical considerations in emerging reproductive technologies, genetic alteration/genetic enhancement. Use of life support technologies, synthetic life, life extension.
**Prerequisite:** BIO230H1, HMB265H1/BIO260H1
Distribution Requirements: Science
Breadth Requirements: Living Things and Their Environment (4)

**Psychology:** PSY220H1: Introduction to Social Psychology / PSY270H1: Introduction to Cognitive Psychology / PSY320H1: Social Psychology: Attitudes / PSY321H1: Cross-Cultural Psychology / PSY322H1: Intergroup Relations / PSY326H1: Social Cognition / PSY328H1: Psychology and the Law / PSY426H1: Motivational Theories in Social Psychology

## PSY220H1: Introduction to Social Psychology
**Hours:** 36L
Contemporary areas of research in social psychology: social perception, attitudes, inter-personal relations, and group processes.
**Prerequisite:** PSY100H1/COG250Y1
**Exclusion:** PSY220H5, PSYB10H3, SOC213H1
**Distribution Requirements:** Science
**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** Psychology

# PSY270H1: Introduction to Cognitive Psychology

**Hours:** 36L

An introduction to research and theory on the neural and cognitive architecture of attention, memory, language, thinking and reasoning.

**Prerequisite:** PSY100H1/COG250Y1, OR registered in the Cognitive Science program

**Exclusion:** PSY270H5/PSYB57H3

**Distribution Requirements:** Science

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** Psychology

# PSY320H1: Social Psychology: Attitudes

**Hours:** 36L

Intensive study of social attitude development, description, measurement, modification, and organization.

**Prerequisite:** PSY201H1/ECO220Y1/EEB225H1/GGR270H1/POL222H1/SOC202H1/STA220H1/STA248H1/STA288H1, PSY220H1

**Exclusion:** PSY320H5

**Distribution Requirements:** Science

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** Psychology

# PSY321H1: Cross-Cultural Psychology

**Hours:** 36L

One of the hallmarks of human behaviour is its diversity. Some of the ways in which we differ are thought to be relatively idiosyncratic (e.g., specific aspects of personality), whereas others are fairly systematic. Cultural psychology is one area of research in human behaviour that examines systematic differences resulting from individuals' cultural backgrounds. This course will introduce you to the consideration of cultural variation in the study of human thought and behaviour.

**Prerequisite:** PSY201H1/ECO220Y1/EEB225H1/GGR270H1/POL222H1/SOC202H1/STA220H1/STA248H1/STA288H1, PSY220H1

**Exclusion:** PSY321H5/PSYC14H3

**Distribution Requirements:** Science

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** Psychology

## PSY322H1: Intergroup Relations

**Hours:** 36L

An in-depth examination of theories and research in intergroup relations; focuses on stereotyping, prejudice, discrimination, and stigma.

**Prerequisite:** [PSY201H1](#)/[ECO220Y1](#)/[EEB225H1](#)/[GGR270H1](#)/[POL222H1](#)/[SOC202H1](#)/[STA220H1](#)/[STA248H1](#)/[STA288H1](#), [PSY220H1](#)

**Exclusion:** PSYC12H3

**Distribution Requirements:** Science

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** [Psychology](#)

## PSY326H1: Social Cognition

**Hours:** 36L

An examination of theory and research on how we make sense of ourselves and our social world. Topics covered include goals, mood, memory, hypothesis testing, counterfactual thinking, stereotypes, and culture.

**Prerequisite:** [PSY201H1](#)/[ECO220Y1](#)/[EEB225H1](#)/[GGR270H1](#)/[POL222H1](#)/[SOC202H1](#)/[STA220H1](#)/[STA248H1](#)/[STA288H1](#), [PSY220H1](#)

**Distribution Requirements:** Science

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** [Psychology](#)

## PSY328H1: Psychology and the Law

**Hours:** 36L

This course deals with psychological issues in the law, with particular reference to criminal law. It focuses mainly on research that has been done on pretrial publicity, eyewitness testimony, rules of evidence, and other factors that might affect jury decisions.

**Prerequisite:** [PSY201H1](#)/[ECO220Y1](#)/[EEB225H1](#)/[GGR270H1](#)/[POL222H1](#)/[SOC202H1](#)/[STA220H1](#)/[STA248H1](#)/[STA288H1](#), [PSY220H1](#)

**Exclusion:** PSY328H5/PSYC39H3

**Distribution Requirements:** Science

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** [Psychology](#)

## PSY426H1: Motivational Theories in Social Psychology

**Hours:** 36L

With intensive reading and discussion of 'classic' and contemporary articles, this advanced lecture course in social psychology focuses on the central issues, methods, and findings in the study of motivation. Topics include self-regulation, achievement, and reward/punishment.
**Prerequisite:** PSY201H1/ECO220Y1/EEB225H1/GGR270H1/POL222H1/SOC202H1/STA220H1/STA248H1/STA288H1, PSY220H1
**Distribution Requirements:** Science
**Breadth Requirements:** Thought, Belief and Behaviour (2)
**Program Area Section:** Psychology

**Religion:** JAR301H: Plagues and Peoples: From Divine Intervention to Public Health / RLG318H: Religion and Nature / RLG387H: Religion and Science

## JAR301H1: Plagues and Peoples: From Divine Intervention to Public Health
**Hours:** 24L/12T
Infectious diseases have afflicted human societies throughout the history of our species. How are diseases shaped by the societies in which they spread, and how do they change culture and politics in turn? This course introduces perspectives from medical anthropology and religious studies to analyze the intersection of cultural, religious and scientific narratives when people confront plagues. We focus on historical and contemporary examples, such as the Spanish flu and COVID-19, giving students the tools to understand how cultural institutions, religious worldviews, and public health epidemiology shape living and dying during a pandemic.
**Prerequisite:** At least 4.0 credits
**Distribution Requirements:** Social Science
**Breadth Requirements:** Thought, Belief and Behaviour (2)
**Program Area Section:** Anthropology, Religion

## RLG318H1: Religion and Nature
**Previous Course Number:** RLG228H1
**Hours:** 24L
There is a complex relationship between nature, religion and the aesthetic expression of human spirituality. Religion and Nature will explore this relationship across a range of periods, from the antique to the contemporary. Our journeys, both philosophical and literary, will take participants through a range of biomes— desert, countryside, forest, mountains, tundra—and explore how these texts can help to redefine our place both in nature and as part of it.
**Prerequisite:** Completion of 4.0 credits
**Exclusion:** RLG228H1
**Distribution Requirements:** Humanities
**Breadth Requirements:** Creative and Cultural Representations (1)

**Program Area Section:** Religion

## RLG387H1: Religion and Science

**Previous Course Number:** RLG231H1

**Hours:** 24L

Course explores issues at the intersection of religion and science which may include such topics as evolution and the assessment of its religious significance by different traditions, conceptions of God held by scientists (theism, pantheism, panentheism), ethical issues raised by scientific or technological developments (cloning or embryonic stem cell research), philosophical analysis of religious and scientific discourses.

**Prerequisite:** Completion of 4.0 credits

**Exclusion:** RLG231H1

**Distribution Requirements:** Humanities

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** Religion

**History and Philosophy of Science and Technology:** HPS200H1: Science and Values / HPS202: Technology in the Modern World / HPS245: Visions of Society and Progress / HPS316: Environment, Technology, and Nature / HPS321: Understanding Engineering Practice: From Design to Entrepreneurship / HPS351: Life Sciences and Society / JHE353: History of Evolutionary Biology

## HPS200H1: Science and Values

**Hours:** 24L

An introduction to issues at the interface of science and society. Including the reciprocal influence of science and social norms, the relation of science and religion, dissemination of scientific knowledge, science and policy. Issues may include: Nuclear, Biological and Chemical Weapons; Genetic Engineering; The Human Genome Project; Climate Change.

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** History and Philosophy of Science and Technology

## HPS202H1: Technology in the Modern World

**Hours:** 24L/10T

This course examines the reciprocal relationship between technology and society since 1800 from the perspectives of race, class, and gender. From the role of European imperial expansion in 19th-century industrialization and mechanization to the development of nuclear technology, smartphones, and digital computers in the 20th century, we consider cultural responses to new

technologies, and the ways in which technology operates as an historical force in the history of the modern world.

**Recommended Preparation:** HPS201H1

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** History and Philosophy of Science and Technology

## HPS245H1: Visions of Society and Progress

**Previous Course Number:** HPS352H1

**Hours:** 24L/12T

This course explores influential visions of society and progress found in the history of the human sciences. It addresses questions such as: Are human beings naturally selfish or cooperative? Is society in harmony with the individual or opposed to the individual? It explores the significance of race, class, population growth, capitalism, and gender in debates about the good society.

**Exclusion:** HPS352H1

**Recommended Preparation:** One half-course in any of the following: HPS, history, sociology, economics, political science, anthropology, or another field that intersects with the social sciences such as criminology

**Distribution Requirements:** Humanities

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** History and Philosophy of Science and Technology

## HPS316H1: Environment, Technology, and Nature

**Hours:** 24L/10T

This course examines the intersection of technology and environment in the modern world. Whether simple or complex, whether designed for recreation, work, or warfare, our tools and how we use them filter our perceptions of, and engagements with, non-human nature. Emphasis is on case studies from 1800 to the present.

**Prerequisite:** 0.5 FCE in HPS or HIS

**Recommended Preparation:** HPS201H1/HPS202H1

**Distribution Requirements:** Humanities

**Breadth Requirements:** Creative and Cultural Representations (1)

**Program Area Section:** History and Philosophy of Science and Technology

## HPS321H1: Understanding Engineering Practice: From Design to Entrepreneurship

**Hours:** 24S

This course seeks to understand the nature of engineering practice, which comprises complex social, intellectual, and technical actions at various stages from design to entrepreneurship. Building upon the history and social studies of technology, philosophy of engineering, business history, and management science, we introduce ways to analyze such complex actions.

**Prerequisite:** Three half-courses (1.5 FCE) with any combination of engineering, natural sciences, medical sciences, or commerce.

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** History and Philosophy of Science and Technology

## HPS351H1: Life Sciences and Society

**Hours:** 24L/12T

This course examines how the contemporary life sciences intersect with global geopolitics through an introduction to the field of science and technology studies (STS). Using interdisciplinary methodologies and global perspectives, the course addresses key questions including: Who benefits from the development of new biotechnologies, and who is exploited in the process? Who sets the international norms of bioethics and medical market regulation? How are biologists and medical practitioners redefining life for different societies and their diverse constituencies? The course predominantly focuses on humans, but also introduces new scholarship on animal studies and synthetic life forms. It has significant coverage of the Middle East, Africa, and East and South Asia.

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** History and Philosophy of Science and Technology

## JHE353H1: History of Evolutionary Biology

**Hours:** 24L/10T

An examination of major ideas about biological evolution from the 18th century to the 1930s and of their impact on scientific and social thought. Topics include the diversity of life and its classification, the adaptation of organisms to their environment, Wallace's and Darwin's views on evolution by natural selection, sexual selection, inheritance from Mendel to T.H. Morgan, eugenics, and the implications of evolution for religion, gender roles, and the organization of society. Offered by the Institute for the History and Philosophy of Science and Technology.

**Prerequisite:** 6 full courses or equivalent

**Exclusion:** EEB353H1/HPS323H1/HPS353H1

**Distribution Requirements:** Humanities / Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Ecology and Evolutionary Biology, History and Philosophy of Science and Technology

## Social Science Stream Electives

**Geography:** GGR221H1: New Economic Spaces / GGR223H1: Environment, Society and Resources / GGR251H1: Geography of Innovation / GGR252H1: Marketing Geography / GGR326H1: Remaking the Global Economy / GGR328H1: Labour Geographies / GGR354H1: Infrastructure / GGR428H1: Alternative Economies: Another Economy is Possible / GGR429H1: Innovation and Governance/ GGR430H1: Geographies of Markets

## GGR221H1: New Economic Spaces

**Hours:** 24L/4T

Provides an introduction to economic geography and economic geography theory from the 1970s on, illustrating the different ways that geographers have conceptualized the restructuring of resource industries, manufacturing and services. The crisis of Fordism and the rise of new production models will be given particular attention, along with the reorganization of finance, the rise of cultural industries and the globalization of commodity chains. New regimes of governance of the economy will also be considered.

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** [Geography and Planning](Geography and Planning)

## GGR223H1: Environment, Society and Resources

**Previous Course Number:** GGR222H1

**Hours:** 24L/6T

Focuses on society-environment relations and different approaches to resource governance and management. This includes exploration of the spatial, social, and political economic origins and implications of humans' changing relations to nature. Drawing on debates from environmental governance and political ecology literatures, the course also investigates the ways that different actors and institutions have framed and sought solutions to environmental and resource challenges.

**Exclusion:** [GGR222H1](GGR222H1)/[GGR222Y1](GGR222Y1)/[GGR233Y1](GGR233Y1)/[JGE221Y1](JGE221Y1)/[ENV222Y1](ENV222Y1)/ [ENV222H1](ENV222H1) (if [ENV222H1](ENV222H1) was taken before 2012-13)

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** [Geography and Planning](Geography and Planning)

## GGR251H1: Geography of Innovation

**Hours:** 24L

Explores how new technologies and industries are generated and sustained, or failed to be. Focuses on the dynamics of leading technological sectors such as electronics, automobiles and biotechnology in their geographical and historical contexts. We critically scrutinise the iconic Silicon Valley along with other major innovative regions/nations, and investigate the key role of universities and finance in driving innovation and entrepreneurship.

**Exclusion:** GGR300H1 (2014-15)

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Geography and Planning

## GGR252H1: Marketing Geography

**Hours:** 24L/4T

Geography matters in the success of both public and private sector organisations. Using mostly retail examples contemporary location problems are addressed. The geographies of demand and supply are analysed and trade area and site selection techniques are applied. The relevance of the planning context and utility of geovisualisation techniques such as GIS are also briefly considered.

**Exclusion:** GGR252H5

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Geography and Planning

## GGR324H1: Spatial Political Economy

**Previous Course Number:** POL371H1

**Hours:** 24L

This course aims to explore how economic agents act and interact in space and how this creates subdivisions within the global, national and regional political economy. In a largely conceptual and interdisciplinary manner, the course investigates the role of institutions in the relational economy and the spatial construction of the political economy. Institutions are viewed as formal or informal stabilizations of economic interaction. Questions which guide the analysis are related to how institutions are established, how they evolve, how they impact economic action, and how they are changed through political and economic action at different spatial scales. Through this, the course introduces a relational and spatial perspective to the analysis of economic action and institutions. This perspective is based on the assumption that economic action is situated in socio-institutional contexts, evolves along particular paths and, at the same

time, remains fundamentally contingent. Topics to be discussed include the social construction of economic space, industrial organization and location, the establishment and maintenance of economic networks, as well as processes of firm formation, learning and knowledge creation.

**Prerequisite:** 8.0 FCEs

**Exclusion:** POL371H1

**Recommended Preparation:** One of ECO101H1, GGR112H1, GGR221H1, GGR251H1, GGR252H1

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Geography and Planning

## GGR326H1: Remaking the Global Economy

**Hours:** 24L

Examines links between global economic integration and geographically uneven economic development. Focuses on debates and empirical studies on global production networks (GPNs), and associated issues such as offshoring, outsourcing, and upgrading. Blends analysis of both theory and practice of business firms and regional development. Seeks to develop an in-depth understanding of the key actors driving contemporary global economic transformation, within the 'transnational space' constituted and structured by transnational firns, state institutions, and ideologies.

**Prerequisite:** 7.5 FCE's

**Exclusion:** GGR300H1 (2013-14)

**Recommended Preparation:** GGR112H1/GGR220H1/GGR221H1GGR251H1, 1.0 FCE in Geography (SOC SCI/BR=3) at the 200+ level

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Geography and Planning

## GGR328H1: Labour Geographies

**Hours:** 24L

Explores changes in the nature of work and the structure and geography of labour markets. Topics will include globalization, lean production, flexibility and risk, industrial relations, workfare, the body at work, and gender and work.

**Prerequisite:** 7.5 FCE's including 1.0 FCE in Geography (SOC SCI/BR=3)

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Geography and Planning

## GGR354H1: Infrastructure

**Previous Course Number:** GGR300H1 (20175)

**Hours:** 24L

Infrastructure is the term that describes the transportation systems, sewers, pipes, and power lines that provide urban dwellers with necessary public services. In recent years, billions of dollars of public money have been spent upgrading existing infrastructure, and planning and delivering new facilities. Infrastructure has many impacts on the way that people in cities live. The way that infrastructure systems are planned, financed, and distributed impact on environmental sustainability, job creation, social equity, economic development, and urban livability. Moreover, infrastructure has the potential to both serve existing populations, and shape the way that future communities are built. Through lectures, discussions, workshops, readings of scholarly articles and case studies, the course will aim to engage students in the key topics and debates related to the provision of urban infrastructure. Topics to be covered will include: project planning, causes and cures for cost overruns, funding models, financing mechanisms such as public-private partnerships, and the politics of facility planning and management.

**Prerequisite:** 8.0 FCEs

**Exclusion:** GGR300H1 (Topics: Infrastructure), offered in Summer 2017

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Geography and Planning

## GGR428: Alternative Economies: Another Economy is Possible

**Hours:** 24S

Between neoliberal capitalism and state socialism are many innovative enterprise models to empower people and protect the planet. This course compares the range of such enterprise models across the three factors of production – land, labour, and capital – from community companies to cooperatives, peer-to-peer non-profit technologies, credit unions, community land trusts and beyond. Planning/policy's role in their development in different spaces and places, both urban and rural, is evaluated. Relevant multi-disciplinary and geographical conceptual frameworks -- alternative, diverse, and community economies; the commons/commoning; community control; economic democracy; social and solidarity economies; and feminist and BIPOC economic frameworks -- are also compared.

**Prerequisite:** 10.0 credits

**Recommended Preparation:** Two of: GGR124H1, GGR221H1, GGR324H1, GGR328H1, GGR339H1, GGR357H1, GGR359H1

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Geography and Planning

## GGR429H1: Innovation and Governance

**Previous Course Number:** POL408H1

**Hours:** 24S

The course focuses on a broad range of topics related to innovation and governance, such as (i) technological change and its social and economic consequences, (ii) the spatial effects which result from this, and (iii) the necessities for economic policies at different territorial levels. Since international competitiveness of industrialized economies cannot be based on cost advantages alone, future growth in the knowledge-based economy will be increasingly associated with capabilities related to creativity, knowledge generation and innovation. As a consequence, questions regarding the performance in innovation and effectiveness of policy support become decisive at the firm level, regional level and national level. The first part of the course deals with conceptual foundations of innovation processes, such as evolutionary and institutional views of innovation. In the second part, national configurations of innovation processes are investigated. The third part deals with innovation at the subnational level, focusing on regional clustering, institution building, multilevel governance, and regionalized innovation systems.

**Prerequisite:** 10.0 FCEs

**Exclusion:** POL408H1

**Recommended Preparation:** One of GGR221H1, GGR251H1, GGR324H1, GGR326H1, GGR328H1, GGR374H1

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Geography and Planning

## GGR430H1: Geographies of Markets

**Hours:** 36S

Focuses on actually existing markets and their geographically-mediated formation and assemblage. Explores how markets are produced, stabilized, reshaped and fall apart at multiple geographic scales. We examine issues such as the debates on states versus markets, embeddedness of markets, neoliberalism and moral justification of markets, varieties of capitalism, regionally variegated capitalism, post-socialist market transitions, and the dynamic evolution of market institutions and economic landscapes.

**Prerequisite:** 10.0 FCE's including at least 1.0 FCE in 300+ Geography (SOC SCI/BR=3)

**Exclusion:** GGR400H1 (2013-14)

**Recommended Preparation:** GGR220H1/GGR221H1, GGR326H1

**Distribution Requirements:** Social Science
**Breadth Requirements:** Society and its Institutions (3)
**Program Area Section:** Geography and Planning

**Psychology:** PSY220H1: Introduction to Social Psychology / PSY320H1: Social Psychology: Attitudes / PSY321H1: Cross-Cultural Psychology / PSY322H1: Intergroup Relations / PSY326H1: Social Cognition / PSY328H1: Psychology and the Law / PSY426H1: Motivational Theories in Social Psychology

## PSY220H1: Introduction to Social Psychology

**Hours:** 36L
Contemporary areas of research in social psychology: social perception, attitudes, inter-personal relations, and group processes.
**Prerequisite:** PSY100H1/COG250Y1
**Exclusion:** PSY220H5, PSYB10H3, SOC213H1
**Distribution Requirements:** Science
**Breadth Requirements:** Thought, Belief and Behaviour (2)
**Program Area Section:** Psychology

## PSY320H1: Social Psychology: Attitudes

**Hours:** 36L
Intensive study of social attitude development, description, measurement, modification, and organization.
**Prerequisite:** PSY201H1/ECO220Y1/EEB225H1/GGR270H1/POL222H1/SOC202H1/STA220H1/STA248H1/STA288H1, PSY220H1
**Exclusion:** PSY320H5
**Distribution Requirements:** Science
**Breadth Requirements:** Thought, Belief and Behaviour (2)
**Program Area Section:** Psychology

## PSY321H1: Cross-Cultural Psychology

**Hours:** 36L
One of the hallmarks of human behaviour is its diversity. Some of the ways in which we differ are thought to be relatively idiosyncratic (e.g., specific aspects of personality), whereas others are fairly systematic. Cultural psychology is one area of research in human behaviour that examines systematic differences resulting from individuals' cultural backgrounds. This course will introduce you to the consideration of cultural variation in the study of human thought and behaviour.

**Prerequisite:** [PSY201H1](#)/[ECO220Y1](#)/[EEB225H1](#)/[GGR270H1](#)/[POL222H1](#)/[SOC202H1](#)/[STA220H1](#)/[STA248H1](#)/[STA288H1](#), [PSY220H1](#)

**Exclusion:** PSY321H5/PSYC14H3

**Distribution Requirements:** Science

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** [Psychology](#)

## PSY322H1: Intergroup Relations

**Hours:** 36L

An in-depth examination of theories and research in intergroup relations;
focuses on stereotyping, prejudice, discrimination, and stigma.

**Prerequisite:** [PSY201H1](#)/[ECO220Y1](#)/[EEB225H1](#)/[GGR270H1](#)/[POL222H1](#)/[SOC202H1](#)/[STA220H1](#)/[STA248H1](#)/[STA288H1](#), [PSY220H1](#)

**Exclusion:** PSYC12H3

**Distribution Requirements:** Science

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** [Psychology](#)

## PSY326H1: Social Cognition

**Hours:** 36L

An examination of theory and research on how we make sense of ourselves and our social
world. Topics covered include goals, mood, memory, hypothesis testing, counterfactual
thinking, stereotypes, and culture.

**Prerequisite:** [PSY201H1](#)/[ECO220Y1](#)/[EEB225H1](#)/[GGR270H1](#)/[POL222H1](#)/[SOC202H1](#)/[STA220H1](#)/[STA248H1](#)/[STA288H1](#), [PSY220H1](#)

**Distribution Requirements:** Science

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** [Psychology](#)

## PSY328H1: Psychology and the Law

**Hours:** 36L

This course deals with psychological issues in the law, with particular reference to criminal law.
It focuses mainly on research that has been done on pretrial publicity, eyewitness testimony,
rules of evidence, and other factors that might affect jury decisions.

**Prerequisite:** [PSY201H1](#)/[ECO220Y1](#)/[EEB225H1](#)/[GGR270H1](#)/[POL222H1](#)/[SOC202H1](#)/[STA220H1](#)/[STA248H1](#)/[STA288H1](#), [PSY220H1](#)

**Exclusion:** PSY328H5/PSYC39H3

**Distribution Requirements:** Science

**Breadth Requirements:** Thought, Belief and Behaviour (2)
**Program Area Section:** Psychology

## PSY426H1: Motivational Theories in Social Psychology
**Hours:** 36L
With intensive reading and discussion of 'classic' and contemporary articles, this advanced lecture course in social psychology focuses on the central issues, methods, and findings in the study of motivation. Topics include self-regulation, achievement, and reward/punishment.
**Prerequisite:** PSY201H1/ECO220Y1/EEB225H1/GGR270H1/POL222H1/SOC202H1/STA220H1/STA248H1/STA288H1, PSY220H1
**Distribution Requirements:** Science
**Breadth Requirements:** Thought, Belief and Behaviour (2)
**Program Area Section:** Psychology

**Political Science:** POL201H1: Politics of Development / POL214H1: Canadian Government / POL356H1: Canadian Political Parties / POL435H1: Business and Politics: Power in a Global World

## POL201H1: Politics of Development
**Previous Course Number:** POL201Y1
**Hours:** 24L/12T
This course offers an introduction to the history and politics of economic and political development, starting with the Industrial Revolution and then turning to a critical analysis of the politics of economic growth, international trade, debt, state intervention, protectionism, and neo-liberalism in the global periphery, including Africa, Asia, and Latin America.
**Prerequisite:** 4.0 credits including 1.0 POL credit
**Exclusion:** POL201Y1/POLB90H3/POLB91H3
**Distribution Requirements:** Social Science
**Breadth Requirements:** Society and its Institutions (3)

## POL214H1: Canadian Government
**Previous Course Number:** POL214Y1
**Hours:** 24L/12T
An introduction to the study of Canadian government. Topics include institutions of governance: the constitution, machinery of government, charter of rights and freedom, and the electoral system.
**Prerequisite:** 4.0 credits including 1.0 POL credit
**Exclusion:** POL214Y1/POL214Y5/POL224H1/POL224Y1/POLB50Y3

**Distribution Requirements:** Social Science
**Breadth Requirements:** Society and its Institutions (3)

## POL356H1: Canadian Political Parties

**Hours:** 24L

The evolution and setting of Canada's federal and provincial party systems. Topics include historical and theoretical perspectives, ideology, leadership selection, elections, financing, media, and representing interests.

**Prerequisite:** POL214Y1/POL214Y5/POL224Y1/POLB50Y3
**Exclusion:** POL356Y1
**Distribution Requirements:** Social Science
**Breadth Requirements:** Society and its Institutions (3)

## POL435H1: Business and Politics: Power in a Global World

**Hours:** 24S

This seminar course examines the political power of business from an international and comparative perspective. Topics include the role of public authority in governing business behavior, the formation of business interests, corporate lobbying, structural and ideational business power, corporate social responsibility, and transnational private governance.

**Prerequisite:** 2.0 POL credits in International Relations or Comparative Politics. See the Department's website http://politics.utoronto.ca/undergraduate/courses/fallwinter-timetable/ for POL courses by area group
**Exclusion:** POL438H1 (Topics: Business Politics), taken in Winter 2015 or Winter 2016
**Distribution Requirements:** Social Science
**Breadth Requirements:** Society and its Institutions (3)
**Program Area Section:** Political Science

**Sociology:** SOC207H1: Sociology of Work and Occupations / SOC306H1: Economic Sociology / SOC319H1: Immigration and Employment / SOC338H1: Sociology of Women and Work / SOC408H1: Advanced Studies in Organizations

## SOC207H1: Sociology of Work and Occupations

**Hours:** 24L

The nature and meaning of work in relation to changes in the position of the professions, unions and government, of women and minority groups, and in industrial societies more generally. Career choice and strategies, occupational mobility, and individual satisfaction at work.

**Prerequisite:** SOC101Y1 or SOC102H1 or SOC100H1

**Exclusion:** SOC227H5

**Recommended Preparation:** [SOC150H1](#)

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** [Sociology](#)

## SOC306H1: Economic Sociology

**Hours:** 24L

This course offers a sociological account of economic phenomena. It examines the sociological perspectives on production, consumption, exchange and distribution, economic crises, and other economic matters. In addition to exploring economic behavior in the corporate and financial worlds, the course also examines behavior in households, markets for intimacy, and illegal markets.

**Prerequisite:** 1.0 SOC FCE at the 200+ level

**Exclusion:** [SOC386H1](#)F (2016/2017), [SOC323H1](#)

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** [Sociology](#)

## SOC319H1: Immigration and Employment

**Previous Course Number:** SOC439H1

**Hours:** 24L/12T

This course examines the labour market and employment situation of immigrants emphasizing recent Canadian experience in comparative context. Topics include immigrant human capital, declining immigrant earnings, immigrant skill-underutilization, impact of the knowledge economy, racial discrimination, labour market structure and unionization, immigrant entrepreneurship and experiences of the Canadian-born second generation. This is a program-only course and is restricted to Sociology Majors and Specialists.

**Prerequisite:** [SOC201H1](#), [SOC202H1](#), [SOC204H1](#) & 1.0 FCE from [SOC251H1](#)/[SOC252H1](#)/ [SOC254H1](#)

**Exclusion:** [SOC370H1](#)

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** [Sociology](#)

## SOC338H1: Sociology of Women and Work

**Hours:** 24L/12T

This course focuses on women's paid and unpaid work and the relationship between the two. It analyzes the gender gap in earnings, the sexual segregation of the labour force, the restructuring of paid work, sexual harassment, paid domestic work, and the division of housework and child care. This is a program-only course and is restricted to sociology majors and specialists.

**Prerequisite:** SOC201H1, SOC202H1, SOC204H1 & 1.0 FCE from SOC251H1/SOC252H1/ SOC254H1

**Exclusion:** SOC366H1

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Sociology

## SOC408H1: Advanced Studies in Organizations

**Hours:** 24L

This course covers central issues in the field of organizational sociology. It explores different perspectives on why complex organizations look and operate the way that they do, and examines the social consequences of their behavior. The first part of the course focuses on the evolution of the modern firm. We will trace the history of different models of management and strategy, and evaluate their relative efficacy. The second part of the course examines how organizations shape, and are shaped by, their environments. The third part of the course will explore how organizational behavior influences social inequality, and how social inequality shapes the way that modern organizations function. We will make use of both social scientific analyses and Harvard Business School case studies. Restricted to 4th-year sociology majors and specialists.

**Prerequisite:** 1.0 SOC FCE at the 300+ level

**Exclusion:** SOC489H1 (Topics: Sociology of Organizations), offered in Fall 2017 and Fall 2019

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Sociology

**IRE Electives:** IRE242H1: Human Resource Management / IRE244H1: Labour Relations / IRE346H1: HR Planning and Strategy / IRE430H1: Canadian Employment Law and the Non-Union Workplace / IRE472H1: Negotiations

## IRE242H1: Human Resource Management

**Hours:** 12L/24P

This course explores the relationship between human resource management, employment relations, and industrial relations. Extensive practical course work will expose students to the functions human resource professionals execute to recruit, select, compensate, train, and evaluate the performance of employees. The course prepares students for advanced HR topics in upper level IRE courses.

Note: Course will not count towards Rotman Commerce program requirements.

**Prerequisite:** Enrolment in the Industrial Relations & Human Resources program (ASMAJ1536, ASSPE1536)

**Exclusion:** RSM361H1, RSM460H1

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Industrial Relations and Human Resources (Centre for)

## IRE244H1: Labour Relations

**Hours:** 36L

Introduction to the institutions, issues and legislation affecting the employment relationship in the public and private sectors in Canada, with emphasis on collective bargaining. The economic and political environment, history of the labour movement, union organization, certification, contract negotiation, strikes, dispute resolution, contract administration and grievances.

**Prerequisite:** Enrolment in the Industrial Relations & Human Resources program (ASSPE1536/ASMAJ1536) or 4.0 or more FCEs and a minimum cgpa of 2.3.

**Exclusion:** ECO244Y1, WDW244H1, WDW244Y1

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Industrial Relations and Human Resources (Centre for)

## IRE346H1: HR Planning and Strategy

**Hours:** 36L

An understanding is developed of how essential elements of the human resource planning process support organizational goals and strategies. Topics such as environmental influences, job analysis, forecasting human resource needs and ascertaining supply, succession planning, downsizing and restructuring, mergers and acquisitions, outsourcing, and strategic international issues are examined.

**Prerequisite:** IRE240H1/IRE244H1/IRE260H1

**Exclusion:** WDW346H1

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Industrial Relations and Human Resources (Centre for)

## IRE430H1: Canadian Employment Law and the Non-Union Workplace

**Hours:** 24L

The course will focus on the law governing employment in a non-unionized workplace. Specifically, it will cover every phase of the employment relationship from hiring to termination and beyond and the rights and obligations of employers and employees as developed by the Courts and under employment-related statutes (namely the Employment Standards Act, 2000 and the Human Rights Code.) The course will also cover provisions from the Occupational Health and Safety Act.

**Prerequisite:** IRE244H1 and 1 300H level IRE course

**Exclusion:** IRE430Y1, WDW430Y1

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Industrial Relations and Human Resources (Centre for)

## IRE472H1: Negotiations

**Hours:** 24S

Resolving conflicts constructively is a challenge faced by all organizations and most individuals. This course will cover fundamentals of the negotiation process and conflict resolution. This course will apply multiple cases and simulations providing students with several opportunities to build their skills.

**Prerequisite:** IRE244H1, IRE260H1 and 1 300H level IRE course

**Exclusion:** WDW372H1

**Distribution Requirements:** Social Science

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Industrial Relations and Human Resources (Centre for)

Religion: RLG230H: Religion, Law and Society / RLG236H: Material Religion / RLG307H: Museums and Material Religion / RLG308H: Migration, Religion and City Spaces / RLG309H: Religion and Human Rights / RLG353H: The Politics of Charity / RLG385H: Becoming Modern / RLG426H: Religion in the Public Sphere Community Engaged Learning / RLG428H: Religion and Economy

## RLG230H1: Religion, Law and Society

**Hours:** 24L/12T

The course examines various issues, including: Canadian society and secularization; religious pluralism and legal pluralism; the role of religions in public contexts; land and property; marriage and women's rights; and the place of minority religious communities.
**Distribution Requirements:** Humanities
**Breadth Requirements:** Society and its Institutions (3)
**Program Area Section:** Religion

## RLG236H1: Material Religion

**Hours:** 24L

Previous Course Number: RLG305H1

Religions are more than beliefs or sacred texts. They are also formed through buildings, bodies, objects of devotion, images, websites. We examine how religion is embodied, circulated, built, played, displayed, and painted. We ask why religions are often constituted through feasting or fasting, excess or asceticism, abundance of objects or destruction of icons. Religious activity is explored through its connections with objects of wealth and consumption--not just great art, but items common within popular culture. The overall aim is to 'see' religion in a new way—and to understand the role of the senses in the formation of religious experience.
**Distribution Requirements:** Humanities
**Breadth Requirements:** Creative and Cultural Representations (1)

## RLG307H1: Museums and Material Religion

**Hours:** 24L

Museums have long collected and curated religious objects for public audiences, with missionaries as a primary collections source. Multiple visits to the Royal Ontario Museum and other museums will enable students to think critically about how museums received and presented these objects, while engaging with the challenges of museum curation.
**Prerequisite:** Completion of 4.0 credits
**Distribution Requirements:** Humanities
**Breadth Requirements:** Creative and Cultural Representations (1)
**Program Area Section:** Religion

## RLG308H1: Migration, Religion and City Spaces

**Hours:** 24L

Immigrants have transformed cities through religious practices. Explore how transnational migration has affected religious diversity and vitality in metropolitan areas. Through discussion, site visits and analysis, students will examine the ways that immigrants use religion to make home, challenges around the establishment of new religious structures, and policy designed to accommodate new religious practices and communities.

**Prerequisite:** 4.0 FCE
**Distribution Requirements:** Humanities
**Breadth Requirements:** Society and its Institutions (3)
**Program Area Section:** Religion

## RLG309H1: Religion and Human Rights

**Hours:** 24L

The relationship and interaction between religious and ethical norms, social and political ideals, and systems of law. The course concerns the ongoing dialectic between religious and other values, the application of religious ideas to social orders, and questions of religious and human rights.
**Prerequisite:** Completion of 4.0 credits
**Exclusion:** RLG309H5, RLG309Y1
**Distribution Requirements:** Humanities
**Breadth Requirements:** Thought, Belief and Behaviour (2)
**Program Area Section:** Religion

## RLG353H1: The Politics of Charity

**Previous Course Number:** RLG250H1
**Hours:** 24L

The course examines religious charitable giving, philanthropic foundations, and humanitarian aid and asks: Is charitable giving altruistic or is it always partly self-interested? Could aid perpetuate poverty? What kinds of "strings" come with receiving aid and is there such thing like a free gift?
**Prerequisite:** Completion of 4.0 credits
**Exclusion:** RLG250H1
**Distribution Requirements:** Social Science
**Breadth Requirements:** Thought, Belief and Behaviour (2)
**Program Area Section:** Religion

## RLG385H1: Becoming Modern

**Hours:** 24L

What does it mean to be modern? Words like "modern," "modernity," and "modernism" are used to mark a fundamental boundary between our era and all that came before it (or lies outside of it); but most of us are hard-pressed to offer a solid account of what exactly this boundary is. This course examines the relationship between: a fundamental shift in the nature of daily experience; an order-of-magnitude expansion of the power of the State; a dramatic reorganization of religious experience and cultures; and a tremendous growth in the enterprise

of Western science and technological production. We trace this reorientation over the last two centuries and examine its consequences using philosophical, literary, theological, and scientific sources, as well as recent scholarly work on the topic.

**Prerequisite:** Completion of 4.0 credits

**Recommended Preparation:** RLG231H1/RLG387H1

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** Religion

## RLG426H1: Religion in the Public Sphere Service-Learning Internship

**Hours:** 24S

For upper-year students, from any discipline. In a 40-hour community service placement, discover first-hand religion's significance in Toronto and examine how religion manifests in public spaces, institutions, and interactions, while critically reflecting on the experience of working with professionals and their "clients" in settings where religious diversity is at play.

**Prerequisite:** RPS coordinator's permission required for admission to course

**Distribution Requirements:** Humanities

**Program Area Section:** Religion

## RLG428H1: Religion and Economy

**Hours:** 24L

This course introduces students to classical and contemporary social scientific work on the relation between religion and economy. It draws on classics such as Marx, Weber, and Mauss, as well as recent anthropological work. Topics may include sacrifice, the gift, commodity fetishism, prosperity gospel, neoliberalism, charity, and development.

**Prerequisite:** Permission of instructor

**Recommended Preparation:** RLG212H1

**Distribution Requirements:** Humanities

**Breadth Requirements:** Thought, Belief and Behaviour (2)

**Program Area Section:** Religion

**History and Philosophy of Science and Technology:** HPS200H1: Science and Values / HPS202: Technology in the Modern World / HPS245: Visions of Society and Progress / HPS351: Life Sciences and Society

## HPS200H1: Science and Values

**Hours:** 24L

An introduction to issues at the interface of science and society. Including the reciprocal influence of science and social norms, the relation of science and religion, dissemination of scientific knowledge, science and policy. Issues may include: Nuclear, Biological and Chemical Weapons; Genetic Engineering; The Human Genome Project; Climate Change.
**Distribution Requirements:** Humanities
**Breadth Requirements:** Society and its Institutions (3)
**Program Area Section:** History and Philosophy of Science and Technology

## HPS202H1: Technology in the Modern World

**Hours:** 24L/10T
This course examines the reciprocal relationship between technology and society since 1800 from the perspectives of race, class, and gender. From the role of European imperial expansion in 19th-century industrialization and mechanization to the development of nuclear technology, smartphones, and digital computers in the 20th century, we consider cultural responses to new technologies, and the ways in which technology operates as an historical force in the history of the modern world.
**Recommended Preparation:** HPS201H1
**Distribution Requirements:** Humanities
**Breadth Requirements:** Society and its Institutions (3)
**Program Area Section:** History and Philosophy of Science and Technology

## HPS245H1: Visions of Society and Progress

**Previous Course Number:** HPS352H1
**Hours:** 24L/12T
This course explores influential visions of society and progress found in the history of the human sciences. It addresses questions such as: Are human beings naturally selfish or cooperative? Is society in harmony with the individual or opposed to the individual? It explores the significance of race, class, population growth, capitalism, and gender in debates about the good society.
**Exclusion:** HPS352H1
**Recommended Preparation:** One half-course in any of the following: HPS, history, sociology, economics, political science, anthropology, or another field that intersects with the social sciences such as criminology
**Distribution Requirements:** Humanities
**Breadth Requirements:** Thought, Belief and Behaviour (2)
**Program Area Section:** History and Philosophy of Science and Technology

## HPS351H1: Life Sciences and Society

**Hours:** 24L/12T

This course examines how the contemporary life sciences intersect with global geopolitics through an introduction to the field of science and technology studies (STS). Using interdisciplinary methodologies and global perspectives, the course addresses key questions including: Who benefits from the development of new biotechnologies, and who is exploited in the process? Who sets the international norms of bioethics and medical market regulation? How are biologists and medical practitioners redefining life for different societies and their diverse constituencies? The course predominantly focuses on humans, but also introduces new scholarship on animal studies and synthetic life forms. It has significant coverage of the Middle East, Africa, and East and South Asia.

**Distribution Requirements:** Humanities

**Breadth Requirements:** Society and its Institutions (3)

**Program Area Section:** History and Philosophy of Science and Technology

# Appendix B: Undergraduate Calendar Copy

# Work and Organizations – Major Program (Arts Program) – ASMAJXYZ

## Description

The Work and Organizations program adopts an interdisciplinary approach to understanding the changing nature of work as well as the operation of different types of organizations. Work and Organizations will provide the skills necessary to undertake the development and implementation of solutions to contemporary societal challenges through coordination of economic and social action in organizations and communities. Students will be able to navigate an evolving labour market upon graduation.

The Major in Work and Organizations has three streams: Humanities Contexts, Social Sciences Contexts, and Sciences Contexts. It is generally intended that students will enroll in the IRW stream that corresponds to the sector of their other program(s) – e.g., a student enrolled in a Political Science program would apply to the Social Sciences IRW stream.

Students may only complete one stream in the IRW major, and students enrolled in the IRW major cannot be simultaneously enrolled in the IRE major or specialist.

## Enrolment Requirements

This is a limited enrolment program. Students must have completed 4.0 credits and meet the requirements listed below to enrol.

*Variable Minimum Grade*

A minimum grade is needed for entry, and this minimum changes each year depending on available spaces and the number of applicants. One of the following courses (0.5 credits) must be completed, specific to each stream of the program:

- Humanities Contexts: ENG100H1 / GER100Y1 / GER101H1 / GER150H1 / HIS109Y1 / HPS100H1 / HPS110H1 / HPS120H1 / PHL100Y1 / PHL101Y1 / RLG100Y1 / RLG102H1 / RLG103H1
- Social Sciences Contexts: ECO101H1 / ECO102H1 / ECO105Y1 / GGR112H1/ GGR124H1 / POL101H1 / POL106H1 / POL107H1 / POL109H1 / PSY100H1/ SOC100H1/ SOC150H1
- Sciences Contexts: BIO120H1 / BIO130H1 / CHM135H1 / CHM136H1 / CSC108H1 / CSC148H1 / MAT157Y1 / PHY151H1 / PHY152H1 / PSY100H1 / STA130H1

To ensure that students admitted to the program will be successful, students with a final grade in the completed course lower than 67% will not be considered for admission. Please note that obtaining this minimum grade does not guarantee admission to the program. If more than one course (0.5 credits) has been completed from this list, the minimum grade will be based on the higher course grade. Please note that some of the courses listed are 1.0 credit courses; if one of these courses is completed for enrolment in the program, only 0.5 credits will count toward the completion requirements of the Work and Organization Major.

If students have not taken a course from this list, they can request approval from the unit to consider other relevant courses for admission.

## Completion Requirements

The major requires 8.0 credits.

First year: 0.5 credits from the following set of 100-level courses, specific to each stream:

- Humanities Contexts: ENG100H1 / GER100Y1 / GER101H1 / GER150H1 / HIS109Y1 / HPS100H1 / HPS110H1 / HPS120H1 / PHL100Y1 / PHL101Y1 / RLG100Y1 / RLG102H1 / RLG103H1
- Social Sciences Contexts: ECO101H1 / ECO102H1 / ECO105Y1 / GGR112H1/ GGR124H1 / POL101H1 / POL106H1 / POL107H1 / POL109H1 / PSY100H1/ SOC100H1/ SOC150H1
- Sciences Contexts: BIO120H1 / BIO130H1 / CHM135H1 / CHM136H1 / CSC108H1 / CSC148H1 / MAT157Y1 / PHY151H1 / PHY152H1 / PSY100H1 / STA130H1

*Note.* Some of the above course options are 1.0 credit courses, but only 0.5 credits can be counted toward completion of the IRW major.

Higher Years:

1. 3.5 credits in: IRW240H1, IRE260H1, PHL295H1, IRW300H1, IRE379H1, IRW410H1, IRW420H1
2. 0.5 credits from: IRW220H1/ ECO220Y1/ EEB225H1/ GGR270H1/ POL222H1/ PSY201H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1
3. 0.5 credits from: IRW230H1/ ECO101H1/ ECO102H1/ ECO105Y1
4. 0.5 credits from: IRE342H1/ MGT201H1
5. 1.0 credits from: IRW432Y1/ IRW446Y1/ IRW452Y1
6. 1.5 credits of electives chosen from the relevant stream below. At least 1.0 elective credits should be at the 300- or 400-level and no more than 0.5 credits can have the IRE code.

a) Sciences Stream: EEB208H1/ EEB214H1/ EEB215H1/ EEB255H1/ EEB321H1/ EEB375H1/ EEB428H1/ HMB303H1/ HMB306H1/ PSY220H1/ PSY270H1/ PSY320H1/ PSY321H1/ PSY322H1/ PSY326H1/ PSY328H1/ PSY426H1/ JAR301H1/ RLG318H1/ HPS200H1/ HPS202H1/ HPS245H1/ HPS316H1/ HPS321H1/ HPS351H1/ JHE353H1

b) Social Sciences Stream: GGR221H1/ GGR223H1/ GGR251H1/ GGR252H1/ GGR324H1/ GGR326H1/ GGR328H1/ GGR354H1/ GGR428H1/ GGR429H1/ GGR430H1/ PSY220H1/ PSY320H1/ PSY321H1/ PSY322H1/ PSY326H1/ PSY328H1/ PSY426H1/ POL201H1/ POL214H1/ POL356H1/ POL435H1/ SOC207H1/ SOC306H1/ SOC319H1/ SOC338H1/ SOC408H1/ IRE242H1/ IRE244H1/ IRE346H1/ IRE430H1/ IRE472H1/ RLG230H1/ RLG236H1/ RLG307H1/ RLG308H1/ RLG309H1/ RLG353H1/ RLG385H1/ RLG426H1/ RLG428H1/ HPS200H1/ HPS202H1/ HPS245H1/ HPS351H1/ JHE353H1

c) Humanities Stream: PHL394H1/ PHL395H1/ PHL446H1/ HIS302H1/ HIS310H1/ HIS347H1/ HIS373H1/ HIS396H1/ ENG205H1/ ENG213H1/ ENG215H1/ ENG254H1/ ENG270H1/ ENG287H1/ ENG355Y1/ ENG357H1/ ENG370Y1/ ENG371H1/ ENG372H1/ DTS417H1/ DTS414H1/ RLG230H1/ RLG236H1/ JAR301H1/ RLG307H1/ RLG308H1/ RLG309H1/ RLG318H1/ RLG337H1/ RLG353H1/ RLG385H1/ RLG387H1/ RLG426H1/ RLG428H1/ GER270H1/ GER272H1/ GER290H1/ GER310H1/ GER370H1/ GER372H1/ HPS200H1/ HPS202H1/ HPS245H1/ HPS316H1/ HPS321H1/ HPS351H1/ JHE353H1/ HPS430H1/ HPS431H1

*Note.* Non-"IRE" and non-"IRW" coded courses are offered by other departments. These courses may be available only to students who have completed specified prerequisites or who are enrolled in a program sponsored by the department offering the course. Check the Faculty of Arts & Science's timetable for details.

**Program Area Section:** Industrial Relations and Human Resources (Centre for)

# Appendix C: Library Statement

**University of Toronto Libraries Report for**
**Work and Organizations, Faculty of Arts and Science/Centre for Industrial Relations and**
**Human Resources, June 30, 2021**

**Context:** The University of Toronto Library (UTL) system is the largest academic library in Canada and is currently ranked fourth among academic research libraries in North America.[3] The UTL has an annual acquisition budget of $41 million. Its research and special collections comprise over 12.4 million print volumes, 5.6 million microforms, over 10,000 print journal subscriptions, and rich collections of manuscripts, films, and cartographic materials. The system provides access to more than 2.6 million electronic books, 150,000 electronic journals, and rich primary source materials.[4] Numerous, wide-ranging collections, facilities and staff expertise reflect the breadth of research and instructional programs at the University, and attract unique donations of books and manuscripts from around the world, which in turn draw scholars for research and graduate work.

| Major North American Research Libraries | | | | | |
|---|---|---|---|---|---|
| | **2014-2015** | **2015-2016** | **2016-2017** | **2017-2018** | **2018-2019** |
| **ARL RANK** | **UNIVERSITY** | **UNIVERSITY** | **UNIVERSITY** | **UNIVERSITY** | **UNIVERSITY** |
| 1 | Harvard | Harvard | Harvard | Harvard | Harvard |
| 2 | Yale | Yale | Yale | Yale | Yale |
| 3 | Columbia | Michigan | Michigan | **Toronto (3rd)** | Columbia |
| 4 | **Toronto (4th)** | Columbia | Columbia | Columbia | **Toronto (4th)** |
| 5 | Michigan | New York | New York | Michigan | Michigan |
| 6 | | **Toronto (6th)** | **Toronto (6th)** | | |

| Top 5 Canadian Universities in the ARL Ranking of Major North American Research Libraries | | | | |
|---|---|---|---|---|
| **2014-2015** | **2015-2016** | **2016-2017** | **2017- 2018** | **2018- 2019** |
| **RANK/UNIVERSITY** | **RANK/UNIVERSITY** | **RANK/UNIVERSITY** | **RANK/UNIVERSITY** | **RANK/UNIVERSITY** |
| **4/Toronto** | **6/Toronto** | **6/Toronto** | **3/Toronto** | **4/Toronto** |
| 27/Alberta | 31/Alberta | 29/Alberta | 29/Alberta | 30/Alberta |
| 31/British Columbia | 35/British Columbia | 37/British Columbia | 33/British Columbia | 40/British Columbia |
| 43/McGill | 42/McGill | 40/McGill | 38/McGill | 47/McGill |
| 49/Calgary | 63/Calgary | 75/Calgary | 69/Manitoba | 62/Ottawa |

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[3] As per Association of Research Libraries Statistics.

[4] Figures as of January 2020.

**Space and Access Services:**  The UTL's 42 libraries are divided into four administrative groups: Central, Departmental/local, Campus (UTM & UTSC) and Federated and Affiliated College Libraries.  The Industrial Relations & Human Resources Library (IRHR Library) is a departmental library, in the Centre for Industrial Relations and Human Resources (CIRHR). The UTL normally provides a variety of individual and group study spaces for students. Study space and computer facilities are typically available twenty four hours, five days per week at one location, Robarts Library, with additional extended hours during study and exam periods at both UTSC and UTM.  Given COVID-19, the libraries are currently operating using a hybrid of in-person and virtual services. Web-based services and electronic materials are accessible at all times from campus or remote locations.

**Teaching, Learning & Research Support:**  Libraries play an important role in the linking of teaching and research in the University. To this end, information literacy instruction is offered to assist in meeting Work and Organizations degree level expectations in the ability to gather, evaluate and interpret information.  Librarians collaborate with instructors on assignment design, provide student research consultations, and offer just-in-time student research help in person, by phone, or through online chat. Librarians are also available to support curriculum mapping initiatives. Special initiatives, such as the Libraries Undergraduate Research Prize, and an annual forum for student journal editors, extend information literacy beyond the classroom. These services align with the Association of College and Research Libraries (ACRL) *Framework for Information Literacy for Higher Education*.[5]

**Program Specific Instructional Support:**  Instruction occurs at a variety of levels for Work and Organizations students and is provided by the IRHR librarian who is the faculty liaison librarian for Work and Organizations. The IRHR Librarian facilitates formal instruction integrated into the class schedule and hands-on tutorials related to course assignments for: *IRE240 Introduction to Employment Relations; IRE378 Employment Health; SSI199 Why We Work: Understanding Work through the Prism of Art and Culture; IRE1640 Contemporary Trade Unionism; IRE1270 Law of Labour Relations; IRE1338 Law in the Workplace; IRE1260 Labour Arbitration; IRE1611 Sociology of Industrial Relations; IRE2001 Foundations and Current Issues in IR/HR*. The IRHR Library is responsible for the posting of all IRE graduate course outlines on Quercus for the faculty. The Library, through its liaison librarians, customizes feeds of library resources which appear prominently in Quercus course pages. The IRHR librarian and staff update course outlines, provides faculty with suggested readings and new text edition information, links to online materials and have created 34 course/subject guides that are used both in the classroom for teaching and as research resources for students. Content for the course guide for *IRE2001 Foundations and Current Issues in IR/HR* is developed each semester via faculty submission to the librarian of student selected essay topics. The IRHR librarian also works with TAs for IRE undergraduate and graduate courses in both the classroom and during TA office hours.

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[5] Association of College & Research Libraries.  Framework for Information Literacy for Higher Education. ACRL, 2016. http://www.ala.org/acrl/sites/ala.org.acrl/files/content/issues/infolit/Framework_ILHE.pdf

**Collections:** Many college and campus libraries collect materials in support of Work and Organizations, the largest collection of materials is centrally located in IRHR Library. Collections are purchased in all formats to meet the variety of preferences and styles of our current students and faculty. The University of Toronto Library is committed to collecting both print and electronic materials in support of Work and Organizations at the University of Toronto.

**Journals**: The Library subscribes to 24 of the top 25 journals listed in Journal Citation Reports (JCR)[6] in the subject area of Management (which includes coverage of organization studies); the top 25 journals within Psychology, Applied (coverage of organizational psychology and organizational behaviour); and the top 25 journals within Industrial Relations & Labor. Of these titles, 74 are available electronically to staff and students of the University. We prioritize acquisition of online journals where possible.

**Monographs:** The UTL maintains comprehensive book approval plans with 51 book vendors worldwide. These plans ensure that the Library receives academic monographs from publishers all over the world in an efficient manner. In support of Work and Organizations we specifically receive books through plans with Edward Elgar Publishing. The IRHR Library is a joint purchaser of Elgaronline books on business and has a substantial library budget to select and purchase all materials for the IRHR Library collection. Individual librarian selectors also select unique and interesting scholarly material overlooked by approval plans. These selections include contributions to the collections of the Thomas Fisher Rare Book Library, special requests from faculty, and individual e-books and e-book packages, including complete collections of e-books from the following publishers: Oxford University Press, Cambridge University Press, major US university presses and Canadian university presses.

**Preservation, Digitization, and Open Access**: The UTL supports open access to scholarly communication and research information through its institutional research repository (known as T-Space), its Downsview print repository, its open journal services, subscriptions to open access publications, and support for preservation of research materials in all formats. In addition to acquiring materials in support of Work and Organizations the Library has digitized its monograph holdings published before 1923. These books are available without charge to any Internet user. In 2002 the IRHR Library joined the Internet Archive and is responsible for ongoing preservation of the online Canadian Labour Union Collection. The IRHR Library also holds the only digital collection of the 2016/2017 *Ontario Changing Workplaces Review*, which includes public submissions, academic research reports and the reports by the review's special advisors, all of which are open access.

**Key Databases:** Proquest and Business Source Premier

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[6]2018 Journal Citation Reports® (Thomson Reuters, 2019)

**Special Collection Highlight:** The IRHR Library has a unique vertical file and microfilm collection of labour union materials dating from the turn of the century.
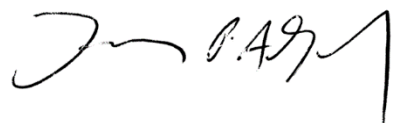
**Current Gaps: N/A**

**Other Library-departmental engagement:**
The IRHR Librarian is the editor of the PWR: work&labour news&research, (formerly the Weekly Work Report 2002 – 2006, the Perry Work Report 2006 – 2014) which is an e-newsletter with nearly 2,000 subscribers, consisting of alumni of the Centre for Industrial Relations & Human Resources, faculty and students, researchers, companies, workers, and governments, nationally and internationally, with the latest information related to IR/HR disciplines for the purposes of research, understanding and debate. It is the newsletter of Canadian Industrial Relations Association (CIRA-ACRI) and is sent out by the Lancaster House Publishing to its subscribers. The IRHR librarian was involved in the supervision and development of the CIRHR exhibit titled *The Face of Work* which was housed in Woodsworth College and is now touring at Queen's University. The IRHR librarian is currently involved in the most recent CIRHR Exhibit *Why We Work.*

Prepared by: Victoria Skelton, Head Librarian, Centre for Industrial Relations and Human Resources, University of Toronto and updated by Manda Vrkljan, Interim Head Librarian, Centre for Industrial Relations and Human Resources, University of Toronto June 30, 2021.

Submitted by: Larry Alford, Chief Librarian, University of Toronto Libraries, June 28, 2021

# Appendix D: Student Support Services

## Student Services Statement
### St. George Campus

All University of Toronto undergraduate and graduate students have access to student services on all three campuses, Mississauga, St. George (downtown Toronto), and Scarborough, regardless of their 'home campus'. The services and co-curricular educational opportunities provide a complement to the formal curriculum by engaging and challenging students to reach their full potential as learners, leaders and citizens. At the University of Toronto (St. George Campus) these services are organized by Student Life Programs and Services, the academic division registrar and local student life offices, and the School of Graduate Studies. All these services combine to support the success of our students from the time they are admitted through degree completion and beyond.

Students have access to comprehensive **physical and mental health care** on campus, including a medical clinic, travel medicine services, immunization, contraception and sexual health education.  Counselling and treatment options for psychological and emotional concerns include psychotherapy, group therapy and pharmacotherapy, as well as specialized assault counselling services provided both by the health and wellness centre and the Sexual Violence Prevention and Support Centre. In addition, a large number of wellness programs are provided, such as mindful meditation, workshops on coping skills and stress management. All students on all campuses have access to UofT MySPP, a multilingual immediate and/or ongoing confidential, 24-hour counseling support for any school, health or general life concern at no cost to students.

**Housing** needs, including residence application assistance, off-campus housing listings and resources for students on the rental housing search, tenant rights and responsibilities, are met through the Housing Services.

Coaching and education in the development of key **learning skills** — from time management to reducing exam anxiety — is provided through **Academic Success**. Academic Success also partners with faculty to integrate success strategies and support into the curriculum. Students' career exploration and employment services are provided through **Career Exploration & Education** offering resumé and interview coaching, workshops, career resources, on and off-campus employment and volunteer listings, job shadowing and career advising.

**International learning opportunities** (study, research and professional experiences) for all students on all campuses enable the development of global fluency in academic, personal and career spheres. Opportunities are catalogues at learningabroad.utoronto.ca. Student **Safety Abroad** support is provided to all students on university activity abroad.

Specialized services are provided for **international students** (pre-arrival, transition to Toronto, study and work permit advising, health insurance for international residents of Ontario, impact of culture on teaching and learning expectations), students whose health or disability impacts their functioning (academic accommodations, systems navigation, referrals, resources, skill development, peer programming and support) students with **children or other family responsibilities** (advising, resources, subsidized child care), **Indigenous students** (culturally relevant academic support, financial counselling) and **lesbian, gay, bisexual, and transgender** students (counselling, referrals, equity outreach and engagement).

Participation in **campus life** and **experiential learning** are facilitated through Hart House (clubs, committees, events), the Centre for Community Partnerships (community engaged learning and volunteer opportunities in community settings), the Multifaith Centre (interfaith dialogue, events), and Clubs and Leadership Development (leadership development, equity education, recognition and support for student groups, activities, office, meeting and activity space for clubs.) **Sport and recreational facilities and programs** are provided to all students through both Hart House and the Faculty of Kinesiology and Physical Education. **Campus involvement** is supported actively through Orientation, Transition and Engagement (co-curricular record).

Support for the transition into life as a student are facilitated through Orientation, Transition and Engagement (transition programs, orientation coordination and support, outreach, parent and supporter resources), Mentorship and Peer Programs (events for equity-seeking communities, 1:1 peer support, workshops) as well as membership and participation in CIRHR's undergraduate student association (i.e., IRHRSA).

# Appendix E: Faculty CVs (attached) and Summary of Major Research Accomplishments, Awards and Grants

| PROFESSOR | MAJOR RESEARCH PAPERS | AWARDS & GRANTS |
|---|---|---|
| Santiago Campero (tenure-track assistant professor) | Campero S. (2020) "Hiring and Intra-occupational Gender Segregation in Software Engineering". American Sociological Review. doi:10.1177/0003122420971805 <br><br> Campero, S. and Kacperczyk, A. (2020), "Asymmetric Gender Homophily in the Startup Labor Market", Tzabbar, D. and Cirillo, B. (Ed.) Employee Inter- and Intra-Firm Mobility (Advances in Strategic Management, Vol. 41), Emerald Publishing Limited, pp. 329-359 <br><br> Campero, Santiago and Roberto M. Fernandez. (2018). "Gender Composition of Labor Queues and Gender Disparities in Hiring" *Social Forces* 97(4): 1487-1516. <br><br> Fernandez, Roberto M. and Santiago Campero. (2017). "Gender Sorting and the Glass Ceiling in High Tech" *ILR Review* 70(1): 73–104. | |
| Greg Distelhorst (tenured associate professor) | Amengual, M., G. Distelhorst, and D. Tobin. 2020. Global Purchasing as Labor Regulation: The Missing Middle. *Industrial and Labor Relations Review* 73(4): 817-840. <br><br> Distelhorst, G. and D. Fu. 2019. Performing Authoritarian Citizenship: Public Transcripts in China. *Perspectives on Politic.* 17(1): 106-121. | University of Toronto Connaught New Researcher Award (2020) <br><br> University of Toronto, Michael Lee-Chin Family Institute for Corporate |

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| | Distelhorst, G. and R.M. Locke. 2018. Does Compliance Pay? Social Standards and Firm-level Trade. *American Journal of Political Science* 62(3): 695-711. Distelhorst, G., J. Hainmueller, and R.M. Locke. 2017. Does Lean Improve Labor Standards? Management and Social Performance in the Nike Supply Chain. *Management Science* 63(3): 707-728.<br><br>Distelhorst, G. 2017. The Power of Empty Promises: Quasidemocratic Institutions and Activism in China. *Comparative Political Studies,* 50(4): 464-498.<br><br>Distelhorst, G., and Y. Hou. 2017. Constituency Service Under Nondemocratic Rule: Evidence from China. *The Journal of Politics,* 79(3): 1024-1040.<br><br>Fu, D. and G. Distelhorst. 2017. Grassroots Participation and Repression Under Hu Jintao and Xi Jinping. *The China Journal,* 79: 100-122.<br><br>Distelhorst, G., R.M. Locke, T. Pal, and H. Samel. 2015. Production Goes Global, Compliance Stays Local: Private Regulation in Global Electronics. *Regulation & Governance* 9(3): 224-242.<br><br>Distelhorst, G. and Y. Hou. 2014. Ingroup Bias in Official Behavior: A National Field Experiment in China. *Quarterly Journal of Political Science* 9: 203–230. | Citizenship, Principal Investor, Co-investigator Matthew Amengual, $9,575 (2019-2020)<br><br><br>MIT Sloan Junior Faculty Research Assistance Program Grant, $57,000 (2017-2019)<br><br>2018 Dorothy Day Award for Outstanding Labor Research, American Political Science Association Distinguished Winner, 2018 Responsible Research in Management Award |
| Alicia Eads (Associate Director, Undergraduate Programs) | Eads, Alicia, Alexandra Schofield, Fauna Mahootian, David Mimno, and Rens Wilderom. 2021."Separating the Wheat from the Chaff: A Topic and Keyword-Based Procedure for Identifying Research-Relevant Text." Poetics, Available online 24 December 2020, 101527 Eads, Alicia and Laura Tach.2016. "Wealth and Inequality in the Stability of Romantic Relationships," | 2016 Russell Sage Fellowship, Cornell University<br><br>2015 Robert B. McGinnis Methodological |

| | Russell Sage Foundation *Journal of the Social Sciences*2(6): 197–224. | Paper Award, Cornell University |
|---|---|---|
| | Berezin, Mabel and Alicia Eads. 2016. "Risk is for the Rich? Childhood Vaccination Resistance and a Culture of Health."*Social Science and Medicine*165: 233-245. | 2015 Department of Sociology Excellence in Teaching Award, Cornell University |
| | Tach, Laura and Alicia Eads. 2015. "Trends in the Economic Consequences of Marital and Cohabitation Dissolution," *Demography*,52(2): 401-432. | 2013 Beyster Fellowship, Rutgers School of Labor Relations and Management |
| | Cornwell, Benjamin and Alicia Eads.2013. "Social Capital." In Oxford Bibliographies in Sociology. Ed. Jeff Manza. New York: Oxford University Press. | |
| Rafael Gomez (Director, full professor with tenure) | *(publications since 2018)*<br><br>Koebel, K., Pohler, D., Gomez, R., & Mohan, A. (forthcoming). Public Policy in a Time of Crisis: A Framework for Evaluating Canada's COVID-19 Income Support Programs. Canadian Public Policy.<br><br>"Unions and Non-Standard Work: Union Representation and Wage Premiums across Non-Standard Work Arrangements in Canada, 1997-2014" Industrial and Labor Relations Review, Volume 72, Number 4, August (2019), pp. 1009-1035. Rafael Gomez and Danielle Lamb<br><br>"The "Good Workplace": The Role of Joint Consultative Committees, Unions and HR policies in Employee Ratings of Workplaces in Britain" Journal of Participation and Employee Ownership, Vol. 2 No. 1, (2019), pp. 60-90.  Bryson, A; Gomez, R.; Kaufman, B.;Berry, M.;  Wilkinson, A. and Lomas, G. | The 2018 ILR Review/LERA Best Paper Award for "Unions and Non-Standard Work" co-authored with D. Lamb (2019)<br><br>SSHRC Partnership Grant 895-2012-1017 "Income Security and labour market engagement: envisioning the future of disability policy in Canada" – 2 yr Post Doc stipend $120,000 (2019- |

| | "Evaluating the State of the Employment Relationship: A Balanced Scorecard Approach Built on Mackenzie King's Model of an Industrial Relations System", Relations Industrielles/Industrial Relations. 73-4 (2019) pp.664-701. Gomez, R.; Kaufman, B; Berry, M; and Wilkinson, A. | 2021) – Co-applicant<br><br>SSHRC Insight Research Grant "What's the Problem At Work? Taking the Pulse of Managers and Workers to Chart a Future for Employment Relations Policy and Practice" (2015-2018), $139,000 (CDN)<br><br>SSHRC Partnership Grant "Adapting Canadian Work and Workplaces to Respond to Climate Change: Canada in International Perspective" (2014-2020) – Co-researcher |
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| | The Everyday Leader (2019), London (UK): Bloomsbury Press. John Cross, Rafael Gomez and Kevin Money. [Nominated for the UK Best Business Book Award in 2019 – www.businessbookawards.co.uk] | |
| | "The "Good Workplace": The Role of Joint Consultative Committees, Unions and HR Policies in Employee Ratings of Workplaces in Britain" (2019) IZA Discussion Paper No. 11860. With Bryson, A; Kaufman, B; Berry, M; Wilkinson, A. and Lomas, G. | |
| | "Taking the pulse at work: An employment relations scorecard for Australia", Journal of Industrial Relations. Vol 60, Issue 2 (2018) pp. 145 – 175. Adrian Wilkinson, Michael Barry, Rafael Gomez and Bruce E. Kaufman "The Twin Track Model of Employee Voice: An Anglo-American Perspective on Union Decline and The Rise of Alternative Forms of Voice". (2018). In Employee Voice at Work (eds), Singapore: Springer. Peter Holland, Julian Teicher, and Jimmy Donaghey (eds). With Alex Bryson, Richard Freeman, Rafael Gomez and Paul Willman | |
| | "Canada and the 4th Industrial Revolution: Opportunities for the Many?*" (2018). In Work in the Digital Age Challenges of the Fourth Industrial Revolution. (eds) Jacqueline O'Reilly, Florian Ranft and Max Neufeind London: Rowman & Littlefield International / Policy Network. With Juan Gomez and Rafael Gomez | |

| Taeho Kim (tenure-track assistant professor – starts July 1, 2022) | Using Promotion Incentives to Improve Police Performance: Evidence from the Chicago Police Department (Revise and Resubmit at *Review of Economics and Statistics*) | |
|---|---|---|
| Jenna Myers (tenure-track assistant professor – starts July 1, 2021) | Myers, J.E. & Kellogg, K.C. (2020). State Actor Orchestration for Achieving Workforce Development at Scale: Evidence From Four U.S. States. ILR Review. Advance online publication. https://doi.org/10.1177/0019793920942767<br><br>Kellogg, K.C., Myers, J.E., Gainer, L, & Singer, S.J. (2020). Moving Violations: Trainee Status Mobility Up an Illegitimate Hierarchy for the Situated Learning of New Techniques When Traditional Expertise Erodes. Organization Science. Advance online publication. https://pubsonline.informs.org/doi/full/10.1287/orsc.2020.1374 | Labor and Employment Relations Association Competitive Paper (2020)<br><br>Rafael Lucea Doctoral Award for Sustainability and Social Impact Research (2016, 2017) |
| Dionne Pohler (Acting Director, associate professor with tenure) | *(publications since 2018)*<br><br>Koebel, K., Pohler, D., Gomez, R., & Mohan, A. (forthcoming). Public Policy in a Time of Crisis: A Framework for Evaluating Canada's COVID-19 Income Support Programs. Canadian Public Policy.<br><br>Budd, J., Pohler, D., & Wang, W. (forthcoming). Making Sense of (Mis)Matched Frames of Reference: A Dynamic Cognitive Theory of (In)Stability in HR Practices. *Industrial Relations: A Journal of Economy and Society.*<br><br>Koebel, K., & Pohler, D. (2020). Labor markets in crisis: The double liability of low-wage work during the COVID-19 pandemic. *Industrial Relations: A Journal of Economy and Society,* 59(4): 503-531. | CIBC Chair in Youth Employment, University of Toronto, Faculty of Arts & Science, $50,000 (2019-2024)<br><br>Social Sciences and Humanities Research Council, Partnership Development Grant, "The Conversion to Co-operatives |

| | | Project (Co-op Convert)" – M. Vieta, P. Cabaj, C. Guillotte, J. Quarter, S. Ryan, J. Sumner, & D. Pohler, $200,000 (2018-2021) |
|---|---|---|
| | Pohler, D. (2020). (Editor) *Reimagining the Governance of Work and Employment.* Labor and Employment Relations Association Annual Research Volume. (Distributed by Cornell University Press). | |
| | Budd, J., Colvin, A., & Pohler, D. (2020). Advancing Dispute Resolution by Unpacking the Sources of Conflict: Toward an Integrated Framework. *Industrial and Labor Relations Review*, 73(2): 254-280. | Luis Aparicio Prize, International Labour and Employment Relations Association, 2018 |
| | Koebel, K., & Pohler, D. (2019). Expanding the Canada Workers Benefit to Design a Guaranteed Basic Income. *Canadian Public Policy,* 45(3): 283-309. | |
| | Pohler, D., & Riddell, C. (2019). Multinationals' compliance with employment law: An empirical assessment using administrative data from Ontario, 2004-2015. *Industrial and Labor Relations Review,* 72(3): 606-635. | John T. Dunlop Scholar Award, Labor and Employment Relations Association, 2017 |
| | Phillips, B., & Pohler, D. (2018). Images of Union Renewal: A Content Analysis of Union Print Advertising. *Canadian Journal of Administrative Sciences,* 35(4): 592-604. | Emerging Scholar Award in Employee Participation and Ownership, Academy of Management, 2014 |
| | Schmidt, J., & Pohler, D. (2018). Making Stronger Causal Inferences: Accounting for Selection Bias in Associations Between High Performance Work Systems, Leadership, and Employee and Customer Satisfaction. *Journal of Applied Psychology,* 103(9): 1001-1018. | |
| | Schmidt, J., Pohler, D., & Willness, C. (2018). The Effects of Strategic HR System Differentiation on Firm Performance and Employee Outcomes. *Human Resource Management,* 57: 65-81. | Thomas A. Kochan & Stephen R. Sleigh |

| | | |
|---|---|---|
| | Pohler, D., Luchak, A., & Harmer, J. (2020). The Missing Employee in Employee Voice Research In A. Wilkinson, J. Donaghey, T. Dundon, & R. Freeman (Eds.), *The Handbook of Research on Employee Voice (2nd edition).* Edward Elgar.<br><br>Pohler, D. (2018). Collective bargaining. In A. Wilkinson, T. Dundon, J. Donaghey, & A. Colvin (Eds.), *Routledge Companion to Employment Relations*, pp. 235-250. Routledge: London and New York.<br><br>Kleefeld, J., & Pohler, D. (2019). Internalizing Cognitive Bias: An Experiential Exercise for Teaching and Learning the Anchoring Effect. *Brock Education Journal: A Journal of Educational Research and Practice,* 28(2): 33-47. | Best Dissertation Award, Labor and Employment Relations Association, 2011<br><br>University of Saskatchewan Provost's Outstanding New Teacher Award (2014)<br><br>Filene Research Institute, Filene Fellowship: Governance Challenges in Canadian Credit Unions, $12,000 (2016-2018) |
| Padraic Xavier Scanlan (tenure-track assistant professor) | *"Slave Empire: How Slavery Build Modern Britain."* (2020). Hachette: United Kingdom.<br><br>*"Freedom's Debtors: British Antislavery in Sierra Leone in the Age of Revolution."* (2017). Yale University Press.<br><br>"Slaves and Peasants in the Era of Emancipation." Journal of British Studies 59, no. 4 (2020): 495-520.<br><br>"Revisiting Freedom's Debtors." Journal of the Canadian Historical Association / Revue de la Société Historique du Canada 30, no. 2 (2019): 255–72.<br>"Emancipation and Captivity in the British Empire." History and Anthropology 30, no. 5 (2019): 503-508. | |

| | "The Colonial Rebirth of British Anti-Slavery: The Liberated African Villages of Sierra Leone, 1815-1823." The American Historical Review 121, no. 4 (2016): 1085-1113.<br><br>"Blood, Money and Endless Paper: Slavery and Capital in British Imperial History." History Compass 14, no. 5 (2016): 218–230.<br><br>"The Rewards of Their Exertions: Prize Money and British Abolitionism in Sierra Leone, 1808–1823." Past & Present 225, no. 1 (2014): 113–142.<br><br>"Bureaucratic Civilisation: Emancipation and the Global British Middle Class," in *The Global Bourgeoisie: The Rise of the Middle Classes in the Age of Empire*, edited by Christof Dejung, Jürgen Osterhammel and David Motadel. Princeton: Princeton University Press, 2019: 143-162. | |

# Appendix F: Letters of Support from Cognate Units

April 13, 2021


Professor Dionne Pohler, Acting Director
Centre for Industrial Relations and Human Resources
University of Toronto
121 St. George Street, Toronto, ON M5S 2E8



Dear Dionne,

I am writing to confirm that the Centre for Industrial Relations and Human Resources (CIRHR) has consulted with Philosophy regarding the proposed new major in Work and Organizations (IRW). This new program has our support.

CIRHR has our approval to include the following required course in the new program:
*PHL295H1: Business Ethics*

CIRHR also has our approval to include the following list of courses as electives in the new program:
*PHL394H1: Markets and Morals / PHL395H1: Topics in Business Ethics: Ethical Enterprise and Critical Reflection / PHL446H1: Seminar in Decision Theory*

Note that students in the IRW major will only have access to these elective courses if they have the necessary pre-requisites to enroll.


Sincerely,

Martin Pickavé
Chair, Department of Philosophy

# Diaspora & Transnational Studies
## UNIVERSITY OF TORONTO

Professor Dionne Pohler, Acting Director
Centre for Industrial Relations and Human Resources
University of Toronto
121 St. George Street, Toronto, ON M5S 2E8

Dear Dionne,

I am writing to confirm that the Centre for Industrial Relations and Human Resources (CIRHR) has consulted with the Centre for Diaspora and Transnational Studies regarding the proposed new major in Work and Organizations (IRW).  This new program has our support.

CIRHR has our approval to include the following list of our courses as electives in the new program: *DTS4XX: 9 to 5: A Transnational History of the Working Day / DTS414H1: Money on the Move*

Note that students in the IRW major will have access to these elective courses, even if they do not have the necessary pre-requisites to enroll.

Sincerely,

Kevin Lewis O'Neill
Professor, Department for the Study of Religion
Director, Centre for Diaspora and Transnational Studies
University of Toronto
kevin.oneill@utoronto.ca

**Ecology & Evolutionary Biology**
**UNIVERSITY OF TORONTO**

*STEPHEN I. WRIGHT*
*PROFESSOR AND CANADA*
*RESEARCH CHAIR IN*
*POPULATION GENOMICS*
APRIL 28, 2021

Professor Dionne Pohler, Acting Director
Centre for Industrial Relations and Human Resources
University of Toronto
121 St. George Street, Toronto, ON M5S 2E8

Dear Dionne,

I am writing to confirm that the Centre for Industrial Relations and Human Resources (CIRHR) has consulted with Ecology and Evolutionary Biology regarding the proposed new major in Work and Organizations (IRW).  This new program has our support.
CIRHR has our approval to include the following list of courses as electives in the new program:
*EEB208H1: Ecosystems and the Human Footprint / EEB214H1: Evolution and Adaptation / EEB215H1: Conservation Biology / EEB255H1: Essentials of Biodiversity Science and Conservation Biology / EEB321H1: Community Ecology / EEB375H1: Organisms and their Environment / EEB428H1: Global Change Ecology*

Note that students in the IRW major will only have access to these elective courses if they have the necessary pre-requisites to enroll.

Sincerely,

Stephen I. Wright Professor and Canada Research Chair in Population Genomics
Chair, Department of Ecology and Evolutionary Biology, University of Toronto

August 17th, 2021

Professor Rafael Gomez, Director
Centre for Industrial Relations and Human Resources University of Toronto
121 St. George Street, Toronto, ON M5S 2E8

Dear Rafael,

I am writing to confirm that the Centre for Industrial Relations and Human Resources (CIRHR) has consulted with English regarding the proposed new major in Work and Organizations (IRW). This new program has our support.

CIRHR has our approval to include the following list of courses as electives in the new program:

ENG205H1: Rhetoric / ENG213H1: The Short Story / ENG215H1: The Canadian Short Story / ENG254H1: Introduction to Indigenous Literatures / ENG270H1: Introduction to Colonial and Postcolonial Writing / ENG287H1: The Digital Text / ENG355Y1: Transnational Indigenous Literatures / ENG357H1: New Writing in Canada / ENG370Y1: Postcolonial and Transnational Discourses / ENG371H1: Topics in Indigenous, Postcolonial, Transnational Literature / ENG372H1: Topics in Indigenous, Postcolonial, Transnational Literature

Note that students in the IRW major will only have access to these elective courses if they have the necessary pre-requisites to enroll.

Sincerely,

Thomas Keymer, FRSC
Chancellor Jackman University Professor & Interim Chair

TK/jp

Cc:     Nick Mount, Associate Chair Undergraduate

April 12, 2021

Professor Dionne Pohler, Acting Director
Centre for Industrial Relations and Human Resources
University of Toronto
121 St. George Street, Toronto, ON M5S 2E8

Dear Dionne,

I am writing to confirm that the Centre for Industrial Relations and Human Resources (CIRHR) has consulted with Geography and Planning regarding the proposed new major in Work and Organizations (IRW). This new program has our support.

CIRHR has our approval to include the following list of courses as electives in the new program: *GGR221H1: New Economic Spaces / GGR223H1: Environment, Society and Resources / GGR251H1: Geography of Innovation / GGR252H1: Marketing Geography / GGR324H1: Spatial Political Economy / GGR326H1: Remaking the Global Economy / GGR328H1: Labour Geographies / GGR354H1: Infrastructure / GGR428H1: Alternative Economies / GGR429H1: Innovation and Governance / GGR430H1: Geographies of Markets*

Note that students in the IRW major will only have access to these elective courses if they have the necessary pre-requisites to enroll.

Yours truly,

Richard DiFrancesco, Ph.D., M.C.I.P., R.P.P.
Associate Professor & Chair
Department of Geography & Planning
University of Toronto

Room 5047, Sidney Smith Hall, 100 St. George Street, Toronto, ON M5S 3G3 Canada
Tel: +1 416-978-3375 · Fax: +1 416-946-3886 · geography.utoronto.ca

1

Stefan Soldovieri
Associate Professor and Chair

Professor Dionne Pohler, Acting Director
Centre for Industrial Relations and Human Resources
University of Toronto
121 St. George Street, Toronto, ON M5S 2E8

25 April 2021

Dear Dionne,

I am writing to confirm that the Centre for Industrial Relations and Human Resources (CIRHR) has consulted with German regarding the proposed new major in Work and Organizations (IRW). This new program has our support.

CIRHR has our approval to include the following list of courses as electives in the new program:

*GER270H1: Money and Economy in German Literature and Culture / GER272H1: Introduction to Business German / GER290H1: Global Issues: German Contexts / GER 310H1: Contemporary Culture & Media / GER 370H1: Business German 1 / GER 372H1: Business German 2*

Note that students in the IRW major will only have access to these elective courses if they have the necessary pre-requisites to enroll.

Best,

Stefan Soldovieri
Associate Professor and Chair
Department of Germanic Languages and Literatures

April 13, 2021

Professor Dionne Pohler, Acting Director
Centre for Industrial Relations and Human Resources
University of Toronto
121 St. George Street, Toronto, ON M5S 2E8

Dear Dionne,

I am writing to confirm that the Centre for Industrial Relations and Human Resources (CIRHR) has consulted with History regarding the proposed new major in Work and Organizations (IRW). This new program has our support.

CIRHR has our approval to include the following list of courses as electives in the new program: *HIS300H1: Energy and Environment in North American History / HIS302H1: Material Culture in Victorian Britain / HIS310H1: Histories of North American Consumer Culture / HIS347H1: The Country House in England 1837-1939 / HIS373H1: Servants and Masters, 1000-1700 / HIS396H1: The Progressive Era and Rise of Big Business in America*

Note that students in the IRW major will only have access to these elective courses if they have the necessary pre-requisites to enroll.

Sincerely,

Alison K. Smith
Professor & Chair
Department of History

April 15, 2021

Professor Dionne Pohler, Acting Director
Centre for Industrial Relations and Human Resources
University of Toronto
121 St. George Street, Toronto, ON M5S 2E8

Dear Dionne,

I am writing to confirm that the Centre for Industrial Relations and Human Resources (CIRHR) has consulted with Human Biology regarding the proposed new major in Work and Organizations (IRW). This new program has our support.

CIRHR has our approval to include the following list of courses as electives in the new program:

> *HMB303H1: Global Health and Human Rights / HMB306H1: Ethical Considerations in Emerging Technology*

Note that students in the IRW major will only have access to these elective courses if they have the necessary pre-requisites to enroll.

Sincerely,

Ashley Bruce
Professor, Department of Cell & Systems Biology
Director, Human Biology Program

Tuesday, April 27, 2021

Professor Dionne Pohler, Acting Director
Centre for Industrial Relations and Human Resources
University of Toronto
121 St. George Street, Toronto, ON M5S 2E8

Dear Dionne,

I am writing to confirm that the Centre for Industrial Relations and Human Resources (CIRHR) has consulted with History and Philosophy of Science and Technology regarding the proposed new major in Work and Organizations (IRW).  This new program has our support.
CIRHR has our approval to include the following list of courses as electives in the new program: HPS200H1: Science and Values / HPS202: Technology in the Modern World / HPS245: Visions of Society and Progress / HPS316: Environment, Technology, and Nature / HPS321: Understanding Engineering Practice: From Design to Entrepreneurship / HPS351: Life Sciences and Society / JHE353: History of Evolutionary Biology / HPS430: History of Technology I / HPS431: History of Technology II

Note that students in the IRW major will only have access to these elective courses if they have the necessary pre-requisites to enroll.

Sincerely,

Edward Jones-Imhotep
Associate Professor and Director
Institute for the History and Philosophy of Science and Technology
University of Toronto
*edward.jones.imhotep@utoronto.ca*

# UNIVERSITY OF TORONTO

April 25, 2021

Professor Dionne Pohler, Acting Director
Centre for Industrial Relations and Human Resources
University of Toronto
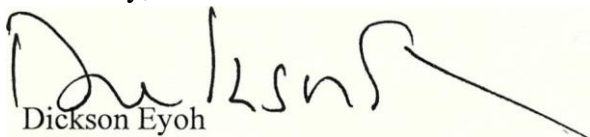121 St. George street, Toronto, ON MSS 2E8

Dear Dionne,

I am writing to confirm that the Centre for Industrial Relations and Human Resources (CIRHR) has consulted with Political Science regarding the proposed new major in Work and Organizations (IRW). This new program has our support.

CIRHR has our approval to include the following list of courses as electives in the new program:

POL201H1 : Politics of Development / POL214111 : Canadian Government / POL356H1 : Canadian Political Parties / POL435H1 : Business and Politics: Power in a Global World

Note that students in the IRW major will only have access to these elective courses if they have the necessary pre-requisites to enroll.

Sincerely,

Dickson Eyoh
Associate Chair and Director of Undergraduate Studies

April 12, 2021

Professor Dionne Pohler, Acting Director
Centre for Industrial Relations and Human Resources
University of Toronto
121 St. George Street, Toronto, ON M5S 2E8

Dear Dionne,

I am writing to confirm that the Centre for Industrial Relations and Human Resources (CIRHR) has consulted with Psychology regarding the proposed new major in Work and Organizations (IRW).  This new program has our support.

CIRHR has our approval to include the following list of courses as electives in the new program:

*Psychology: PSY220H1: Introduction to Social Psychology / PSY270H1: Introduction to Cognitive Psychology / PSY320H1: Social Psychology: Attitudes / PSY321H1: Cross-Cultural Psychology / PSY322H1: Intergroup Relations / PSY326H1: Social Cognition / PSY328H1: Psychology and the Law / PSY426H1: Motivational Theories in Social Psychology*

Note that students in the IRW major will only have access to these elective courses if they have the necessary pre-requisites to enroll.

Sincerely,

Nick Rule, PhD

Professor & Chair

Professor Dionne Pohler, Acting Director
Centre for Industrial Relations and Human Resources
University of Toronto
121 St. George Street, Toronto, ON M5S 2E8

Dear Dionne,

I am writing to confirm that the Centre for Industrial Relations and Human Resources (CIRHR) has consulted with the Department for the Study of Religion regarding the proposed new major in Work and Organizations (IRW). This new program has our enthusiastic support.

CIRHR has our approval to include the following list of courses as electives in the new program:

**200-level:** RLG200H The Study of Religion/RLG230H Religion, Law and Society/RLG236H Material Religion

**300-level:** JAR301H Plagues and Peoples: From Divine Intervention to Public Health/RLG307H Museums and Material Religion/RLG308H Migration, Religion and City Spaces/RLG309H Religion and Human Rights/RLG318H Religion and Nature/RLG337H Witchcraft and Magic in Christian Tradition/RLG353H The Politics of Charity/RLG385H Becoming Modern/RLG387H Religion and Science

**400-level:** RLG426H Religion in the Public Sphere Community Engaged Learning/RLG428H Religion and Economy

Please note that students in the IRW major will only have access to these elective courses if they have the necessary pre-requisites to enroll.

We would be delighted to have further discussions with you about ways we might collaborate in the future.

Sincerely,

Pamela Klassen FRSC
Professor & Chair
Department for the Study of Religion

April 12, 2021

Professor Dionne Pohler, Acting Director
Centre for Industrial Relations and Human Resources
University of Toronto
121 St. George Street, Toronto, ON M5S 2E8


Dear Dionne,

I am writing to confirm that the Centre for Industrial Relations and Human Resources (CIRHR) has consulted with Sociology regarding the proposed new major in Work and Organizations (IRW). This new program has our support.

CIRHR has our approval to include the following list of courses as electives in the new program:

*SOC207H1: Sociology of Work and Occupations / SOC306H1: Economic Sociology / SOC319H1: Immigration and Employment / SOC338H1: Sociology of Women and Work / SOC408H1: Advanced Studies in Organizations*

Note that students in the IRW major will only have access to these elective courses if they have the necessary pre-requisites to enroll.


Yours sincerely,

Scott Schieman

Professor and Chair of Sociology, St. George

# Appendix G: Appraisal Report

**Report**


**External Appraisers**
**Proposed HBA Major in Work and Organizations**


**Centre for Industrial Relations & Human Resources**
**Faculty of Arts and Science**
**University of Toronto**

**October 20, 2021**


We were asked to review the Work and Organizations major proposed by the University of Toronto's Centre for Industrial Relations and Human Resources (CIRHR) and make a recommendation whether the Faculty of Arts and Science (FAS) should move forward with the major.

After reviewing the proposal and speaking with the leadership of the CIRHR and the FAS, CIRHR faculty and students, and Chairs of several of the departments of the FAS, it is our view that the proposal is strong in most every respect and that the new major will benefit students, faculty, the CIRHS, and academic units of the FAS. For these reasons we recommend that the FAS move forward with the major.


1. **Objectives**

In the materials we reviewed about the proposed major, the rationale provided for the Work and Organizations degree program is to "provide A&S students with an understanding of the nature of work and organizations in society, and the skills to explore the numerous possible career paths that exist within a changing labor market."

We see the overall plan for the Work and Organizations major as consistent with this rationale and we believe the program will greatly benefit A&S students, as well as the CIRHR, and the academic units that make up the FAS.

In our view, the new major adds significant value in three ways. First, work and employment are fundamental parts of the human experience. Virtually all students in every major will likely enter the workforce after graduation. This major will help prepare students, regardless of their other major and minors, for a lifetime of work and employment by providing them with a critical perspective, and a practical understanding, of work and organizations.

Second, the major is fundamentally interdisciplinary in nature and consistent with a liberal arts education. An interdisciplinary approach is both necessary and appropriate when studying complex and multidimensional subjects such as work and employment. As the proposal

suggests, an understanding of work and organizations requires the study of the "economic, political, social, cultural, and historical embeddedness of work and organizations."

And third, the major will likely increase the employment opportunities available to students upon graduation. The additional knowledge they gain about organizations and the world of work will, in our view, enhance students chances of finding employment in their primary field, whether it be in the humanities, sciences, or social sciences. And since it will include substantial coursework in human resource management and employment relations, as well as more general business-related coursework, it will provide potential employment opportunities above and beyond those related to their other FAS major.

Based on the close knit, collegial, and supportive environment of the CIRHR and its dedication to a high-quality undergraduate experience, we are confident that students will have a very positive experience in the proposed major.

We also see a clear opportunity for the CIRHR to capitalize on creating connections between the Work and Organizations major and the CIRHR Professional Master's program. The Work and Organizations majors could be informed about the opportunity to receive a CIRHR Professional Master's after one additional year of education. In addition, prospective PhD students could also be identified through this program.

The nomenclature of "Work and Organizations" makes sense to us, although in our conversations with students there were concerns raised about whether employers would understand the difference between the Work and Organizations major and the existing CIRHR undergraduate program. We do not see that as a major problem if promotional materials clearly explain the purposes and content of each degree program.

One question we raised in discussions about the program was whether anyone had consulted with employers about the initiative? There is mention of the societal demand for the program. While we appreciate capitalizing on the combined strength of the CIRHR and the FAS, a clear understanding of where students in the major will find employment would be helpful for marketing the program. It will also help to ensure that the students in this new program will not be in direct competition for jobs with Rotman students or undergraduate students in the CIRHR major. This point could be easily addressed by reaching out to the CIRHR's extensive network of employers with promotional materials that provide clear information about the new major.

Another question that occurs to us is where and how will students be placed who go through Western University's DAN program or some of the other existing programs similar to this one at other universities in Canada? Clarifying the answer to this question could help provide more direction to students about which courses to take, which track to choose, and help reassure them that they will be employable at graduation.

## 2. Admission Requirements

The Admission requirements for the new major appear to be reasonable. And they are consistent with the learning objectives for the program.

### 3. Structure

We feel the structure of the new degree program is thoughtful and reasonably well-designed. However, our first impression was that the curriculum was a bit complicated and somewhat unwieldy. We trust that as the process moves forward, an effort will be made to streamline and simplify the curriculum. We are concerned that if some progress is not made in this direction, students may be confused or intimidated by the structure of the major.

Thinking carefully about the paths to employment for each stream (e.g., humanities, social science, and science) could help clarify for students how to select from the abundance of courses available to them. Creating some sample tracks for each stream for students who would like to pursue a career, for example, in publishing or public policy, would help students select courses that will best prepare them for the workforce and for employment opportunities. We believe it would be both helpful and relatively easy to create similar tracks for a range of different career paths.

### 4. Program Content

Based on our experience and familiarity with university curricula in the areas of work, labor, and employment relations, we believe the proposed Work and Organizations curriculum is appropriate. As currently constituted, the coursework for the major will provide at least three significant benefits to students who enroll.

As suggested earlier, one important benefit is that students who complete the major will be much better informed and prepared to enter the world of work and employment then they would otherwise be. Work plays a central role in most people's lives. It can meet a range of critical needs that people have in the financial, social, and psychological realms. Or it can leave such important needs unmet and unfulfilled. The curriculum for the Work and Organization major will provide many opportunities for students to think deeply and intentionally about what they want to get out of their work lives and their careers. This single exercise can be extraordinarily helpful to students by causing them to think more intensely about the types of work that will best meet their individual needs and keeping them from taking the path of least resistance into a field that could turn out to be ill-suited for them.

A second benefit is that Work and Organizations as a second major will help broaden the liberal arts education that students in the A&S receive and will do so in a way that will give them greater insight into a part of their life—work and employment—that will constitute a high percentage of their waking hours. The Work and Organizations major is designed to be fundamentally interdisciplinary in nature. An interdisciplinary approach is both necessary and appropriate when studying a multidimensional subject such as work and employment. Economics courses in the curriculum will provide a basic understanding of labor markets and how they impact everything from individual employees to multinational corporations. Courses on organizations and organizational behavior will help prepare students to function effectively as members of work groups and employer organizations. Courses in law will provide students in the major with an understanding of their legal rights in the workplace (and just as importantly, what rights they do not have). Other courses will further prepare students for the world of work.

A third benefit of the proposed curriculum is that it will enhance the employability of students beyond what they would otherwise be with only a single major in the humanities, the sciences, or the social sciences.  A greater sense of work and organizations could help students better understand the career opportunities that might be available in their original majors.  That knowledge might also provide A&S students with insights into how they might better position themselves to get hard-to-attain jobs in their A&S field (e.g. giving English majors a better understanding how the workforces at publishing houses are organized and structured or History majors a greater sense of career paths in museums and at historical sites).

In addition, students will now have a second career path if they choose to pursue it. Work and Organizations majors will have sufficient coursework to pursue entry level jobs in human resource management (HRM) and/or employment relations.  Occupational projections suggest that the job market in Canada for HRM practitioners, in particular, will be positive in the years ahead.  Students will also have sufficient exposure to management and administration that they could conceivably be eligible for the myriad entry-level managerial training programs and jobs expected to become available in the years ahead. A major in Work and Organizations will also be a good background for students interested in pursuing careers in social justice related to work and employment, including positions in the labor movement, with non-profit organizations, and with non-governmental organizations (NGOs).  Lastly, the Work and Organizations major provides a good foundation for graduate study or law school.

One particular question we wanted to raise was the curriculum's emphasis on German. We would suggest that the Humanities stream consider inclusion of other languages (e.g., French, Spanish, Mandarin).  Encouraging students to continue studying French might be helpful especially if they are considering employment opportunities in the Federal Government.

Another concern we have is with experiential learning.  We agree with the Centre that this should be an integral part of a major of this kind.  Our concern is whether there are sufficient resources available to the Centre to create significant experiential learning opportunities for students in the new major.  We address this in a bit more detail in the Mode of Delivery and Resources sections below.

## 5. Mode of Delivery

The mode of delivery--in-person instruction--is appropriate and well-suited to meet the program's expectations.  In our view, the core faculty at the Centre have the experience and background to participate effectively in the new major.  We are confident that they will deliver a successful program.

The capstone experiential activities involving off-campus interactions with community and organizational partners is an important part of the program and will likely attract students to the major. Clarifying the "capstone experience," and the degree of experiential learning, would be helpful in determining the resources necessary to support these activities.   It would be useful to think through, in some detail, questions such as:

--How will experiential learning be operationalized?

--What are the explicit goals for experiential learning?

--How can the experiential learning opportunities be communicated in a way that will attract students and employers?

--If students choose the research paper stream, will they work with an organization?

--Would the "experiential learning" opportunities be concentrated in Toronto? In Canada?

--Is there a possibility of broadening students' understanding by organizing a travel opportunity to examine how work and regulations differ in other countries relative to Canada through a partnership with another institution, for example, Penn State, or Cornell ILR, or even institutions outside of North America?

--If students go on exchange, would that count as experiential learning?

--Would co-ops be considered experiential learning?  Will co-op opportunities be available to students? If yes, could co-op opportunities also help attract students to the program?

We recognize that the Centre and the College may have already considered many of these questions.  If that is the case, then the proposal is on strong footing.

## 6. Assessment of Teaching and Learning

Overall, the approaches to assessing learning detailed on pp. 56-59 seem thoughtful and well-suited. These approaches appear to include a sufficient proportion of active learning/student participation opportunities.

The Assessment of Learning at the 200-level and higher-level courses seems appropriate. A challenge that often arises with experiential learning (where students are working on teams) is the free-rider problem. How will that be addressed?  What will be the balance of individual work relative to teamwork across these higher-level courses?

Assessment of teaching and student experience will be exercised through a curriculum committee to ensure the quality of the program, and the student experience. Graduating students will also complete a survey indicating whether the program structure was satisfactory to achieve the program learning outcomes.

Including an annual survey in the first few years of the program to assess student satisfaction with the program beyond the typical course evaluations might also be appropriate to help revise the program in its first few years.  Including an incentive to encourage student completion of the survey could help the response rate.  Also, collecting feedback from faculty through formal means during the early years of the program would be helpful in understanding the faculty experience with the major and what potential improvements might be warranted.

### 7. Resources

We believe the Work and Organizations major will be both a popular and a high-quality major.  However, like any successful endeavor, there will need to be sufficient investment for the major to reach its potential. One factor that will influence the student experience in the major is the amount and quality of experiential learning opportunities.  This major is well-suited for this kind of active learning and we expect this to be a major attraction for both students and for the employers who will hire these students.  We also believe such experiences will improve the employability of A&S students. We recognize that the CIRHR faculty have deep alumni, industry, government, and union connections they can draw on in creating experiential learning opportunities. We hope the CIRHS will be provided with sufficient staff and financial support to ensure this aspect of the program reaches its full potential.

Launching a new major with numerous new courses is a very time intensive endeavor.  It appears that several pre-tenure faculty will have to be involved in developing and teaching the new courses needed for the program.  If this is the case, we believe it is critical that sufficient resources be provided to ensure that their advancement through the tenure process is not adversely impacted by this new program launch.

One way to reduce the pressure on the existing faculty is to add additional faculty beyond those currently proposed. These hires could be either tenure track or teaching stream faculty. Ideally, these hires could be targeted to subject areas where there will be additional demand created by the new curriculum.  It is important that sufficient hires be made to cover the needs created by the new major.

Beyond adding new faculty, we note that Professor Rafael Gomez will be carrying a heavy load with commitments to other programs, commitments to the new major, and his responsibilities as Director of the CIRHR.  In addition to adding another faculty member, adding another staff person beyond the one proposed hire to help support the major, and manage experiential learning relationships, would reduce some of the burden on the CIRHR Director.

We are not aware of the types of services and resources available to A&S students in the area of career advising.  However, we believe this is another area that must be considered as the Work and Organizations major moves forward.  As increased employability is one of the stated goals of the new major, it is important that students have access to sufficient career advising and career search resources to ensure that they have every opportunity to be successful in the job market upon graduation.  And, as indicated earlier, in addition to careers in human resources management and employment relations, we believe that the major in Work and Organizations will prepare students for careers in a number of additional areas.  These might include working for groups engaged in social justice work related to work and employment.  Such groups could range from traditional Canadian trade unions and union federations to less traditional worker centers to NGOs focused on Indigenous workers' rights in Canada or the rights of workers in underdeveloped nations.  The Work and Organizations major will also, in our view, provide a good foundation for graduate study in a range of fields or law school. Career advising services

need to be available for the full range of opportunities the new major will potentially create for students.

In the course of our discussion with current CIRHR students, they noted that they are interested in the additional TA opportunities this new major will present. Some students we spoke with are serving as TAs at other institutions such as Ryerson and would welcome access to more TA opportunities within the University of Toronto.

Many students praised the tightknit CIRHR community as one of the most positive things about the current degree programs offered by the Centre. A couple questions regarding this aspect of the Centre occur to us:

--How will Work and Organizations majors be included in the existing student associations (e.g., IRHRSA) within the CIRHR?

--How will the CIRHR manage the potential for the student culture to change with the addition of the Work and Organizations students to the mix?

--Will both groups of students have similar access to extracurricular activities?

We also had a few question regarding the faculty who will be teaching in the new program:

--How will faculty for courses in other departments that will be participating in the new program compare to faculty teaching CIRHR faculty?

--Will the balance between research faculty and faculty in the teaching stream be similar in the other departments involved in the Work and Organizations major compared to CIRHR?

--And if there are differences, what will the ramifications of those differences be?

We are not seeking answers to these questions; we raise them because we think they are important for you to consider if the Work and Organizations major is to be as successful as possible.

## 8. Quality and Other Indicators

The CIRHR and the FAS have outstanding faculty and we believe they will deliver a high-quality experience for students who select the new major.

Students in the new major will be able to take several courses that will enhance their knowledge about diversity from a variety of perspectives, including Introduction to Indigenous Literatures, Migration, Religion and City Spaces, Global Health and Human Rights, Cross-Cultural Psychology, and Immigration and Employment. This, in our view, adds to the overall quality of the program

Also, in our view, the involvement of faculty across disciplines is one of the strengths of the Work and Organizations major and will help it to be successful. We believe students will

benefit greatly from the depth and breadth of the program, as well as from the experiential learning opportunities that will be available to them.

In closing, we would like to thank you for the opportunity to review this excellent proposal. As we hope you can discern from our comments, we believe the Work and Organizations major is a well thought out initiative that will benefit students, the CIRHR, the College, and the University.  In our field we often use the term "win-win" to describe such initiatives.  The term aptly describes this one.

Lastly, we appreciate the care and effort that went into preparing the detailed documents you have provided to us, as well as the time students, faculty, and administrators spent meeting with us as part of the program review.

Paul F. Clark
Professor of Labor and Employment Relations
School of Labor and Employment Relations
Penn State University

Danielle van Jaarsveld
E.D. MacPhee Professor of Management
Sauder School of Business
University of British Columbia

# Appendix H: Dean's Administrative Response

**UNIVERSITY OF TORONTO**
**FACULTY OF ARTS & SCIENCE**

November 8, 2021


Professor Susan McCahan
Vice-Provost, Academic Programs
Office of the Vice-President & Provost
University of Toronto


**RE: Administrative Response to the External Appraisal for the Proposed Major in Work & Organizations (IRW)**


Dear Professor McCahan,

I am very pleased to respond to the appraisal report from Professor Paul Clark and Professor Danielle van Jaarsveld regarding the Major in Work and Organizations (IRW) proposed by the Centre for Industrial Relations and Human Resources (CIRHR). Their report was informed by the program proposal and the accompanying volume of faculty CVs, as well as a series of meetings held during the virtual site visit (September 29, 2021) with myself, the Vice-Dean, Academic Planning, and the Vice-Dean, Undergraduate; CIRHR undergraduate and graduate students; CIRHR faculty and leadership (the Director and Associate Director, Undergraduate Programming), as well as leaders from seven cognate units.

We are very grateful to the appraisers for their thorough and constructive report, which states that "the proposal is strong in most every respect" and "students will benefit greatly from the depth and breadth of the program, as well as from the experiential learning opportunities that will be available to them." They identify three benefits to students from completing the proposed Major in Work and Organization: (1) students "will be much better informed and prepared to enter the world of work and employment"; (2) students will receive a "broad[er]... liberal arts education … in a way that will give them greater insight into... [their] work and employment"; and (3) the program will "enhance [student] employability." They conclude unequivocally that "we recommend that the FAS move forward with the major."

I appreciate the deep engagement of the Director and Associate Director, Undergraduate Programming, of CIRHR, who have all prepared a thoughtful and thorough response to the appraisers' report, in consultation with my office. The CIRHR submitted their response letter to me on October 28, 2021, and it has substantively informed my response below, in which I address the appraisers' principal concerns and suggestions for the IRW major.

**The appraisers "see a clear opportunity for the CIRHR to capitalize on creating connections between the Work and Organizations major and the CIRHR Professional Master's program."**

Students who complete the IRW program will be excellent candidates for CIRHR's professional Master's program.  In fact, that training will enable students to complete the Master's program in one year, instead of the two years required of students (typically in the Humanities or Sciences) whose undergraduate education does not fully prepare them for the Master's program.  CIRHR will ensure that IRW students are aware of the graduate program opportunities offered by the Centre, through their annual 'information session' on their graduate programs and through individual counselling provided by their administrative and academic staff.

**The appraisers note a concern from current students about "whether employers would understand the difference between the Work and Organizations major and the existing CIRHR undergraduate program." The appraisers "do not see that as a major problem if promotional materials clearly explain the purposes and content of each degree program." Relatedly, the appraisers counsel that "a clear understanding of where students in the major will find employment would be helpful for marketing the program…[and ensuring] that the students in this new program will not be in direct competition for jobs with Rotman students or undergraduate students in the CIRHR major."**

CIRHR is currently conducting a search for a new full-time Communications Officer. The Communications Officer will work with the Associate Director, Undergraduate Programming to ensure that the distinctions between programs are clear and communicated to employers, as well as prospective students.

The unit's leadership will also work with the new Communications Officer to reach out to CIRHR's extensive and broad network of alumni, who are historically employers of their graduates, to build a portfolio of employment 'stories' –concrete examples of career paths for students—which they can curate as particularly relevant or suited to IRW or IRHR students and communicate this information to students via their website and in other promotional materials, including promotional materials that go to potential employers. The co-chairs of CIRHR's advisory board – made up of a mix of professional alumni and leading professionals in the fields of HR, government, labour relations, and industry – have been informed of the new Work and Organizations major and are keen to offer support as the Centre grows its complement of programs. The full advisory board plans on meeting before the end of 2021 and will be asked to engage with experiential and other opportunities associated with the new IRW major.

**The appraisers were concerned that the "curriculum was a bit complicated and somewhat unwieldy [such that] students may be confused or intimidated by the structure of the major."**

The program appears complex because of its unique reach across all sectors.  The tri-stream structure will mitigate complexity for a student in a given sector because they will focus on the choices indicated for their stream alone, and the core curriculum is quite straightforward. The wide range of options for electives may appear daunting to students at first glance, but they will narrow their options to courses within their stream and further narrow their attention to disciplines within that stream that are of interest to them. As the appraisers helpfully suggested, the Communications Officer will create visual curricular maps for students in different (other)

disciplines to help students navigate the curriculum. Students will also receive academic advice on course choices and program navigation from the CIRHR staff supporting the Unit, specifically the program coordinator (1.0 full-time equivalent, or FTE) and program assistant (0.5 FTE; the other 0.5 FTE of the program assistant's role is currently supporting the graduate programs). This current staff complement, in combination with the (future) Communications Officer, will be able to provide advising for any student seeking assistance.   In case of substantial enrolment growth (in the future), the Director of CIRHR is also discussing with Administrative HR in the Dean's office the viability of moving, if needed, the 0.5 FTE currently allocated for supporting graduate programs to undergraduate duties.   Finally, the creation of a new 1.0 FTE staff member for CIRHR -- who will oversee professional development, career services and experiential learning and who is described in greater detail below -- will free up time from the current graduate coordinator role and thus not harm the graduate program should a reallocation of 0.5 FTE towards undergraduate support be required.

**The appraisers raise a query about "the curriculum's emphasis on German" and "suggest that the Humanities stream consider inclusion of other languages (e.g., French, Spanish, Mandarin)."**

CIRHR appreciates this very helpful suggestion and plans to expand the set of partnering units and will prioritize consultation with the Department of French and other language units.

Regarding the capstone courses, the appraisers encouraged CIRHR to "think through, in some detail, questions such as: "**How will experiential learning be operationalized?" and "Would the "experiential learning" opportunities be concentrated in Toronto? In Canada?"** The appraisers also suggest **"including an annual survey in the first few years of the program to assess student satisfaction with the program beyond the typical course evaluations might also be appropriate to help revise the program in its first few years."**

CIRHR very much appreciates the appraisers' thoughtful and helpful suggestions for developing and reviewing the capstone experiences.  They plan to review the program on an ongoing basis, with particularly intense scrutiny in the first few years, as the appraisers suggest. CIRHR has a long-standing advisory committee that includes the executive team of the Industrial Relations and Human Resources Student Association (IRHRSA). They plan to include Work and Organizations students in IRHRSA, providing them with the opportunity to give feedback in a face-to-face meeting with the CIRHR Director and the Associate Director, Undergraduate. This advisory committee meets twice per year. The unit has updated the program proposal (pg. 58-59) to clarify this point. An end-of-term survey will create another opportunity for each student to provide feedback. Including annual surveys in the first few years of the program for faculty and students – with an incentive for students to encourage high response rates – is a sound notion. A survey of graduating majors is included in the program proposal under section "Assessment of Program Learning Outcomes at the Cohort Level", on page 58. CIRHR thinks that given the size of its teaching faculty, a small focus group session or town hall would be more advisable than a survey for faculty, but in principle, the idea of eliciting feedback early on from relevant

stakeholders is excellent. Finally, the CIRHR Curriculum Committee will review IRW syllabi and learning outcomes each year.

**The appraisers point out that "a challenge that often arises with experiential learning (where students are working on teams) is the free-rider problem. How will that be addressed?"**

CIRHR will ensure that there is a balance of individual and group assessment and also ensure that best practices, such as keeping group sizes small, are utilized for groupwork inside newly created IRW courses.  Group assessments can be designed to both mitigate free-riding and simulate real-world settings through feedback from clients/instructors and other team members.

The appraisers note some **"concern [regarding] whether there are sufficient resources available to the Centre to create significant experiential learning opportunities for students in the new major,"** particularly, **"sufficient staff and financial support"** to mount experiential learning opportunities for all students in the proposed Major and so they suggest **"adding another staff person beyond the one proposed hire to help support the major, and manage experiential learning relationships."**
Units are not required to devote extensive staff or financial resources to experiential learning opportunities because that support is provided by the Faculty of Arts & Science.  The Faculty is committed to the expansion of experiential learning (it is one of the key strategic initiatives in the Faculty's [2020-25 Academic Plan]).  In 2019, we established the Experiential Learning & Outreach Support (ELOS) office, which provides centralized administrative, pedagogical, and partnership development support for experiential learning activities.  This office will continue to grow as we expand our new Arts & Science Internship Program (ASIP), which launched in the Fall of 2021.

As noted in the proposal, if the IRW program is approved, CIRHR will substantially increase their staff complement for the undergraduate program  adding a 1.0 FTE (full-time equivalent) staff member to an existing complement of 1.5 FTE.  This new staff member will oversee professional development, career services and experiential learning.  Given that the ELOS office, and not individual Units, builds the industry connections for internships and supports students throughout the internship experience, with career exploration, professional skills development, one-on-one meetings with co-op coordinator and student development staff, mock interviews and a dedicated job board, the new staff member will have the capacity to more generally support both the students and the administrative faculty in the CIRHR programs, such as the Director.  In the longer term (3-5 years), if CIRHR has concerns about its staff complement, we will work with them to review administrative staff requirements through the Administrative Human Resources Office in the Faculty.

The appraisers also expressed that **"[the CIRHR Director] will be carrying a heavy load with commitments to other programs, commitments to the new major, and his responsibilities as Director of the CIRHR.  In addition to adding another faculty member, adding another staff person beyond the one proposed hire to help support the major, and manage experiential learning relationships, would reduce some of the burden on the CIRHR Director."**

The CIRHR shares the burdens and responsibilities of Unit administration among a number of individuals. Apart from the Centre Director, there is an Associate Director, Undergraduate Program, who will shoulder much of the student-facing responsibilities of undergraduate program management, an Associate Director, Graduate Program, a Ph.D. Program Coordinator, and the CIRHR librarian.

Additionally, in the shorter to medium term – following recommendations made in the recent UTQAP review – CIRHR will be creating a series of new Adjunct Professorship roles that in many cases will formalise already long-standing associations with prominent professors, IR and HR professionals and senior government leaders. In other instances, it will create new partnerships with individuals prominent in the fields of organizational studies and leadership who also have strong connections with CIRHR – alumni wanting to participate in CIRHR experiential educational activities – so as to broaden the connection between the new IRW major and industry. Adjunct professors can act as mentors, supervisors for case competitions and act as conduits for relevant employment opportunities and advice- sharing the burdens of program administration among an even larger set of individuals.

The assessors **"believe it is critical that sufficient resources be provided to ensure that [pre-tenure faculty's] advancement through the tenure process is not adversely impacted by this new program launch."**

The CIRHR has structured the rollout of its Major in Work and Organizations in a gradual fashion, with initially limited enrolment and a sequential rollout of new courses, as required.  In this way, CIRHR will be able to continue their practice of offering assistant professors several course releases during their pre-tenure years (to nurture their research careers). The unit also has time to develop the planned new faculty hires prior to achieving steady-state enrolment in the new program because the 300- and 400-level courses will not need to be offered until 2023 and 2024, respectively. By that time, the unit will have completed the remainder of the planned hiring, and current junior faculty will have three more years of research experience.

The assessors also query whether the current complement plan is sufficient and suggest considering **"add[ing] additional faculty beyond those currently proposed."**

CIRHR's complement plan, outlined in the program proposal, has been crafted carefully to ensure the success of the proposed program, with appropriate attention to the courses listed in the program proposal and the staffing of those courses.  The unit has grown considerably in the past year, with two tenure-stream hires (one started in July 2021, and the other begins in July 2022), providing a marked increase in teaching capacity.  In addition, if the program is approved, the unit plans to apply for new lines through the Faculty Appointments Committee in 2023 and 2024.  All requests for new positions across the Faculty are submitted to the Faculty Appointments Committee (FAC), which includes representation across its sectors (Humanities, Social Sciences and Sciences) and from the Colleges. The FAC reviews all requests for new positions and recommends to the Dean which requests should be granted.  The Dean's office recognizes the importance of these new faculty lines to the future success of the new IRW major,

and is supportive of CIRHR's submission of requests for appointments in line with this proposal, through the FAC process.

The **appraisers also questioned the availability of career services for University of Toronto Arts and Science students.**
The University of Toronto Division of Student Life has an excellent career services program, which CIRHR communicates to its students. Additionally, the Faculty of Arts & Science's Backpack to Briefcase (b2B) program connects recent graduates (at the unit level) with FAS students to learn about their career paths.  The services available to students through these programs include assistance with resumés and interview coaching, workshops, on and off-campus employment and volunteer listings, and job shadowing. In addition, the soon-to-be-established staff role focusing on professional development, career services and experiential learning will be entrusted with reaching out to partnering units in the humanities, social sciences and the sciences to make connections with existing alumni and unit-specific career supports in those sectors.  Given that the IRW program is expected to make students more competitive (better equipped for employment) in their other Program of Study, career supports across the Faculty will be valuable to IRW students.

Finally, the assessors wondered **"how will faculty for courses in other departments that will be participating in the new program compare to faculty teaching CIRHR faculty?"**

The quality of faculty is excellent across the Faculty of Arts & Science. The partnerships with other units, forged through this new major, will serve to enrich the student experience.

In summary, the appraisers highlighted a number of strengths in the Work and Organizations major and made clear suggestions about communicating the program with undergraduates and employers and ensuring that the student experience is carefully designed. These suggestions have clarified the vision for implementing this program and provided clear and helpful direction for the CIRHR's priorities in areas such as experiential learning, faculty recruitment, and inter-departmental partnerships.

Sincerely,

M Woodi

Melanie Woodin
Dean, Faculty of Arts & Science
Professor, Cell & Systems Biology

cc: Professor Rafael Gomez, Director, Centre for Industrial Relations & Human Resources
    Professor Alicia Eads, Associate Director, Undergraduate Programming, Centre for Industrial Relations & Human Resources

# Appendix I: Vice-Provost, Academic Programs' Letter of Response

November 10, 2021

Melanie Woodin
Dean, Faculty of Arts & Science
University of Toronto

**Re: Appraisal Report, Proposed New Major in Work and Organizations**

Dear Melanie,

I am very pleased to receive the appraisal of the proposed Major in Work and Organizations. Your administrative response to the appraisal nicely summarizes the report and highlights the specific suggestions made by the appraisers for consideration.

The appraisers recommended ways to avoid potential confusion among internal and external stakeholders around the program name, and program goals and structure through promotional materials. The appraisals also suggested creating a range of sample career paths for students. In response you indicate the Centre for Industrial Relations and Human Resources (CIRHR) is hiring a communications officer who will support the unit leadership in developing appropriate promotional materials directed to students and employers and potential career paths for students. Your response also describes the academic advisory services students can access, which will be expanded with the hiring of the new 1.0 full-time equivalent (FTE) staff member who will oversee experiential learning and career development opportunities. In terms of academic content, the appraisers suggested the Humanities stream expand the language focus beyond German. CIRHR agrees and will prioritize consultation with the Department of French and other language units as the program evolves.

You note that the appraisers provided a number of suggestions CIRHR found helpful on developing and reviewing capstone experiential activities. Your response clarifies that CIRHR will engage with CIRHR's existing advisory committee, which includes student members, to receive feedback on this and other aspects of the program. The proposal has been updated to reflect this (pages 58-59). The appraisers suggested conducting surveys with students and faculty to assess the program and student satisfaction. Your response notes that the proposal already outlines that graduating students will be surveyed each year (page 58). You also indicate CIRHR feels that for its faculty, a small focus group session or town hall might work better than a survey for gathering feedback. The appraisers noted the challenge of assessing team work if not all students are actively participating in the activity. In response you note that the program will handle this by ensuring assessments are balanced between group and individual assessment, and group assignments are designed to mitigate this issue.

The appraisers raised a concern on whether there were enough resources for the experiential learning elements and wondered whether the planned addition of a 1.0 FTE new staff person was enough to manage this aspect of the program. In your response you indicated the unit need

not expand resources for experiential learning further because the Faculty of Arts & Science will also support this aspect of the program. In fact, expansion of experiential learning across the Division is a key strategic initiative in the Faculty's 2020-25 Academic Plan. In this context, the planned increase of 1.0 FTE in staff will provide enough capacity to support both the students and the administrative faculty in the CIRHR programs, such as the Director. Your response also discusses how CIRHR distributes workload among the unit's academic leadership so that the Director is not overburdened.

The appraisers noted that a number of the faculty involved in the program are pre-tenure and resources would be needed so that advancement through the tenure process is not adversely impacted. Your response indicates that built into the gradual rollout of the Major will be the continued ability for assistant professors to have several course releases during their pre-tenure years. The unit also has time to develop the planned new faculty hires prior to achieving steady-state enrolment in the new program because the 300- and 400-level courses will not need to be offered until 2023 and 2024, respectively.

Finally, the appraisers asked about the career services students will have access to. Your response described the institutional and divisional career services available to students.

I will be very pleased to recommend this new undergraduate program to governance for approval, following approval at the Divisional level.


Sincerely,

Susan McCahan
Vice-Provost, Academic Programs


cc:     Daniela Trapani, Executive Assistant to the Dean, Faculty of Arts & Science
        Gillian Hamilton, Acting Vice-Dean, Academic Planning, Faculty of Arts & Science
        Caitlin Burton, Academic Planning & Review Officer, Faculty of Arts & Science
        Daniella Mallinick, Director, Academic Programs, Planning & Quality Assurance, Office of the Vice-Provost, Academic Programs
        Jennifer Francisco, Coordinator, Academic Change, Office of the Vice-Provost, Academic Programs