

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Graduate Program in Aerospace Engineering (PMDip, MASc, MEng and PhD)

Last Updated: April 10, 2026

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 **Aerospace Engineering (PMDip, MASc, MEng and PhD)**. 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 Aerospace Graduate Program is an evolving program that focuses on innovation, enhanced student engagement, and addressing the needs of industry. We offer a Professional Master's Diploma (PMDip) in Aerospace Design Management, and Master of Engineering (MEng), Master of Applied Science (MASc), and Doctor of Philosophy (PhD) degrees in Aerospace Engineering as well as a. The MEng degree can be obtained by completing either 10 courses or 8 courses plus the written and oral presentation of a project, and this degree is offered both part-time and full-time. The MASc degree requires the completion of 5 courses and the oral presentation and defending of a final thesis. The PhD degree requires that students complete 4 courses, a candidacy exam, a preliminary final thesis exam, and a final dissertation exam. The PMDip students are required to complete 4 specified courses and submit a diploma report.

Currently, the Aerospace Graduate Program consists of 29 PhD, 35 MASc, 26 MEng, and 2 P.M.Dip students. Furthermore, over the past 8 years the Aerospace program has graduated 34 PhD, 87 MASc, 221 M.Eng students and 16 P.M.Dip students. The program believes that student demand will remain strong, both domestically and internationally.

Ontario has the second largest aerospace sector in Canada. A core number of the 200+ aerospace firms located in Southwestern Ontario are clustered in the Greater Toronto Area (GTA), including companies such as Bombardier Aerospace, MDA Space, Collins Aerospace, Mitsubishi Heavy Industries, Honeywell Aerospace, Safran Landing Systems, and Pratt and Whitney. The Department of Aerospace Engineering at TMU has taken advantage of these colocated companies and has engaged in several longstanding research and student training programs with notable Canadian and international industry leaders. In June 2023, the Centre for Advancing Engineering Research & Innovation in Aerospace Science (AERIAS) was formed, and is still based in Downsview Aerospace Hub. The Downsview Aerospace Hub is a consortium of private aerospace companies, government agencies, and academic institutions, acting as a single entity towards granting agencies, with sufficient size and expertise to direct considerable funding to its research and development operations. AERIAS has enabled several research partnerships between TMU aerospace faculty and major aerospace companies including Bombardier Aerospace, Collins Aerospace, Mitsubishi Heavy Industries, Pratt and Whitney, and Safran, as well several smaller aerospace companies, and some international partnerships. The research being performed through these partnerships is primarily being conducted by TMU aerospace students at both the Master's and Doctoral levels, giving our students unique opportunities to work on industrially relevant hands-on aerospace research projects.

Faculty conduct research across a broad spectrum of areas relevant to the needs of the aerospace community both within Canada, and internationally. The research in general can be categorized as: aerodynamics and propulsion (6 faculty members); aerospace structures and aerospace manufacturing (6 faculty members); and avionics and aerospace systems (7 faculty members). The collaboration that exists across each of these categories, both computationally and experimentally, is of significant importance in tackling the multidisciplinary problems. The Department has developed several experimental research facilities, each built upon substantial hardware components, such as the Facility for Research on Aerospace Materials and Engineered Structures (FRAMES), the Clean Energy and Combustion Research Laboratory, the Systems and Control Laboratory (SCL), the Mixed-Reality Immersive Motion Simulation (MIMS), the Autonomous Vehicles Laboratory (AVL), and Centre for Advancing Engineering, Research and Innovation in Aerospace (AERIAS). AERIAS facility located within the Downsview Aerospace Hub is our largest research facility with area of 7000 square feet, and is a secure facility dedicated purely to aerospace research, with custom experimental hardware developed

for large scale research projects, including aircraft cabin interiors, morphing wings, space robotics, and solar-powered UAVs.

The Professional Management in Aerospace Engineering diploma (PMDip) is a unique partnership with the aerospace industry to deliver courses for aerospace professionals needed to advance their careers. It is the fruition of much collaboration between our Aerospace Graduate Program, Transport Canada, and the Canadian Aerospace Industry. The associated courses are open to students in all of the graduate programs, covering topics directly relevant to the aerospace industry on aircraft certification, safety and reliability, systems integration and advanced aerospace manufacturing. These courses are unique to the graduate program, and are not offered elsewhere, offering graduate students possibilities for significant industry exposure within their courses, as opposed to only in industry-sponsored research projects.

The graduate program has an industrial advisory committee, who periodically review the program and provide input to ensure that offerings are relevant to the current and anticipated future needs of the aerospace industry.

PERIODIC PROGRAM REVIEW AND PEER REVIEW TEAM

The graduate program in **Aerospace Engineering (PMDip, MASc, MEng and PhD)** 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 Hugh Liu (UofT), Garrett Malenka (York), and Raffi Karshafian (TMU).

The PRT site visit was conducted on-site on November 4-5, 2025. 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

December 3, 2025, and the response to the report from the graduate program and Faculty Dean was communicated on February 2, 2026.

PROGRAM STRENGTHS, WEAKNESSES, AND OPPORTUNITIES

The Peer Review Team identified program strengths, weaknesses and opportunities for program improvement and enhancement, outlined below.

Strengths

- Collaboration with DAIR and Industry Connections
- Graduate Student Support (administrative and technical support)

Weaknesses/Challenges

- Community Building within the Aerospace Department
- Graduate Student Annual Meetings

Opportunities

- Securing additional spaces for students to work collaboratively and hosting a regular graduate seminar series
- Further to this, more involvement of graduate students in faculty committees
- Opportunities to enhance the graduate program based on the discussions with students and faculty

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

PRT RECOMMENDATIONS and RATIONALE	PROGRAM RESPONSE	PROPOSED PROGRAM ACTION	IMPLEMENTATION TIMELINE AND RESPONSIBILITY/ LEAD	RESPONSE FROM DEAN OF FEAS	RESPONSE FROM YSGPS
<u>Recommendation 1:</u> Strengthen partnerships with the Downsview Aerospace Innovation & Research (DAIR) Hub (e.g. AERIAS) by embedding graduate internships, co-op placements, and industry-integrated research projects into the graduate program, potentially for course credit. Leveraging existing collaborations with major aerospace companies through the AERIAS and DAIR, graduate students will gain structured experiential learning capitalizing on current strengths and enhance students' applied skills and career readiness.	This aligns with the recommendation in our self-study document to include an internship option in our graduate programs. Given the importance of AERIAS to our graduate program, as recognized by the PRT, we require financial resources for the operation and expansion of AERIAS activities.	We will take this as an action item within our graduate program council. A subcommittee will be formed to determine the best way to implement internship options across our degree programs. The subcommittee will report back to the graduate program council for further discussion and voting. We also request additional financial resources from the university to support AERIAS activities.	A lead will be selected from within the Graduate Program Council and supported by the Associate Chair of the graduate program. (1 year)	The FEAS Dean and the Office of Graduate and Postdoctoral Studies agree with this recommendation. Moreover, as similar initiatives have been proposed by other FEAS graduate programs, the Office will explore the most effective ways to support this and related initiatives and work toward developing a common academic and financial	YSGPS supports efforts to provide graduate students with experiential learning opportunities through industry partnerships. We support the program's thoughtful approach to exploring these opportunities through the development of a subcommittee of the Graduate Program Council, and encourage ongoing engagement with the Faculty of Engineering and

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Partnership with DAIR and AERIAS will also help to increase the TMU Aerospace departments visibility and activities both nationally and internationally.				framework that is efficient and beneficial across programs.	Architectural Science to develop a sustainable financial framework to support these opportunities.
<u>Recommendation 2:</u> Facilitate interdisciplinary aerospace-related coursework and research with other engineering and relevant TMU departments through cross-listed courses, joint projects, and co-supervision. Because aerospace challenges are inherently multidisciplinary, structured collaboration across departments will diversify students' knowledge, foster innovation, and open additional learning and research opportunities. This recommendation stems from discussions with students and faculty. Increased opportunities for	While we already have several of our graduate courses cross-listed with Mechanical and Industrial Engineering, several of our graduate students are taking courses from other programs. At this stage, they may receive up to 50% of their course credit from outside our program. Cross-listing courses commonly taken by our graduate students from other programs would remove them from the 50% of courses outside our program that students currently count toward their degree	We will gather data on graduate courses taken by our students outside our program over the past 5 years, identifying potential candidates for cross-listing with our program. Discussions will be held with the relevant graduate programs to assess their willingness to cross-list courses. This will then be taken to our graduate program council for a vote. We will also seek to include AE8149 Aerospace Systems Design in our course rotation schedule.	Associate Chair graduate program (1-2 years)	The FEAS Dean and the Office of Graduate and Postdoctoral Studies support this initiative. We also note that all FEAS graduate students are regularly provided with information on course offerings across FEAS for the full academic year , allowing them to plan their program pathways well in advance. While these courses may not be formally cross-listed with the Aerospace	YSGPS supports the recommendation to create more opportunities for multidisciplinary collaboration. Within coursework, YSGPS is exploring opportunities to expand course offerings across faculties. YSGPS supports the program's efforts to explore opportunities to open their courses using course enrollment data and would be happy to provide additional

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interdisciplinary collaboration may lead to additional course offerings or research collaborations which can help to strengthen the TMU Aerospace program. This recommendation would support the TMU Aerospace department's recommendation to increase course offerings and provide the inclusion of labs.	requirements, thereby providing a wider selection of courses for our students to take. That is, they would have access to more courses that are currently outside our program. Regarding joint projects and co-supervision with other programs, this is at the discretion of each individual faculty member. However, we do have a graduate design course (AE8149 Aerospace Systems Design), which has yet to be offered. Offering this course and opening it to non-aerospace students would create opportunities for joint projects. In addition, several university-wide research centers have been			Engineering graduate program, students may enroll in them with approval from their supervisor and the Associate Chair. The inclusion of a laboratory component in graduate courses would constitute a significant curriculum change and would therefore require further development and justification, particularly given the additional costs associated with infrastructure and/or instructional resources. The FEAS Dean encourages the program to develop	data as requested. YSGPS also supports the program's desire to offer AE8149 and to open this course to non-Aerospace students. YSGPS also supports FEAS' efforts to provide all students with information about course offerings at the Faculty-level, facilitating knowledge of opportunities outside of their home programs. As students often take guidance on course selection directly from their supervisors, it is also important to inform program faculty about course offerings, and the

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	established, with faculty membership across the university. Specifically, the Center for Urban Energy, Institute for Biomedical Engineering, Science and Technology, and AERIAS. Each of these includes membership from the Aerospace Engineering department. There is also a recently formed robotics institute that is bringing together robotics expertise across the university, including several members from the Aerospace Engineering department. These research centers are intended to drive joint projects and greater collaboration.			a formal proposal for further discussion and consideration. With respect to collaborative research opportunities, the FEAS Dean's Office commends the existing efforts and strongly encourages the continued development of interdisciplinary research collaborations among Aerospace Engineering faculty and colleagues across FEAS, TMU, and external partners.	value of considering breadth of study (in addition to depth) when selecting courses. Ongoing efforts to develop interdisciplinary research collaborations, both within FEAS and across TMU, will no doubt create meaningful downstream benefits for graduate students.
<u>Recommendation 3:</u> Implement a mandatory supervisory committee process	As noted by the review team, YSGPS requires our program to have a supervisory committee	We will aim to implement PhD supervisory committees at the	Associate Chair, graduate program /Graduate Program Council Chair (3	The FEAS Dean and the Faculty Office of Graduate and Postdoctoral	The role of the supervisor is outlined in Policy 170B, Procedures

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for all MASc and PhD students, along with a clear, criteria-based mechanism for reclassifying high-performing MASc students into the PhD program. The supervisory committee is a TMU requirement for the PhD students, and the MASc students can benefit from a supervisory committee process. This recommendation is based on discussions from the site visit and from an understanding of the requirements from Yeates School of Graduate and Postdoctoral Studies (YSGPS).	for each PhD student, in accordance with TMU Senate Policy 170b: Graduate Status, Enrolment and Evaluation. Our graduate program council is in the process of determining how best to structure and implement such supervisory committees and how to integrate the existing PhD candidacy and preliminary PhD examinations into such supervisory committees. At the faculty level, a clear criteria-based mechanism has recently been put in place for the transfer of high-performing MASc students into the PhD program, and this mechanism will be used moving forward. We appreciate the	start of the 2026/2027 academic year. These will be monitored and evaluated for at least two years, after which the question of MASc supervisory committees will be addressed.	years)	Studies support the implementation of this recommendation at the earliest opportunity. An annual presentation to the supervisory committee offers PhD students a valuable opportunity to strengthen their communication skills and receive constructive feedback from experts beyond their primary supervisor. Moreover, involving researchers with complementary expertise from other programs, faculties, or institutions can foster new	Section 16.2. For PhD students, the committee structure is governed by Policy 170, Procedures Section 16.3. The process for establishing committees, and the expectations regarding committee involvement at various stages of the graduate program are managed at the program level. YSGPS supports the program's efforts to clarify the process for establishing supervisory committees, and to ensure that students are aware of the role of the supervisory committee in all aspects of the graduate program. YSGPS supports the

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	recommendation to establish supervisory committees for MASc students. Given that PhD supervisory committees are urgently needed to meet Policy requirements, in the first stage of implementation, the supervisory committees will be established solely for PhD students. At the later stages, we will consider expanding the practice to MASc students as well.			collaborations and help showcase our students' research beyond the department and program.	PRT's recommendation that a clear process for holding regular meetings with the supervisory committee be established. These should be clearly communicated to students. Any program-based guidelines should be submitted to YSGPS for review to ensure they align with YSGPS and TMU policies.
<u>Recommendation 4:</u> Modernize the graduate curriculum by expanding laboratory-enabled course offerings in emerging aerospace areas (such as space systems, UAVs, and sustainable aviation) and providing a rolling multi-year MASc and PhD course schedule.	Thank you for agreeing with our recommendation to incorporate lab contents in courses where appropriate. Thanks also for the recommendation to make a rolling graduate-level course schedule. We agree that a rolling graduate-level	The Associate Chair and the department chair will review the history of courses offered over the past 5 years to identify courses suitable for inclusion in a two-year rolling course cycle. This will be based on past enrolment	Associate Chair of the graduate program and Department Chair (2 years)	The FEAS Dean and the Office of Graduate and Postdoctoral Studies support the implementation of a two-year rolling course cycle, as this would greatly assist graduate students in planning their	YSGPS supports the recommendation to enhance experiential learning opportunities for students by incorporating more laboratory-enabled courses, but recognizes that such decisions must be

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Additional courses in growth areas, practical lab components, and predictable multi-year scheduling will enable students to plan (Plan of Study) and complete their programs effectively. This recommendation is supported by the self-study document provided by the TMU Aerospace department.	course schedule will make the selection of courses easier for MASc and PhD students, who will be able to plan in advance which courses to take throughout their tenure in their graduate programs.	numbers. A two-year cycle is chosen since this would allow typical MASc and PhD students to see the entire course rotation at least once during their studies. A two-year course cycle will then be presented to our graduate program council for approval. It is hoped to be able to at least informally start the cycle in Fall 2026 and formalize it by Fall 2027. For the inclusion of labs in graduate courses, we will ask course instructors, in consultation with our technical staff, to consider if and how they could include lab components in their courses.		progression through the program. Regarding the expansion of laboratory-enabled course offerings, this would require additional resources; please refer to the response to Recommendation #2 above for further details. Finally, we recommend that, in the initial years, the program offer a single umbrella course titled "Emerging Topics in Aerospace Engineering," under which a range of contemporary topics could be delivered on a	made in consultation with FEAS, given the resource implications of such courses. YSGPS strongly supports the program's plan to develop a rotating course schedule. This will provide students with clear expectations, enabling them to choose coursework that best supports their learning and research goals.

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				rotating basis. This model would streamline course development and approval processes, while providing flexibility to respond to evolving research areas and student demand. It would also allow the program to assess interest and topic sustainability before committing to stand-alone courses, thereby minimizing the risk of low enrolment.	
<u>Recommendation 5:</u> Build a research community through a graduate seminar and professional development series, and collaborative space that brings together students and faculty members.	We agree that the inclusion of a graduate seminar series will enhance our program in all the ways you outline. Our graduate program council has periodically considered how to structure and	A subcommittee will be formed within our graduate program council to determine the best structure and implementation for a graduate seminar series. The subcommittee will	Associate Chair, graduate program/graduate program council chair (1 year)	The FEAS Dean and the Office of Graduate and Postdoctoral Studies support the implementation of this recommendation. As graduate	YSGPS supports this recommendation, recognizing the importance of community-building in enhancing the graduate student experience. A regular seminar and

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A structured seminar and skills series will promote intellectual exchange, strengthen professional and social connections, and better prepare graduates to address societal and industry needs. This recommendation is supported by the self-study document provided by the TMU Aerospace department.	implement such a series within our program. We will form a subcommittee to do a focused investigation and make a recommendation to our graduate program council. A consideration will be the available budget, which will determine whether or not we can bring in high-profile presenters. Thank you also for recommending the creation of a collaborative space for faculty and students to come together. We fully support this recommendation.	present its findings to the graduate program council for discussion and decision. The program will also submit a request to the faculty Dean for a collaborative space for aerospace faculty, staff, and students.		seminars are offered across all other FEAS graduate programs, we encourage the program to consult with other Associate Chairs and Graduate Program Directors to learn from their experiences. In addition, the program is welcome to integrate selected professional development workshops currently offered by the FEAS Office of Graduate and Postdoctoral Studies into the Aerospace Engineering graduate seminar, following the successful model	professional development series can provide students with valuable opportunities to develop relationships with students and faculty outside their primary research space. YSGPS encourages the program to consider low-cost, high-impact opportunities for such sessions by leveraging resources within FEAS and TMU, bringing in-house expertise directly to Aerospace students. The Career, Co-op and Student Success Centre, Zones, the Centre for Excellence in Learning and Teaching, and experts affiliated

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				adopted by the Electrical and Computer Engineering graduate program since 2018.	with a wide range of research institutes may offer professional development opportunities for Aerospace graduate students.
<u>Recommendation 6:</u> Encourage and enhance graduate student representatives as official members (voting if appropriate) on graduate council governance committees. Formal student representation in governance will enhance transparency, inclusivity, and continuous improvement of the graduate experience through direct and systematic feedback. Inclusion of student representation was noted during discussions with faculty	We already have graduate student representation on our graduate program council and on our departmental council (the program council for our undergraduate program). They are also voting members and are able to serve on all subcommittees for which it is appropriate to do so. However, we could do more promotion of these positions.	We will increase promotion of graduate student representative positions on our departmental and graduate program councils and relevant subcommittees.	Associate Chair graduate program (ongoing)	The FEAS Dean and the Office of Graduate and Postdoctoral Studies support the implementation of this recommendation. We also recommend encouraging students to engage and participate in other Faculty and University-level committees and initiatives: from FEAS Grad Ambassadors, TMGSU, Senate Appeal	YSGPS supports the inclusion of graduate students in all matters related to program governance. The program's efforts to increase awareness of these opportunities should include communicating the nature of the role and the importance of the Graduate Program Council more broadly. The program might also consider encouraging faculty supervisors to raise

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and students during the site visit.				Committees, amongst others. These will help them not only to convey student voices to be heard but will also prepare them for various leadership roles in their future careers.	this opportunity directly with their students to further increase student engagement.
<u>Recommendation 7:</u> Strengthen Equity, Diversity, and Inclusion in graduate recruitment and faculty hiring through targeted outreach and maintain participation in national initiatives such as the Canadian Graduate Engineering Consortium. A more diverse academic community and sustained engagement in national networks will broaden perspectives in research and education, increase program	As recommended, we will maintain participation in the Canadian Graduate Engineering Consortium as a means for graduate student recruitment. We currently have an equity faculty position assigned to our department, but hiring for that position is on hold. We participate in outreach initiatives such as Girls Take Flight, which promotes aerospace engineering	We will continue to participate in the Canadian Graduate Engineering Consortium. We will continue to request that the university release the equity faculty position so we can proceed with the hire. We will continue our participation in Girls Take Flight, and our equity committee will explore additional outreach initiatives for underrepresented	Departmental equity committee responsible for outreach activities, which will be an ongoing effort. Department chair for hiring.	The FEAS Dean and the Office of Graduate and Postdoctoral Studies support the proposed initiative and invite the program to participate in a range of internal and external events that promote graduate education. These include the TMU Women in Engineering (WiE)	YSGPS supports the program's efforts to increase representation among equity-deserving groups. YSGPS encourages the program to prioritize the most effective recruitment channels, such as initiatives that identify promising undergraduate students from equity-deserving

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visibility, and attract high-quality applicants. Increased efforts in EDI will help to improve the Aerospace programs national and international visibility and more groups will be represented by the graduate program.	among young women. In addition, our department has recently formed an equity committee with faculty and student members. This committee is there to advance equity in our department, including through outreach initiatives.	communities.		Annual Conference (February), the internal mini-CGEC event (March), various career fairs and industry engagement events, participation in Science Rendezvous (May), and the identification and recruitment of academically strong undergraduate students from underrepresented demographics into the Accelerated MASc pathway (late March–early April), among others.	groups and facilitate their transition into the MASc program.
<u>Recommendation 8:</u> Develop and implement a multi-year strategic plan that identifies growth priorities and includes targeted faculty hiring	While FEAS has recently released a faculty-wide strategic plan, we agree that a multi-year strategic plan focused on our graduate	We will propose to our graduate program council the creation of a subcommittee to develop a multi-year strategic plan,	Associate Chair graduate program (1 year for the original strategic plan. After that, it will be revisited on a yearly	The FEAS Faculty Dean and the Office of Graduate and Postdoctoral Studies support this initiative,	YSGPS strongly supports the recommendation to think strategically regarding the program's future

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to support the graduate program. A strategic plan that leverages the established strengths of the existing graduate program and the expertise of the faculty members will provide a clear direction for future growth and expansion. This recommendation will help to support the 5 initiatives and recommendations provided by the TMU Self-study document.	program identifying growth priorities, will help keep our graduate program not only relevant but also at the forefront. While the graduate program is not involved in faculty hiring (the department handles that), it is certainly affected by it. As such, we can and should include recommendations to the department for future faculty positions.	including a mandate to provide recommendations to the department on future faculty hires. In the first year, the subcommittee will develop a multi-year strategic plan, and in subsequent years, the subcommittee will revisit it for currency. The subcommittee will include the department chair and Associate Chair, as well as representation from program faculty and graduate students. The subcommittee will consult with our industrial advisory board in the course of creating and revisiting the strategic plan.	basis)	which is expected to have a substantial and long-term positive impact on the future of both the department and the graduate program.	needs, which is essential to ensure the continuity of research and mentorship, enabling the program to remain competitive in attracting high-quality graduate students. We encourage the program to ensure any strategic plan aligns with the FEAS strategic plan.