1 YEAR FOLLOW-UP REPORT
Submitted: April 25, 2022
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Graduate Program:	**Immigration and Settlement Studies (MA)**
Peer Review Team:	Dr. Margaret Walton-Roberts, Wilfrid Laurier University Dr. Victor Satzewich, McMaster University Dr. Carolyn Johns, Ryerson University
Site Visit:	January 18-21, 2021 (virtual)
PRT Report:	February 8, 2021
Program Response:	February 17, 2021
YSGS Response:	March 18, 2021
Approved by Senate:	May 4, 2021
1 Year Follow Up:	March 4, 2022

As mandated by Ryerson Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs[1], within one year of Senate approval of the PPR, a 1 Year Follow-Up Report is to be submitted to the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS, on the progress of the implementation plan and any further recommendations. This follow-up report will also be reviewed by Programs and Planning Committee, YSGS Council, and finally Senate. The PPR Report to Senate may also include a date(s) for subsequent Follow-up Reports.

What follows are the PRT recommendations, the program responses, YSGS responses, and the implementation plan, including the 1 year follow-up status reports by the program.

The recommendations are divided into two broad categories: academic and administrative/financial and for simplicity, all of this information is presented in the form of tables.

*Renaming in process
In August 2021, the university announced that it would begin a renaming process to address the legacy of Egerton Ryerson and build a more inclusive future. Let's write the next chapter together.

ryerson.ca/next-chapter

[1] https://www.ryerson.ca/content/dam/senate/policies/pol126.pdf

PRT RECOMMENDATIONS, PROGRAM/FACULTY DEAN/YSGS RESPONSES + PROGRAM IMPLEMENTATION PLAN AND 1 YEAR FOLLOW UP

PRT Recommendation	PRT Rationale	ISS Response	ISS Implementation Plan	ISS Timeline/Responsibility	YSGS Response	ISS 1 YEAR FOLLOW UP
Recommendation 1 **The University should formally cross appoint one additional full time faculty member to the ISS program.**	The program has been sustained with two cross-appointments and the good will of Deans and Chairs. An additional cross appointment of faculty is needed to secure curriculum quality and innovation (external action).	General agreement, although the previous PPR recommended hiring *three* cross-appointed faculty. Since then YSGS was successful in cross-appointing one more faculty member.	ISS will continue working with YSGS in implementing this recommendation.	ASAP/ISS, Dean of YSGS, Dean of TRSM, and Provost	YSGS has been strongly advocating for additional cross-appointments for all its interdisciplinary programs. It has been successful in obtaining several of these, including one for the ISS program. YSGS agrees that an additional cross-appointment to the program is important and will continue to advocate for this. Other venues to increase participation in the program and its quality is to consider forming a group that includes the Graduate Program Director, the Associate Dean, Programs from YSGS, the Vice Provost and Dean of YSGS, and the Deans of all Faculties involved in the program. This group could meet at least once a year to review the involvement of their faculty	The recommendation for a third cross-appointed remains a commitment to be fulfilled. Efforts have continued in engagement with the TRSM faculty and support from YSGS to achieve this recommendation. Ongoing. GPD participates in Faculty of Arts, Faculty of Community Services, and YSGS GPD Council meetings. Interdisciplinary Graduate Programs in YSGS involve different faculties and University Deans meet regularly. Issues about

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					members in the program and the adequacy of resources allocated for the program. This would also help address recommendations 2, 8, 9, and 10.	interdisciplinary graduate programs, including ISS, are discussed by the Vice-Provost and Dean of YSGS with the Deans of other Faculties as needed. The recommended committee will be developed in Summer-Fall, 2022
Recommendation 2 **The program/YSGS should include GRA/GTA funding in its letter of admission to make the offer competitive with other universities and programs.**	The program remains attractive, but for Ryerson to maintain their competitive advantage in this area and attract the highest quality students, student funding offers need to be improved (external action).	Agreement; RA funds allocated to ISS could possibly be allocated to incoming students. Additional funding could possibly come RCIS and CERC.	ISS will work with YSGS, stakeholders (e.g. CERC, RCIS) and faculty with access to grant funding.	2021-2023/ISS, Dean of YSGS, stakeholders, ISS affiliates with research grants	YSGS notes that student funding from centralized sources has significantly increased but advocating for increased student funding and/or reduced tuition costs remains one of its main priorities. It should be noted that GA (what the reviewers refer to as GTA funding) commitments are at the discretion of the departments/schools delivering courses and that	Although the core funding from centralized sources has remained, there has been a decrease in funding for RA. For the 2021-2022 academic year, ISS received the following amounts for RA • CERC three fellowships $10,000 each

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					these commitments are typically not finalized at the time of offers for graduate admission.	• RA funds $9,000 (a reallocation from the previous year's unspent program operating funds.) • There was a reduction from the previous year as a result of across-the-board university budget reductions – ($33,000)

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Recommendation 3 **The program should update content and delivery of the Seminar and Field Placement course (IS8100) to reflect state of the field and workplaces, and further resource the placement process with a placement coordinator who has extensive government/non-government/corporate experience and networks in the sector.**	Updating the curriculum is internal to the ISS program, but resourcing the placement officer requires additional resources (both internal and external).	Agreement; ISS will form a Curriculum & Placement Standing Committee to oversee the necessary changes	ISS will form a Curriculum & Placement Standing Committee.	ASAP/ISS (& YSGS)	YSGS agrees that the student experience is important and supports ways to improve this experience through better quality placements with improved equity in the types of placements obtained.	Ongoing. A curriculum and placement committee has been formed to review the entirety of the program curriculum, including the IS8100 Placement. A review of the content of the courses has been initiated. Support from the Centre for Excellence in Learning and Teaching has been obtained. The "Centre" support consists in modifying and possible developing new outcomes and review of the curriculum mapping
Recommendation 4 **The program should consider establishing a way for placement**	There does not appear to be any mechanism for the program to solicit feedback from placement	Agreement	Curriculum & Placement Standing Committee	ASAP/ISS	YSGS agrees with this recommendation.	Ongoing. Preliminary conversations have been discussed to develop

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organizations to provide feedback about student placements.	organizations about student preparation for placements, and potential gaps in knowledge or skills (internal).					"the best practices for placement feedback."
Recommendation 5 **The program should undertake a curriculum review of (a) the IS 8904 and (b) IS 8903 to ensure these courses meet program objectives and learning outcomes.**	(a) Some students indicated that research methods could be strengthened to include more quantitative skills; also should be offered in Fall to provide foundations for MRPs earlier (internal). (b) The immigration law and policy course should be reviewed and strengthened to include more practical knowledge related Canada's immigration laws, policies, programs, administration and operations. Ideally this would involve hiring a practitioner in residence	Agreement; the Curriculum & Placement Standing Committee to oversee the necessary changes	Curriculum & Placement Standing Committee	ASAP/ISS	YSGS will support the development of any curriculum revision and reminds the program to consult Policy 127 when developing any revisions.	The IS8904 Research course was extensively revised and introduced, and Quantitative study designs were introduced, allowing students to develop the understanding skills of quantitative research literature. The IS8903 Policy course will be part of the courses the curriculum committee will review.

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	who could teach and support placement operations. The program can address this with internal changes in how courses are delivered, but additional funds may be necessary to hire a practitioner in residence (internal and external).					
Recommendation 6 **The program should consider ways to introduce more flexibility in how students fulfill requirements.**	Providing students with the option of undertaking a placement or MRP would help address concerns about the intensity of a one-year program of study. Providing students with a two-year thesis option would allow some students to further build their research skills (internal).	Agreement; the Curriculum & Placement Standing Committee will explore the option to allow students to choose between the MRP or Field Placement, and to add a two-year thesis option.	Curriculum & Placement Standing Committee	ASAP/ISS	YSGS will support the development of any curriculum revision and reminds the program to consult Policy 127 when developing any revisions. It should be noted that such a change is considered a major modification. YSGS is happy to work with the program in developing a major modification proposal.	The curriculum committee will explore the possibility of developing this major modification, including flexibility of the structure of the program delivery

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Recommendation 7 **The program should strengthen its governance structures and establish a curriculum committee that meets on a regular basis to discuss curriculum related issues**	A broader curriculum committee or an annual retreat would provide the necessary forum for discussion about the contents of courses, exchanges regarding curriculum and pedagogical approaches used by faculty. It could also provide an additional opportunity to create a sense of community between the faculty members, those core and more remote to the program. Student representation in governance should also be considered (internal).	Agreement; a Curriculum & Placement Standing Committee will be established	Curriculum & Placement Standing Committee	ASAP/ISS	YSGS notes that program governance structures need to adhere to Policy 45. It is typical for curriculum committees to be a standing committee of the Graduate Program Council. Retreats to discuss curriculum and pedagogy are great ideas. In both cases, it is important to involve student representation.	The curriculum and placement committee has been organized and will review the program structure. A meeting schedule is being developed for Summer and Fall 2022

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Recommendation 8 **The program should consider ways to ensure more consistency in required course content when more than one section is taught in the same term.**	There is inconsistency in required course content and requirements when two sections are taught in the same term by different instructors. This issue might be best addressed via recommendation 5 above (internal).	General agreement, although instructors enjoy academic freedom. Measures can include cross-appointed faculty teaching both sections of a course, device a mechanism through which different instructors can coordinate course contents.	An additional faculty appointment (Recommendation 1) would have the responsibility to teach two courses, i.e. 2 sections of one course, in ISS; Curriculum & Placement Standing Committee	Additional faculty appointment: ASAP/ISS, YSGS, and Provost; Curriculum & Placement Standing Committee: ASAP/ISS	YSGS agrees with the importance of equity between multiple sections of a course and recommends that instructors take this into consideration when they are involved in the delivery of the same course.	The cross-appointed faculty teach two core courses sections Prof. Bauder teaches IS8901 in both sections (day and evening classes). Prof. Parada teaches IS8904 in both sections (day and evening classes) There is a continued effort to appoint a third cross-appointed faculty to teach another core course in both sections.

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Recommendation 9(a) **The program should consider ways to encourage the broader group of affiliated faculty members to take a more active role in MRP supervision.**	MRP supervisory loads are unevenly distributed across the 70 'core' faculty attached to the program (internal).	Agreement; the implementation of Recommendation #6 may alleviate pressures on students to find supervisors.	Program will correspond with faculty and students	Ongoing/ISS	YSGS agrees that MRP supervisions should be distributed more broadly among affiliates. It supports the program in the implementation of recommendation #6.	MRP levels of flexibility are part of the overall curriculum review the program is engaging This year's supervisory distribution was less unevenly distributed.
Recommendation 9(b) **The program should consider ways to help students match their research interests for their MRP with those of faculty supervisors**	Some students reported frustration and difficulties associated with finding an appropriate MRP supervisor (internal).	Agreement; facilitate student-supervisor matches	Annual "Find Your Supervisor" workshops	Ongoing/ISS	YSGS encourages the ISS program to organize a workshop or other events that facilitate better matching students with supervisors who are located in different faculties and departments across campus.	This year 90% found supervisors within the area of their research interest. For Fall 2022, a list of students' research topics based on the admission applications will be shared with faculty to explore their intentions to supervise students.

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Recommendation 10 **The program may want to consider collecting data on times to completion, how frequently students withdraw from the program, and alumni data.**	The review team did not have access to times to completion and withdrawals from the program (academic or administrative). It is not evident that the program has alumni data (internal and external).	Agreement	Collect corresponding data	Ongoing/ISS, YSGS	YSGS will work with the program, the University Planning Office, The Registrar's Office and Alumni Relations to track this data and shared it with the program.	This is an ongoing task, and data is being collected regarding completion, withdrawal and alumni information about their fields of practice.
Recommendation 11 **The program should consider ways to capitalize on the international reputation of the program by admitting more international students.**	The program receives a considerable number of applications from international students but is only able to admit one per year. International students may help to internationalize the program, and may also be a revenue generator (external).	Agreement	Admission of 3-4 international students annually	2021/ISS, YSGS	YSGS has been advocating for institutional support for international graduate students. YSGS welcomes the plan to admit more international students into the program.	This is an ongoing process of advocacy. Although ISS continues to receive a considerable number of international applications, ISS is still only able to accept one this year

Summary Statement/Conclusion:

The reviewers presented a series of recommendations that the program and other university authorities have been working on for a long time and a few new ones. Few recommendations (1, 3, 4, 6 and 11) require additional funding to be fulfilled. Efforts will continue to advocate obtaining this extra funding to strengthen the ISS program delivery of curriculum and attract national and international applications.
The RA funding for ISS was eliminated; in previous years, ISS received a budget of $33,000 to hire RA; the 2021-2022 academic year did not have a budget assigned.
Steps have been taken to initiate a possible major curriculum review of the ISS program to explore the possibility of introducing new content, new course structure, and new course and flexibility of delivery. We are developing a schedule of consultations with different stakeholders to ensure a transparent process.