1 YEAR FOLLOW-UP REPORT
Submitted to YSGPS: August 21, 2025
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Graduate Program:	**Early Childhood Studies (MA)**
Peer Review Team:	Dr. Janice Kroeger, Kent University Dr. Natalie Coulter, York University Dr. Valerie Borum, Toronto Metropolitan University
Site Visit:	March 25-27, 2024.
PRT Report:	May 3, 2024
Program Response:	July 22, 2024
YSGPS Response:	September 4, 2024
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1 Year Follow Up Due:	Nov 5, 2025

As mandated by Toronto Metropolitan University 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, YSGPS, on the progress of the implementation plan and any further recommendations. This follow-up report will also be reviewed by Programs and Planning Committee, YSGPS 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, YSGPS responses, and the implementation plan, including the 1-year follow-up status report by the program.

[1] "Policy 126: Periodic Program Review of Graduate and Undergraduate Programs," Toronto Metropolitan University (TMU), accessed November 20, 2024, https://www.torontomu.ca/senate/policies/periodic-program-review-of-graduate-and-undergraduate-programs-policy-126/.

PRT RECOMMENDATIONS, PROGRAM/FACULTY DEAN/YSGPS RESPONSES + PROGRAM IMPLEMENTATION PLAN AND ONE-YEAR FOLLOW UP

PRT Recommendations	PRT Rationale	ECS Program Response	Proposed Program Action	Dean of Faculty of Community Services Response	Program Timeline and Responsibility/Lead	YSGPS Response	One-Year Follow Up
Recommendation 1: The PRT recommends that the program consider how to support the MRP option more fully as a pathway to completion. This includes explicit outreach to students earlier in the program and compensating faculty in some fashion for the extra load of MRP supervision. MRP needs to start early in the fall semester and continue until completion. Students wish to know about opportunities earlier. See Suggestions 1, 2, 3 (p.9) 6 (p.12) as well as 10, 11, 12 (p.15) and 13 (p.18) See Action Items 1 (p. 21)	One of the real strengths of the program is the option for two pathways to completion (one year, two-year, electives path only or MRP path). A challenge is that a one-year program needs efficiency- the MRP option needs to be supported much earlier. There are challenges for students getting early support for MRP work, rushing at the end is reported as difficult and stressful. MRPs (and directed studies) are supported by faculty time but not given release time– either in the form of pay or time compensation or credit. Suggestion 12 (p.15) also noted outreach to	As noted in the PRT report, a program strength is the support provided by faculty to students who undertake MRPs. Our program provides outreach to prospective students with information about the MRP during 3 admission information nights held each fall and winter. However, students entering the program from many different locations and undergraduate programs may not be immediately prepared to begin a MRP without having become better acquainted with faculty members and graduate-level study.	Our self-study has identified reviewing program structure and curriculum as a goal for spring 2024-spring 2025 to be undertaken by the GPC and GPD. This will include considering how to better support the MRP as a pathway to program completion. We will also work on implementing the PRT report suggestion to have a forum of faculty members to share research interests and establish connections with students who wish to undertake a MRP. It might be possible to combine this event with the MAECS student orientation in	We commend the program for the current work being done to build foundational knowledge and support needed to prepare students for the MRP, such as writing support workshops/sessions. We will continue to support the program as needed in other opportunities they have outlined to better support the MRP option.	Fall 2024 to spring 2025	The YSGPS is available for consultation to assist the program in its consideration of how to better support the MRP as a pathway and communicate this as an option to incoming students.	At the October 21, 2024 GPC meeting, a Curriculum Committee was struck to review course outlines, discuss potential specializations, and consider how to better support the MRP pathway. The Curriculum Committee met on December 18, 2024. It was suggested to provide more information at the August orientation for incoming students about both the MRP and course streams (since both streams are valued in our program) and feature graduate

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	MA students for potential GA positions earlier in the program (or more frequently across time).	The program's two required courses during the first term are intended to familiarize students with Research Design for ECS and Theoretical Frameworks for Childhood Studies. These better position students to consider the MRP pathway while orienting them to the program. The Research Design for ECS course provides information about the parameters and milestones for undertaking a MRP and locating a MRP advisor. A MAECS program faculty member holds a MRP workshop during the first term and a	late August. We will also try holding the MRP workshop earlier in the first term (e.g., prior to or immediately following reading week). MAECS student attendance at SRC colloquia can be better encouraged, perhaps in the two required fall courses and at the student orientation.				profiles on the MAECS website that share student experiences in both the MRP and course streams. In response to the latter suggestion, the GPD reached out to FCS Communication Team to ask about profiling recent alumni who completed both the MRP and course streams. A MAECS student wrote profiles of 3 recent alumni as part of her winter 2025 Internship coursework (supervised by Judith Bernhard), and these profiles were shared with the FCS Communication

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		workshop about the Research Ethics Board application process during the winter term. Each student has a faculty advisor who meets with the student to discuss the student's plan of study at the beginning of the first term (and before all terms after that), and provides advice and support regarding program pathways, including the MRP. Each spring, a five-week writing support initiative is held for all students writing MRPs. This provides a collegial activity for these students. Release time for faculty supervising MRPs is not currently an institutional practice.					team on April 2, 2025. The Curriculum Committee also discussed how meeting with advisors to work on plans of study is a route for learning about the MRP and course streams. This information is being conveyed to advisors for the 2025-26 year. The October 9, 2024 MRP workshop was held earlier than in past years (before reading week) as suggested by the PRT. It was also suggested by the Curriculum Committee that the MRP workshop

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		Student MRPs are featured during School of ECS SRC events, such as the colloquium held on December 11, 2023 featuring MRP research regarding Guyanese children's cultural identities, self-image and perceived stigma among children identified with ADHD, and defining Black early childhood educator culture. The latter MRP received the Dean's Writing Award for 2023-2024 for the MAECS program.					held each October could be broken down into two mini workshops because the information can be perceived as overwhelming. This year's MRP workshop is scheduled for October 21, 2025, with an informal in-person chat with students about MRP processes scheduled for October 6, 2025 (responding to the Curriculum Committee's suggestion to hold two mini-workshops). Note that a record number of 9 MRP defenses is scheduled to take place in

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							August/September 2025 for the 2024-25 cohort, with more defences pending. This suggests that the MRP stream is adequately supported. For the August 27, 2025 orientation for incoming MAECS students, as suggested we are holding a forum of faculty members to share research interests and establish connections with students who wish to undertake a MRP. Research by 3 recent MAECS graduates was featured at the

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							November 18, 2024 SRC colloquium, and as of 2024-25 the GPD serves on the SRC Committee to ensure a flow of information between the committee and MAECS students.
Recommendation 2: The PRT recommends that the program ensure that it maintains the trajectory of innovative, postfoundational coursework that reflects the current state of the field. This includes course titles, course descriptions, syllabi, and assessments. See Suggestion 4 (p.10) See Action Items 1 (p.21), 2 (p.21), 3 (p.22)	Review program structure and curriculum. (see Action Item p. 19). Continue to consider specialization (see Action Item #2 of self-directed study). Students proposing their specialization early (perhaps during the pre- enrollment or application phase) might denote or shape the program electives sequence.	The MAECS program strives to maintain an intersectional approach that avoids siloing topics and social identities into narrow specializations. As noted in the PRT report, equity, diversity and inclusion (EDI) are clearly laced throughout the program objectives and course requirements;	Our self-study has identified reviewing program structure and curriculum as a goal for spring 2024-spring 2025 to be undertaken by the GPC and GPD. At our fall 2024 GPC meeting, we will propose striking a Curriculum committee focused on the MA ECS program to undertake periodic review of course outlines. We will also work on <u>developing potential</u>	The program is commended for providing a breath of innovative opportunities and intersectional approach to students' learning across the curriculum. We recognize that creating new specializations beyond the two program pathways and the opportunities provided by the MRP for students to engage in topics unique to their interest, would	Fall 2024 to spring 2025	The YSGPS supports the program's efforts to review and revise its structure and curriculum to meet emerging needs and provide students with flexible opportunities. The YSGPS is available for consultation regarding major program modifications if desired.	At the December 18, 2024 Curriculum Committee meeting, it was confirmed that our program engages an intersectional approach and as a short (12-month) program, it is not feasible to include specializations. This could be possibly considered for a future Ph.D. program.

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		innovation and creativity are shown throughout program content; titles of courses and syllabi speak to social change and action/activist-oriented learning opportunities, and cross-cultural, social justice, children's rights perspectives, ecological justice, Indigenous perspectives, and reconceptualizing and transformational topics are highlighted throughout. Furthermore, the two pathways to completion are seen by the PRT as a program strength. The MRP pathway provides an opportunity for	specializations to communicate to students on our website and at orientation regarding content areas such as disability studies, Anti-Racism, immigration, and specific research approaches. Specializations could be developed in connection with other graduate programs in FCS.	require a major program modification. We encourage and support the program in continuing to review the curriculum for ways to optimize innovation in learning to further address the PRT' feedback			We will work with the FCS Communication team to feature the skills, attitudes, and increased competencies gained in the program on our website. Further communication is planned. Reflecting our commitment to regularly reviewing program structure and curriculum, at the March 17, 2025 GPC meeting, a working group was struck to develop guidelines for Directed Studies courses that are more specific to our program. The group met on May 26, 2025, and

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		specialization in a particular topic. Our program continually strives to ensure that it maintains a trajectory of innovative coursework that centers EDI within early childhood studies. This is reflected in such course titles and descriptions as Social Justice and Childhood, Indigenous Early Learning, and Queering Education. The course title and description for Minority-Language Children utilize a term from language policy and rights scholarship (the specialization of the faculty member who					guidelines were developed for students in the course stream. Students enrolled in the MRP stream can undertake research to gain knowledge in a specific area through work with their supervisor. Some students work as research assistants with faculty to gain collaborative research experience. Students also undertake research for their MRPs as part of faculty-led SRC projects. This represents a clarification of program structure and curriculum to

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		developed and teaches this course) and center an EDI perspective. We encourage all faculty members to review and revise their courses from an EDI lens. MAECS faculty and students have designed multimedia assignments using opportunities provided by the library's Digital Media Experience Lab. The MAECS program includes online options for some courses. The School of ECS is currently in the process of meaningfully exploring the integration of Indigenous knowledge and					better support students and make use of available faculty resources. Building on our trajectory of innovative coursework, the GPD has developed a new special topics course for fall 2025 titled Disability Studies in Early Childhood. This elective course, which will be open to students in the program and FCS, reflects the program's ongoing commitment to offering innovative curriculum.

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		experiences into the curriculum and practices of the School as a whole, including the MAECS program. MAECS faculty have developed the first-ever course in Black Childhoods in Canada for the university's Black Studies minor and infuse related content in current and upcoming course offerings such as Social Justice and Childhood and Special Topics: Early Childhood and Racial Equity.					
Recommendation 3: The PRT urges that 6 MAECS seats loaned out to MSc Occupational and	Given the high number of applications to spots offered, there is a high demand for the program, that it is	We recognize that having additional seats will benefit the program, but this is not a program-level decision.	The GPD will work with the Dean of FCS to discuss the possibility of returning the loaned seats to the program.	We appreciate the recommendation and will continue to support the program with expertise and resources to meet	N/A	The total number of funded graduate student seats across TMU is in accordance with the current Strategic	The program continues to await SMA negotiations and decisions about seating allocation.

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Public Health (OPH)[2] be immediately returned to the program so that it can better meet the demand for the program and the profession's needs of local communities and professions. See suggestions 4 (p.11), 7 (p.12),	currently unable to meet. The loss of these seats unfairly disadvantages the program and its resources (as well as fiscal solvency). The self-study noted that 78 applicants applied on average for 16-19 full-time spots and 21 applicants for 3-6 part-time spots, leaving many potential students without an opportunity to develop in the profession. The MAECS has loaned out 6 graduate seats to a new faculty program (OHS). Since that program is two years long, this only translates to 3 seats for that program.			operational needs and student learning. Decisions regarding allocations of graduate seats are made in consideration of operational, pedagogical, and infrastructural needs across 7 FCS graduate programs and within the current budget situation, in collaboration with YSGPS. In conversation with YSGPS it was agreed that seats from existing programs would be reallocated for the new OPH program. YSGPS reallocated 10 seats from another faculty and FCS reallocated 10 seats from amongst its		Mandate Agreement (SMA) between the University and the Province of Ontario. Increases to this number will be a part of negotiations for the next SMA. Consequently, the YSGPS will continue to work with Faculties to support program needs given the current constraints and the need to balance complex demands. YSGPS is open to moving slots between programs in the same Faculty since this has minimal budgetary impact at the university level. As part of the YSGPS Strategic Enrollment	

[2] The original Final Assessment Report and Implementation Plan listed this program as OHS, in error. This has been corrected for the one-year follow-up report.

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				existing graduate programs, including ECS. The intention was to make these reallocations temporary and return the seats reallocated from other FCS programs to those programs in anticipation of new seat allocations resulting from future SMAs. This has not yet happened. Of note is that in reallocating seats from other FCS programs, we did not reallocate the resources attached to those seats; these stayed with the Schools from which the seats were reallocated. We are committed to working with program personnel to strategize around and support		Management Plan, we will be looking into better ways to manage enrollment at the program level and to ensure that funds are allocated to all programs in a way that is equitable and transparent.	

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				emerging needs while navigating the current budgetary climate.			
Recommendation 4: The PRT recommends increasing administrative support in the program by having the administrative role of Graduate Program Administrator in only one program and streamlining some administrative duties. This also includes streamlining the process of making it clear what courses are available to take (electives in other programs) and which ones are not, as well as supporting advertising for GA positions. Suggestions 9 (p.14), 10 (p.15), 12 (p.17). See Action Items 4 (p.22), 5 (p.22), 6 (p.22)	There is a heavy burden of program admission on the GPA. Consider widening admission criteria based on diversity considerations. Upgrade the Graduate Program Administrator's job description to reflect the additional role of Student Advisor. This role should be included along with compensation and/or student support. Should the program go forth with a PhD program this will need to be addressed. This could help with coordinating suggestions 1, 2, 3 (p.9) and 8 (p.13), along with	We recognize that our program having its own GPA will benefit the program and provide more support to the program, but this is not a program-level decision. The MAECS website clearly states that not all elective courses are offered every year. The website is updated as soon as work loading is completed each year. We will work with the YSGPS to develop an official process for communicating which elective course offerings are	The GPD will continue discussions with the Dean of FCS regarding additional administrative support. The GPD and GPA will work with YSGPS regarding an official process for communicating elective course offerings across graduate programs. This is slated to begin in August 2024. Offers of admission to incoming MAECS students can ask students to check the website to see course offerings for the upcoming year. The GPA has created	We recognize the burden that limited GPA support can exert on program operation. We have been working within the current resource constraints to provide additional GPA support through additional non-union contract hours to program as needed during peak intensity administrative periods. We will continue to provide this support until we are able to provide more optimal solutions. We will assist with facilitating discussion with YSGPS, GPAs and GPDs regarding	August 2024 onwards	Such resource-related matters are outside the purview of the YSGPS, but it will continue to support efforts and initiatives related to pedagogical needs and is available for consultation to discuss effective approaches to harmonizing elective course offerings and access across graduate programs.	The program continues to await resource changes that would facilitate further GPA support for the program. The GPA has begun collecting information regarding elective course offerings earlier in the process and has requested course information to be provided in advance for the entire academic year. Note that this is also dependent on other program GPAs inputting their information in a timely manner.

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	action Items 4, 5, and 6 (p.22).	available before the start of the fall, winter, and spring/summer terms. GA positions are advertised each term to all MAECS students as soon as the positions are available.	a spreadsheet and has asked the GPAs for other programs to let her know about available electives. However, if it would be possible for FCS to coordinate this list, it would provide invaluable support to all FCS programs. The GPD will discuss with the Dean of FCS and YSGPS regarding the possibility of offering GAships with letters of admission to the MAECS program.	harmonizing elective course offerings and access across programs, as well as continue to provide GAships with letters of admission to prospective graduate students, which we initiated in previous years.			We will add this discussion to our Fall 2025 FCS GPD/GPA meeting agenda to solidify a collaborative process for elective course offerings/sharing across FCS grad programs. Because our admission requirements are broad and we consider students from a wide range of backgrounds, it is difficult to guarantee GAships for undergraduate ECS courses, particularly when applicants did not complete an undergraduate degree in ECS. We will continue to

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							discuss this matter of GAships at the fall 2025 GPC meeting.
Recommendation 5: The PRT recommends that the administration reconsider future faculty hires and the **replacement of the recent retirement** and seek more intersectionality and equity in a hired faculty member. The PRT specifically recommends hires in Queer Studies, Anti-Racism and in Indigenous Knowledges. See suggestions 5, 6 (p.12).	Despite recent hires, the program is bereft of scholars working in the field of Queer Studies, Antiracism as well as Indigenous knowledges. Overburdening indigenous and black faculty (from other parts of the college) to carry the load of intersectional, disaggregated equity creates a danger of burnout for these faculty. There has been a great deal of uneven distribution of uncompensated labour, especially in taking on	Our program currently has faculty members with expertise in Queer Studies, Anti-Racism, and Indigenous Knowledges, and these areas are all reflected in current course offerings. Hiring additional faculty members will benefit the program, but this is not a program-level decision.	We will continue to discuss the need for additional faculty hires with the Dean of FCS. If our program is able to hire a new faculty member, we will work with the Department Hiring Committee to ensure the 3 areas identified by the PRT are a priority.	The program has done a tremendous job in integrating and emphasizing EDI content across the curriculum, particularly bolstering content on Indigenous, Black, and disability knowledge; including developing the first-ever course in Black Childhoods in Canada. They have appropriately drawn on the expertise of current faculty to support teaching in these areas. For a variety of reasons, hiring more faculty and/or replacing recently retired faculty	Ongoing	Such resource-related matters are outside the purview of the YSGPS, but it will continue to support efforts and initiatives related to pedagogical needs.	The GPD served on the 2024-25 Department Hiring Committee for the School of ECS and provided input into a new hire with respect to the areas identified by the PRT. While current faculty are diverse in expertise to meet program learning outcomes, efforts to continue meeting broad EDI teaching and learning needs will be an ongoing aspect of our hiring process.

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See Action Items 2 (p.21), 4 (p.22), 5, 6 (p.22)	directed readings (and even MRP) to support students' demands for content. A specialization strand might help with this. Faculty hires of Queer, Black and Indigenous scholars and knowledges is crucial given the societal landscape and the rapidly changing demographics in the Toronto area.			is not possible at this time. However, we are committed to working with the program as needed to maximise current resources to support pedagogical needs related to Queer Studies, Anti-Racism, and Indigenous knowledges.			
Recommendation 6: The PRT recommends that the faculty seek support to diversify the student body by being more strategic in outreach and developing strategic outreach plans. Suggestion 8 (p.130 Action Item 3 (p.22), also may help with Action Items 4, 5.	As noted in the report above and in the self-study, there are fewer Black, indigenous or disabled humans in the graduate student pool in relation to the community populations being served. Faculty note this insufficiency and wish it to change.	As detailed in our self-study, the MAECS Admissions committee takes a holistic approach in its evaluation of applicants to increase the diversity of the student body. This includes the committee's consideration since	Our program will continue its outreach and recruitment efforts, including refining, when necessary, our holistic approach to admission, for students from diverse racial and cultural backgrounds. This recruitment involves our 3 admission	The recruitment and outreach plans outlined by the program to diversify the student body are judicious and we will support these efforts as required by the program.	Ongoing	The YSGPS supports the Program's approach to a holistic admission process that encourages a diverse pool of applicants in line with one of TMU's core principles of integrating EDIA throughout our activities and	The MAECS Admissions Committee takes a holistic approach to evaluation of applicants, and while not all applicants self-identify, the incoming cohort reflects a diverse student pool, reflecting

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		2022 of applications where the GPA is below the cutoff if the other components of the application are strong, and the 2018 decision to adjust the weighting of criteria for admission to assign more weight to the Statement of Academic Interest and allow inclusion of a professional reference along with an academic reference if the applicant has been out of school for more than three years. The committee includes Black and disabled members. The incoming MAECS student cohort for 2024-25 has the	information nights held each fall and participation in the planned 2024 FCS Graduate Program Fair. We will work with the Associate Dean in FCS to develop recruitment materials and targeted strategies. We will continue to work with the Dean of FCS and YSGPS regarding how to better support Black, Indigenous, disabled, and international students. The GPC will review MAECS admission criteria and consider letters of intent to include an EDI focus and interest in RA/GA opportunities. The MAECS Admissions committee will review			policies and welcomes future efforts in this area.	racialized and disabled identities. We recognize that diversifying our student body is a strength in all aspects of teaching/learning. Therefore, it will be an ongoing effort to develop recruitment materials and targeted strategies to attract particularly more Black, Indigenous, and disabled students.

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		largest ever number of international students (6). Our program hosts 3 admission information nights held each fall and participation in the planned 2024 FCS Graduate Program Fair. This outreach is intended to recruit students from diverse racial and cultural backgrounds and provide information regarding campus resources and services, including counselling and guidance services and food and housing support. Our program offers the Barbara and Sylvester Sargeant Scholarship in MAECS. The	the 2022 YSGPS Dimensions Report and continue to take a holistic approach in its evaluation of applicants. The GPC will identify organizations and undergraduate programs (e.g., Black Studies, Indigenous Studies, Disability Studies) for targeted outreach. The GPC will work with the School of ECS EDI committee to review recommendations from the university's Standing strong Task Force and Anti-Black Racism Campus Climate Review.				

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		scholarship is intended for an applicant who self-identifies as Black and was established due to a generous donation from a MAECS alumnus. MRP topics reflect the diversity of MAECS students. The December 11, 2023 School of ECS SRC event featured MRP research regarding Guyanese children's cultural identities, self-image and perceived stigma among children identified with ADHD, and defining Black early childhood educator culture. The latter MRP received the 2023-24 Dean's Writing Award for the MAECS					

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		program. We see this scholarship and award, among other outreach activities as a form of recruitment of prospective Black and racialized students. As discussed in our May 2024 faculty meetings, the School of ECS is currently in the process of meaningfully exploring the integration of Indigenous knowledge and experiences into the curriculum and practices of the School as a whole, including the MAECS program, which includes an Indigenous Early Learning elective course.					

Summary Statement/Conclusion:

The PRT report recognized various strengths of the program, but recommended improvements in six areas: (1) supporting the MRP option more fully as a pathway to completion, (2) maintaining the trajectory of innovative, postfoundational coursework, (3) returning the 6 MAECS seats loaned out to other FCS programs, (4) increasing administrative support in the program, (5) seeking more intersectionality and equity in new faculty member hires, and (6) diversifying the student body. This one-year PPR follow-up report addresses these recommendations.

We have made progress in providing information to and supporting students in both the MRP and course streams, further developing innovative coursework and refining program structure, supporting the diversity of new faculty hires, and supporting the diversity of the student body. However, we continue to put efforts towards enhancing website content, providing timely information about elective courses, and securing more program seats and GAship opportunities. This requires ongoing attention, outreach, and resources. Addressing the need for additional GPA support and a shortage of ECS faculty remains a challenge and will require additional resources.

We are exploring the possibility of further opportunities to broaden and advance scholarship in ECS. In collaboration with the Faculty Dean and YSGPS, we will pursue opportunities strategically and with financial sustainability in mind.

We look forward to continued collaboration with YSGPS as we implement these recommendations to enhance the program and facilitate positive experiences for our graduate students