

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Graduate Program in Early Childhood Studies (MA)

Last Updated: Oct 17, 2024

FINAL ASSESSMENT REPORT

In accordance with the University Institutional Quality Assurance Process (IQAP), this final assessment report provides a synthesis of the external evaluation and the internal response and assessments of the graduate program in **Early Childhood Studies (MA)**. This report identifies the peer review identified strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

The report also includes an Implementation Plan that identifies who will be responsible for approving the recommendations set out in the final assessment report; who will be responsible for providing any resources entailed by those recommendations; any changes in organization, policy or governance that will be necessary to meet the recommendations and who will be responsible for acting on those recommendations; and timelines for acting on and monitoring the implementation of those recommendations.

EXECUTIVE SUMMARY

The [MA in Early Childhood Studies \(MAECS\)](#) welcomed the first cohort of students in fall 2006. The first Periodic Program Review (PPR) was completed in 2014/15. This PPR covers the years from 2014/2015-2021/2022.

Housed in the School of Early Childhood Studies, the MA program is distinct from, but complementary to the undergraduate program. The MAECS is one of several graduate programs under the jurisdiction of the Yeates School of Graduate & Postdoctoral Studies (YSGPS) and since 2015, concomitantly under the jurisdiction of the Faculty of Community Services (FCS), where the School of ECS is housed.

The MAECS program was designed and developed in response to: a) the unprecedented growth in scientific evidence in support of the importance of the early years, b) the increasing diversity of Canada's population, particularly in urban centres such as the Greater Toronto Area (GTA), and c) and the dearth of highly educated and credible experts who could play leadership roles in the broad field of early childhood.

The MA in ECS remains the only program of its kind in Canada with a specific focus on *early* childhood (0-8yrs) and where young children are not simply conceptualized as "future adults,"

which remains a dominant narrative in society and many academic disciplines, but as human beings who are rights holders in the here and now. It is also the only MA program in Canada that centres childhood with an explicit focus on equity, diversity and inclusion (EDI). This focus is in recognition of a child's right to develop a positive identity, not only as an individual but also as a member of a group.

The program was established on the understanding that in addition to the full-time faculty in the School of Early Childhood Studies, who themselves come from a variety of disciplinary background (for e.g., education, child and youth care, family studies, and psychology) faculty located in the Schools / Departments of child and youth care, disability studies, social work, sociology, psychology, nursing or other related fields, would also teach and or/supervise Major Research Papers (MRPs) or serve as second readers in the program. This approach remains a strength of the program.

The MAECS program is offered in both full-time or part-time study options, with a variety of pathways to complete the degree that have existed since the program's inception. Full-time students are able to complete the program in twelve consecutive months; part-time students complete the program in twenty-four consecutive months. The program has relevance for both research-oriented and professionally-oriented students, with the option to undertake a Major Research Paper as a specialized topic of study along with seven courses, or to complete the degree by taking ten courses. This structure facilitates accessibility and choice. We recommend full-time students decide which option to undertake after one term and part-time students after one academic year. All students complete two required courses: Research Design for ECS and Theoretical Frameworks for ECS.

According to an alumni survey administered in 2022, graduates have taken up leadership positions in the not-for-profit sector and play an important role regionally and provincially in program creation and policy making. Many teach in Colleges offering ECE programs. Others are involved in research and/or consulting work. Graduates are also accepted into doctoral programs in fields such as Education, Policy Studies, Psychology, Sociology, Urban Health, and Women's Studies.

Data bears out the fact that interest in the program remains steady. It is anticipated that this will remain the case given the strengths and uniqueness of the program, which meets societal needs.

Based on feedback from students, alumni, and faculty collected in a variety of ways for the current PPR, our developmental plan contains six action items presented below.

1. **Review program structure and curriculum:** Feedback from students, alumni and faculty included the desire to increase the number of electives, a number of alumni wanted more emphasis on application, some wanted more emphasis on human diversity, a number wanted more experiential learning opportunities, some wanted more research opportunities.
2. **Explore ways students can gain a specialization in the program:** Faculty see acquiring specific expertise via opportunities for specialization as enhancing preparation of students for leadership and advocacy roles in their professional careers as well as for further graduate studies. GPD and GPC to develop potential specializations to communicate to students on our website, at orientation, etc. For e.g., content areas such as disability, anti-racism, immigration and/or connected to specific skills in research, applied or evaluative approaches. Specializations could be developed in connection with other graduate programs in FCS.
3. **Review mode of delivery:** In person 6-9pm time slots are difficult for some full-time and part-time students. Hybrid or online option need consideration by program.
4. **Focus on Admissions and Recruitment:** The program, like the field, remains highly gendered, although the student body of the program is diverse in other ways. The ECS MA has a diversity score of 87.4% and ranks second in student diversity amongst all graduate programs in the university, with only the Policy Studies PhD ranking higher (Student Diversity Self Id Report, 2019). Nevertheless, this is an area the program can still work to improve to better represent the population at large and recruitment needs to be more intentional. The student body has fewer racialized people than the community (39% vs.

52%), fewer Black people (5% vs. 8%) and fewer disabled people (13% vs. 20%). Targeted outreach and marketing strategies and liasoning with the community is needed.

5. **Focus on International Students:** In addition to the lack of a stable funding commitment from the university for international students, international students face a host of other issues such as housing and integration issues. Support for international students is needed at the program level, the faculty levels (FCS and YSGPS), and the university level.
6. **Focus on Student Wellbeing:** A variety of issues fall under the umbrella of student wellbeing, including part-time students' lack of funding and connection to the program, and students' career support preparation.

PERIODIC PROGRAM REVIEW AND PEER REVIEW TEAM

The graduate program in **Early Childhood Studies (MA)**, FCS, submitted a Self-Study Report to the Yeates School of Graduate & Postdoctoral Studies that outlined program descriptions and learning outcomes, an analytical assessment of the program, program data including data from student surveys and the standard data packages. Course outlines and CVs for full-time faculty members were also appended.

Two external and one internal arm's-length reviewers were selected from a set of proposed candidates. The Peer Review Team (PRT) for the Periodic Program Review (PPR) of this graduate program consisted of Dr. Janice Kroeger, Kent University, Dr. Natalie Coulter, York University, Dr. Valerie Borum, Toronto Metropolitan University.

The PRT site visit was conducted on-site on March 25-27, 2024. The visit included interviews with the University and Faculty Administration including the Provost and Vice-President Academic, Faculty Dean, Faculty Associate Dean, Vice-Provost and Dean Yeates School of Graduate & Postdoctoral Studies (YSGPS); Associate Dean Programs YSGPS, Graduate Program Director of the Graduate Program, Director Graduate Program Administration, and meetings with Faculty, a group of current students, administration, and support staff. The PRT report was communicated to the Associate Dean, YSGPS on May 3, 2024, and the response to the report from the graduate program and Faculty Dean was communicated on July 22, 2024, with a revised version received on Oct. 17, 2024.

PROGRAM STRENGTHS, WEAKNESSES, AND OPPORTUNITIES

Below are the Peer Review Team identified program strengths, weaknesses and opportunities for program improvement and enhancement from their report.

Strengths

To our view, the MAECS program is, beyond doubt, at the forefront of the profession and one of the few real visionary programs like this and faculty should be proud of their efforts to produce leaders in the field.

Students and alumni enthusiastically stated that the program builds community and “changes their lives” and was able to do so during the pandemic, a testament to the faculty and program structure. Students also positively reflected on the opportunities to learn with and from each other, the opportunities to publish, and be supported and mentored through this process by strong faculty.

A real strength of the program is the faculty. Students and alumni overwhelmingly indicated feeling that the faculty was invested in them. All alumni and current students commented that their relationship with their advisor was exceptional and that many “profs went out of their way” to support students. A few even noted

that they moved to Toronto for this specific program. One alumnus, who came as a mature student, stated that the MAECS “changed my life in so many ways.” The appreciation for the faculty was referenced in the focus group comments in the Self Study, with the faculty complement of both “seasoned professors” with a depth of expertise, as well as younger “relatable” professors.

The internship opportunities (and some research experiences) frequently lead directly to employment in the sector, and the MRP option, in which students, under faculty supervision, can complete a scholarly paper, is exemplary, leading to Ph.D. study and publication opportunities. The length of the program, being only one year long, was appreciated by the full-time students, as was the opportunity to complete it through either the course-based option or the MRP. Students felt that this flexibility allowed for the program to meet their personal and professional needs.

Areas for Improvement / Opportunities for Enhancement

This program is a leader in the profession and a one-of-a-kind program with no real equivalent.

There is a huge demand for this program. The self-study noted that, on average, 78 applicants applied 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. The PRT urges that 6 MAECS seats be immediately returned to the program so that it can better meet the demand for the program and the profession's needs. (See recommendation 3 below).

It was clear in the session with the alumni and in the feedback in the alumni survey have a high regard for the program. These alumni are currently employed in a wide range of positions in the profession. Many alumni indicated that they would like to be involved in supporting current students. Alumni did say that they wished that there were mentorship/connections beyond the completion of the program, stating that the end of the program felt very abrupt. While it is beyond the capacity of faculty who are already overburdened completing all other requirements of the program to establish this goal, there may be an opportunity to connect alumni with current students to help mitigate this feeling—and extend the circle of impact on thought, exchange of ideas and practice. Perhaps an orientation to the MRP or the experiential learning placements could include alumni participation via placement mentoring, FAQ sessions, or theoretically driven speaking engagements within classes.

This is a rich resource to draw from, and based on our session with alumni, there is a desire to connect more with current students. We suggest that the program find ways for alumni to sponsor and mentor students (perhaps providing and taking on future experiential field placements for example).

SUMMARY OF PRT RECOMMENDATIONS, GRADUATE PROGRAM AND YSGPS RESPONSES, AND IMPLEMENTATION PLAN

A report on the progress of these initiatives will be provided in the Follow-up Report which will be due in one year from the date of Senate approval.

PRT Recommendations	PRT Rationale	ECS Program Response	Proposed Program Action	Dean of Faculty of Community Services Response	Program Timeline and Responsibility/Lead	YSGPS Response
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 options 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. The program’s two required courses during the first term are intended to familiarize students with	<p>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.</p> <p>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 late August. We will also try holding the MRP workshop earlier</p>	<p>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.</p> <p>We will continue to support the program as needed in other opportunities they have outlined to better support the MRP option.</p>	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.

PRT Recommendations	PRT Rationale	ECS Program Response	Proposed Program Action	Dean of Faculty of Community Services Response	Program Timeline and Responsibility/Lead	YSGPS Response
	MA students for potential GA positions earlier in the program (or more frequently across time).	<p>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.</p> <p>A MAECS program faculty member holds a MRP workshop during the first term and a 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</p>	<p>in the first term (e.g., prior to or immediately following reading week).</p> <p>MAECS student attendance at SRC colloquia can be better encouraged, perhaps in the two required fall courses and at the student orientation.</p>			

PRT Recommendations	PRT Rationale	ECS Program Response	Proposed Program Action	Dean of Faculty of Community Services Response	Program Timeline and Responsibility/Lead	YSGPS Response
		<p>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.</p> <p>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</p>				

PRT Recommendations	PRT Rationale	ECS Program Response	Proposed Program Action	Dean of Faculty of Community Services Response	Program Timeline and Responsibility/Lead	YSGPS Response
		Writing Award for 2023-2024 for the MAECS program.				
<p>Recommendation 2:</p> <p>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)</p>	<p>Review program structure and curriculum. (see Action Item p. 19).</p> <p>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.</p>	<p>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; 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</p>	<p>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 developing potential 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</p>	<p>The program is commended for providing a breath of innovative opportunities and intersectional approach to students’ learning across the curriculum. We recognise 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 require a major program modification. We encourage and support the program in continuing to review the curriculum for ways to optimise innovation in learning to further address the PRT’ feedback</p>	<p>Fall 2024 to spring 2025</p>	<p>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.</p>

PRT Recommendations	PRT Rationale	ECS Program Response	Proposed Program Action	Dean of Faculty of Community Services Response	Program Timeline and Responsibility/Lead	YSGPS Response
		<p>throughout. Furthermore, the two pathways to completion are seen by the PRT as a program strength. The MRP pathway provides an opportunity for specialization in a particular topic.</p> <p>Our program continually strives to ensure that it maintains a trajectory of innovative coursework that centres 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 developed and teaches</p>	programs in FCS.			

PRT Recommendations	PRT Rationale	ECS Program Response	Proposed Program Action	Dean of Faculty of Community Services Response	Program Timeline and Responsibility/Lead	YSGPS Response
		<p>this course) and centre an EDI perspective. We encourage all faculty members to review and revise their courses from an EDI lens.</p> <p>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.</p> <p>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. MAECS faculty have developed the first-ever course in Black Childhoods in Canada for the university's Black</p>				

PRT Recommendations	PRT Rationale	ECS Program Response	Proposed Program Action	Dean of Faculty of Community Services Response	Program Timeline and Responsibility/Lead	YSGPS Response
		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 OHS 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),	Given the high number of applications to spots offered, there is a high demand for the program, that it is 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.	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 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	N/A	The total number of funded graduate student seats across TMU is in accordance with the current Strategic 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 Management Plan, we will be looking into better ways to

PRT Recommendations	PRT Rationale	ECS Program Response	Proposed Program Action	Dean of Faculty of Community Services Response	Program Timeline and Responsibility/Lead	YSGPS Response
	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.			OPH program. YSGPS reallocated 10 seats from another faculty and FCS reallocated 10 seats from amongst its 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 emerging needs while navigating the		manage enrollment at the program level and to ensure that funds are allocated to all programs in a way that is equitable and transparent.

PRT Recommendations	PRT Rationale	ECS Program Response	Proposed Program Action	Dean of Faculty of Community Services Response	Program Timeline and Responsibility/Lead	YSGPS Response
				current budgetary climate.		
<p>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.</p> <p>Suggestions 9 (p.14), 10 (p.15), 12 (p.17). See Action Items 4 (p.22), 5 (p.22), 6 (p.22)</p>	<p>There is a heavy burden on the 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 action Items 4, 5, and 6 (p.22).</p>	<p>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.</p> <p>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 available before the start of the fall, winter, and spring/summer terms.</p> <p>GA positions are advertised each term to</p>	<p>The GPD will continue its discussions with the Dean of FCS regarding additional administrative support.</p> <p>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.</p> <p>The GPA creates a spreadsheet and asks the GPAs for other programs to let her know about available electives. However, if it would be</p>	<p>We recognise 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.</p> <p>We will assist with facilitating discussion with YSGPS, GPAs and GPDs regarding harmonizing elective course offerings and access across programs, as well as continue to provide GAs with letters of admission to</p>	<p>August 2024 onwards</p>	<p>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.</p>

PRT Recommendations	PRT Rationale	ECS Program Response	Proposed Program Action	Dean of Faculty of Community Services Response	Program Timeline and Responsibility/Lead	YSGPS Response
		all MAECS students as soon as the positions are available.	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.	prospective graduate students, which we initiated in previous years.		
<p>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.</p> <p>The PRT specifically recommends hires in Queer Studies, Anti-Racism and in Indigenous Knowledges.</p> <p>See suggestions 5, 6 (p.12).</p>	<p>Despite recent hires, the program is bereft of scholars working in the field of Queer Studies, Antiracism as well as Indigenous knowledges.</p> <p>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.</p>	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,	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.

PRT Recommendations	PRT Rationale	ECS Program Response	Proposed Program Action	Dean of Faculty of Community Services Response	Program Timeline and Responsibility/Lead	YSGPS Response
See Action Items 2 (p.21), 4 (p.22), 5, 6 (p.22)	<p>There has been a great deal of uneven distribution of uncompensated labour, especially in taking on directed readings (and even MRP) to support students' demands for content. A specialization strand might help with this.</p> <p>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.</p>			hiring more faculty and/or replacing recently retired faculty 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.	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	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	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	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 policies and

PRT Recommendations	PRT Rationale	ECS Program Response	Proposed Program Action	Dean of Faculty of Community Services Response	Program Timeline and Responsibility/Lead	YSGPS Response
Suggestion 8 (p.130 Action Item 3 (p.22), also may help with Action Items 4, 5.	being served. Faculty note this insufficiency and wish it to change.	<p>committee's consideration since 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 largest ever number of international students (6).</p> <p>Our program hosts 3 admission information nights held each fall and participation in the</p>	<p>backgrounds. This recruitment involves our 3 admission 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.</p> <p>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 the 2022 YSGPS Dimensions Report and continue to take a holistic approach in its</p>			welcomes future efforts in this area.

PRT Recommendations	PRT Rationale	ECS Program Response	Proposed Program Action	Dean of Faculty of Community Services Response	Program Timeline and Responsibility/Lead	YSGPS Response
		<p>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.</p> <p>Our program offers the Barbara and Sylvester Sargeant Scholarship in MAECS. The scholarship is intended for an applicant who self-identifies as Black and was established due to a generous donation from a MAECS alumnus.</p> <p>MRP topics reflect the diversity of MAECS students. The December 11, 2023 School of ECS SRC event featured MRP research regarding Guyanese children's</p>	<p>evaluation of applicants.</p> <p>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.</p>			

PRT Recommendations	PRT Rationale	ECS Program Response	Proposed Program Action	Dean of Faculty of Community Services Response	Program Timeline and Responsibility/Lead	YSGPS Response
		<p>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 program. We see this scholarship and award, among other outreach activities as a form of recruitment of prospective Black and racialized students.</p> <p>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.</p>				

