



**Graduate
& Postdoctoral
Studies**

Office of the Vice-Provost and Dean
Yeates School of Graduate & Postdoctoral Studies

Final Assessment Report (FAR) and Implementation Plan

Periodic Program Review (PPR)

Graduate Program in Master of Engineering Innovation and Entrepreneurship

Last Updated: May 19, 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 the **Master of Engineering Innovation and Entrepreneurship (MEng)**. 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 MEIE program belongs to a growing family of Master programs called New venture creation programs. New venture creation programs are graduate-level programs that focus on developing the skills and knowledge needed for new venture creation to start and run a new business. These programs are designed to provide students with a comprehensive understanding of the entrepreneurial process, from ideation, stakeholders analysis and market research to financing, implementation and/or market entry. While the term entrepreneurship is often associated with for-profit business activities, the key elements of the entrepreneurial approach can be applied in any area in which innovation is sought, including the not-for-profit sector and government.

Specifically, the MEIE program is designed for engineering and science students and industry professionals interested in advancing their technical skills in coming up with a new innovation that can create economic, social and/or environmental benefits to society. Using new venture creation as a platform for learning, the students can work on their own startup ideas or they can identify innovative projects within existing organizations to collaborate with.

MEIE's pedagogical approach is reflective of the creative problem solving, fast-paced and high-level of interactivity required to start and run a science-based business. MEIE students are expected to be active learners as they advance their ideas by deepening their engineering and entrepreneurship knowledge and applying it through work on team-based start-ups. The design of the program and the resources available enrich the learning experience of the students and allow them to grow their personal skills, build a strong professional network and open different career paths for them. Moreover, MEIE students are encouraged to work on solving real-world problems using their knowledge of engineering and science.

The MEIE program has successfully opened new routes to productive careers by its graduates in a broad range of sectors. The skills acquired during the program help them communicate their ideas better, manage their teams better and raise and manage the resources required more efficiently. Moreover,

with their newly acquired business and management skills, the MEIE program also opened diverse career paths to its graduates. Our graduates applied successfully for jobs in the fields of product management, technical and management consultancy, business management and technical sales. Also, with their newly acquired skills and knowledge about innovation and entrepreneurship, they pursued jobs related to supporting the innovation ecosystem. Graduates have navigated careers in not-for-profit organizations, incubators and accelerators whether private or public, university technology transfer offices and industry partnerships offices. Moreover, the training in entrepreneurial approaches and teamwork provided by the program encouraged some students to make a serious commitment to develop and launch their own ideas. Some of the MEIE graduates took up technical roles in different industries, where they are using their technical skills in a more impactful way.

The MEIE program has been in operation since 2016 and has had 174 graduates (by spring 2023). Based on the feedback received from different stakeholders, the program is continuously modifying and experimenting new initiatives to improve the students' experience overall.

PERIODIC PROGRAM REVIEW AND PEER REVIEW TEAM

The graduate program in **Master of Engineering, Innovation and Entrepreneurship (MEng)** 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. Elkafi Hassini, Professor and Associate Dean, DeGroote School of Business, McMaster University, Dr. John Walsh, Professor, Gordon S. Lang School of Business and Economics, University of Guelph and Dr. Lorena Escandon, Assistant Professor, The Creative School, Toronto Metropolitan University

The PRT site visit was conducted on-site on September 18-19, 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 March 26, 2025, and the response to the report from the graduate program and Faculty Dean was communicated on January 12, 2026.

PROGRAM STRENGTHS, WEAKNESSES, AND OPPORTUNITIES

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

Summary Findings—Strengths and Weaknesses

The Peer Review Report was overall positive and highlighted the following strengths of the Master of Engineering Innovation and Entrepreneurship program:

- **Experiential Learning Model:** The program's integration of the Lean Startup framework into its curriculum is a standout feature. Students engage in iterative venture development, applying theory to practice through real-world projects, mentorship, and feedback loops. This model fosters deep learning and entrepreneurial confidence.
- **Practitioner-Led Instruction:** The program is delivered by instructors with strong industry credentials, entrepreneurs, investors, and market researchers, who bring current, relevant expertise into the classroom. Their involvement in curriculum development and mentorship enhances the program's authenticity and impact.
- **Student Motivation and Engagement:** Faculty noted that MEIE students are highly motivated and successful in industry settings.
- **Curricular Flexibility and Responsiveness:** The program demonstrates agility in responding to student feedback, with recent changes to project courses and instructor assignments. The Graduate Council plays an active role in shaping curriculum enhancements.
- **Supportive Infrastructure:** The Innovation Boost Zone serves as a dynamic co-curricular space where students access funding, mentorship, workshops, and incubation services. Its full integration into the MEIE experience provides students with a unique laboratory for innovation and venture creation. TMU also provides other strong teaching support and access to facilities, which students and faculty value.
- **Commitment to EDI in Admissions:** The program has implemented targeted scholarships for equity-deserving students and embraces an admissions process that values entrepreneurial potential alongside academic achievement.

- **Alumni Engagement:** Graduates of the program remain actively involved as mentors, guest speakers, and advisors. This ongoing engagement contributes to a vibrant learning community and reinforces the program's reputation and relevance.
- **Vision for Growth and Collaboration:** Faculty and leadership articulated a forward-looking vision that includes deeper integration with other entrepreneurship programs, expanded industry partnerships, and the development of new curricular streams.

The Peer Review Report also identified the following weaknesses of the Master of Engineering Innovation and Entrepreneurship program

- **Reliance on Sessional Instructors:** The program relies heavily on sessional instructors and limited-term hires. There is a need for tenure-track faculty to ensure long-term academic leadership.
- **Missing Core Course on Product Development/Design Thinking:** The program currently lacks a dedicated core course on product development and design thinking, as acknowledged in the self-study and by students.
- **Cross-Departmental Collaboration:** Opportunities exist to expand elective offerings and integrate with other entrepreneurship programs across TMU.
- **Part-Time Student Integration:** IBZ access and experiential components could be better tailored to students who are working professionals.
- **Limited Structured EDI Content:** While Equity, Diversity, and Inclusion (EDI) principles are embedded in some learning outcomes and addressed by guest speakers, there is limited dedicated core content or a structured framework for teaching EDI principles within the curriculum.
- **Lack of Longitudinal Tracking Tools for Impact Metrics:** The program currently lacks a formalized system for longitudinal tracking of student proficiency in Innovation and Entrepreneurship (I&E) competencies over time.
- **Alumni Tracking:** While alumni engagement is strong, there is a need for formal tracking of alumni impact metrics.

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

RECOMMENDATION and RATIONALE	PROGRAM RESPONSE	RESPONSE FROM DEAN OF FEAS	YSGPS RESPONSE	PROPOSED PROGRAM ACTION	IMPLEMENTATION TIMELINE AND LEAD
<u>1. Hire dedicated Faculty Members (Requires external action, (institutional support)).</u> The program currently relies heavily on sessional and limited-term faculty. While these instructors bring valuable industry experience, the absence of permanent academic staff limits long-term curriculum leadership, research integration, and mentorship continuity. Dedicated appointments would ensure sustainability, strengthen academic rigour, and support strategic growth.	Thank you for pointing out this issue. We are in conversation with the Dean’s office to pursue this item further. The MEIE program is not part of any department and comes directly under FEAS. At the same time, based on the TFA collective agreement, every tenure-track faculty member must be associated with a department and hired by the departmental hiring committee (DHC).	The FEAS Dean understands and supports this recommendation. To ensure academic consistency and the long-term sustainability of the program while maintaining a strong connection to cutting-edge entrepreneurial trends in industry, we believe an optimal TFA/CUPE 1 ratio is 50%–50%. In accordance with TMU’s Faculty Association Collective Agreement, which requires all tenured and tenure-track faculty members to be appointed and housed within academic departments, the FEAS Dean will work collaboratively with the Provost’s Office, OVPFA, the Program, and appropriate FEAS departments to support its implementation.	YSGPS supports the recommendation for additional faculty members who can provide expertise and leadership and contribute to the program's long-term sustainability. Hiring decisions are made by the Dean of the Faculty of Engineering and Architectural Science, in collaboration with the Provost’s Office.	The program will work with the Dean’s office to sort approval for the two positions from the Provost, identify the suitable department(s), run the search process through the DHC(s), and collaboratively agree on the responsibilities of the two new tenure-track faculty in their native department(s) as well as in the MEIE program.	1-2 years Dean of the Faculty of Engineering and Architectural Science & VP Faculty Affairs & Provost & HR The MEIE program will assist the Dean in identifying the hosting department(s), developing the job ad, managing the hiring process, and defining the responsibilities of the two new faculty members.

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<u>2. Add a Core Course on Product Development and Design Thinking (Program-level action):</u> Both students and faculty identified a gap in the curriculum related to product development. Adding a dedicated course would enhance students' ability to translate validated ideas into viable solutions, complement the Lean Startup framework, and better prepare graduates for venture creation and intrapreneurship roles.	We are revising the EI8008 Lean Start-up Customer Validation Practicum to focus more on product development and design thinking, and will designate this course as a "core course." This agenda item will be presented to the Graduate Program Council (GPC) for approval at its upcoming Winter 2026 meeting. Student feedback will be gathered through the students' representative in the GPC. We are piloting some of these changes within the practicum course EI8008 by adding more design thinking theories and case studies. We will evaluate students' feedback at the end of Summer 2026.	The FEAS Dean and the FEAS Office of Graduate and Postdoctoral Studies agree with this recommendation and will fully support the Program's proposal and implementation timeline.	YSGPS supports this recommendation, given the importance of design thinking in product development and iteration. To ensure the curriculum modification is implemented in accordance with Policy 127, we encourage the program to consult with the Associate Director, Graduate Administration and the Associate Dean, Programs.	Requesting a curriculum change, switching the Practicum course EI 8008 to the Core Course. As a result, no new course will be created, but the designation of an existing course will be changed. We will keep the course learning outcomes the same as before, but the mode of delivery will change from a practicum to a lecture-based course.	1-2 years Program Director & Administrator
<u>3. Develop Tools to I&E Competency Progression (Program-level action).</u> While the program uses experiential assessments, there is no formal mechanism to track student growth across key I&E competencies. Developing such	We will collaborate with researchers in entrepreneurship education to develop assessment tools to measure students' proficiency levels in I&E competencies throughout the program.	The FEAS Dean and the FEAS Office of Graduate and Postdoctoral Studies agree with the Program's response to this recommendation and support the implementation of this action item at the earliest opportunity. We suggest that, in	YSGPS supports the program's efforts to develop appropriate tools to track student experience, growth, and achievement of the program-level learning outcomes. We encourage the program to seek support	Reaching out to top researchers in Entrepreneurship education identified through the program's network and GPC, TMU Centre for Excellence in Learning and Teaching (CELT), to decide on the best tools	1-2 years Program Director& IBZ Executive Director& Program Administrator and instructors as needed

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tools would improve learning outcome measurement, support individualized feedback, and strengthen the program's quality assurance and continuous improvement processes.		order to identify the top educators in the entrepreneurial field, the program reach out to and/or participate in leading conferences such as IEES (International Entrepreneurship Education Summit) , 3E (ECSB Entrepreneurship Education Conference) , and IEEC (International Entrepreneurship Educators Conference) (as listed in Recommendation 7)	through the Centre for Excellence in Learning and Teaching. YSGPS can also support programs in developing and implementing tools for continuous improvement and monitoring program quality.	available to assess student progress in I&E competencies Implementing the assessment tools	
<u>4. Create a Program or Industry Liaison Role (Requires external action (new staff position))</u> A dedicated liaison or career facilitation officer would help connect students with industry challenges, internships, and project opportunities. This role could also support alumni tracking and employer engagement, enhancing the program's applied learning outcomes and career readiness.	We are considering creating such a position. The role will also invest and build a database of high-quality ideas from existing companies, faculty members' patents and early-stage startups in our regional ecosystem.	The FEAS Dean and the FEAS Office of Graduate and Postdoctoral Studies support the proposed action. The emphasis on strengthening industry engagement, leveraging faculty expertise and intellectual property, and expanding experiential learning opportunities aligns well with the program's objectives. The proposed collaboration with OVPRI and the addition of an elective focused on innovation within existing organizations are viewed as	YSGPS supports the program's efforts to build collaborative partnerships with industry and to build such partnership opportunities into the program curriculum. Locating opportunities through faculty members in FEAS and FoS can provide MEIE students with valuable opportunities to collaborate with faculty across TMU. With respect to proposed tuition increases, YSGPS will engage with the program to explore this possibility, in	Work with the Faculty of Engineering and Architectural Science to explore opportunities to generate revenue to support additional staff resources. A 0.5 FT position in business development is a high priority for the program. Work with FEAS to approve the increase in tuition fees. Work with the OVPRI to secure industry partnership opportunities	1-2 years Dean of the Faculty of Engineering and Architectural Science, Program Director, & HR

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		appropriate enhancements. The proposed tuition increase to support a 0.5 FTE dedicated business development position forms part of a broader institutional discussion and is subject to approval at multiple levels of the university. We encourage the Program to initiate this discussion and follow the established internal procedures required for approval.	collaboration with the Office of the Dean, FEAS. While the program operates on a cost-recovery basis, changes in tuition must be considered in the context of student access and any other external constraints.	Engage with faculty from the Faculty of Engineering and Architectural Science and the Faculty of Science to explore industry partnership opportunities Explore the option of adding an elective course focusing on Innovation in existing organizations	
<u>5. Incorporate inclusive case studies and bias training in the program (Program-level action)</u> Showcasing entrepreneurs and innovators from diverse backgrounds, addressing equity and accessibility challenges in their ventures and integrating bias training for students will help them recognize and mitigate their own unconscious biases in team dynamics, product development, and business strategy	We will add EDI-focused content to all MEIE core courses. This will focus on teaching students some practical frameworks, tools and best practices used in industry.	The FEAS Dean and the FEAS Office of Graduate and Postdoctoral Studies fully support the proposed action. The program is encouraged to work with the Centre for Excellence in Learning and Teaching (CELT) and the Office of the Vice-President, Equity and Community Inclusion (OVPECI) to explore best practices for effectively addressing these important issues within the curriculum.	YSGPS supports the program's efforts to embed EDI into the curriculum in a thoughtful and meaningful way. The program is strongly encouraged to engage experts at the Centre for Excellence in Learning and Teaching (CELT) to support this change. YSGPS encourages the program to consider inviting faculty who teach elective courses into this discussion as well, so that EDI principles can be embedded in both required and elective courses.	Requesting a curriculum change to include learning outcomes 9 & 11 in all MEIE mandatory courses. Working with Core course instructors to add content focused on teaching frameworks, tools and best practices. Collaborate with the TMU teaching and learning centre to create and integrate EDI-focused content into all MEIE core courses.	1-2 years Program Director & Administrator

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<u>6. Collaborate with TMU's Teaching Centre for Instructor Training (Program-level action)</u> Many instructors are industry professionals with limited exposure to university teaching resources. Partnering with TMU's teaching centre to offer training on pedagogy, assessment, and technology would improve instructional quality and consistency.	We have been sharing CELT training resources with instructors, and we are planning to incentivize (e.g., support in grant writing) the instructors to participate in CELT training, including the Excellence in Teaching Program	The FEAS Dean and the FEAS Office of Graduate and Postdoctoral Studies agree with the Program's response to this recommendation and support the implementation of this action item at the earliest opportunity.	The MEIE program benefits greatly from the expertise of industry professionals who teach in the program. At the same time, these individuals may have limited capacity to engage in teaching development. YSGPS supports the program's efforts to encourage instructors to seek teaching development opportunities and to make these opportunities more visible and accessible to sessional instructors.	Collaborate with the CELT centre to identify necessary workshops and programs for new hires and returning instructors to participate after signing the course contracts and before starting the new teaching term.	Ongoing basis Program Director & Administrator
<u>7. Reputation Building through Conference Participation (Program-level action (with institutional support))</u> Attending and presenting at academic and industry conferences would raise the program's visibility, attract high-quality applicants, and strengthen its reputation within the innovation and entrepreneurship education community. It also supports	We agree with the reputation-building approach and plan to collaborate with the Provost's office and the central marketing team to enhance the program's local and international outreach.	The FEAS Dean and the FEAS Office of Graduate and Postdoctoral Studies encourage the program not to rely solely on marketing initiatives to build its reputation. A strong and sustainable reputation is established through the continuous quality of the program, including clearly articulated and achieved learning outcomes, high-impact scholarly work in entrepreneurial education, and meaningful dissemination	YSGPS supports the recommendation to build the program's reputation through active engagement in industry and academic conferences on entrepreneurship and innovation. Engaging graduate students in these conferences constitutes an important form of professional development and may facilitate mentorship opportunities.	When it comes to recruiting high-quality applicants, the program will continue sponsoring, organizing and participating in innovation and entrepreneurship regional and international events. When it comes to raising the program's visibility and reputation, the program will actively participate in conferences related to entrepreneurship education, such as IEES (International Entrepreneurship Education)	1-2 years Program Director & IBZ and TMU Central Marketing

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faculty development and networking.		activities. This includes active participation in relevant conferences, publications in discipline-focused scholarly journals, and contributions to edited volumes or monographs. Such sustained academic and scholarly engagement will provide a strong foundation upon which marketing efforts can appropriately build.		Summit), 3E (ECSB Entrepreneurship Education Conference) , and IEEC (International Entrepreneurship Educators Conference)	
<u>8. Strengthen Alumni Engagement as a Reputation Driver (Program-level action)</u> Alumni are already contributing as mentors and guest speakers. Formalizing their role through structured engagement (e.g., alumni panels, advisory roles) would enhance the program’s reputation and provide valuable feedback loops. Alumni success stories can also serve as key performance indicators (KPIs) for program impact.	We support the strategy of involving alumni in enhancing the program's reputation. Currently, we use social media marketing to engage both current and former students. If we are successful in securing a staff position in business development (Recommendation 4), this individual may be able to increase the program’s capacity in alumni engagement.	While annual social events and mixers can support alumni–student networking, the FEAS Dean and the Office of Graduate and Postdoctoral Studies encourage the program to pursue more structured and sustainable forms of alumni engagement. In particular, involving alumni in a future Program Advisory Committee would enable more meaningful and ongoing contributions. Although the use of social media is positive, its impact remains limited. The program is encouraged to develop a strategic, long-term alumni	YSGPS supports this recommendation. We will support the program’s efforts to engage alumni through structured engagement activities. We encourage the program to notify YSGPS of key achievements of program alumni, so we may incorporate those stories into our marketing initiatives, thereby enhancing the program's and graduate studies' profiles. We also encourage the program to leverage existing resources, including the FEAS Associate Director of Development, the Development Officer, and other resources through University	Organizing annual social events dedicated to MEIE alumni and current students. Continue building MEIE success stories with the support of IBZ and the central marketing team. Advocate for the creation of a staff role in business development	Dean, Program Director & Administrator & IBZ Executive Director & IBZ and TMU Central Marketing

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		engagement plan, including periodic follow-ups (e.g., 2 and 5 years post-graduation) to support the development of program-specific KPIs and to assess longer-term outcomes. Given the program's relatively small size, creating a new position dedicated solely to alumni liaison would be difficult to justify. However, we encourage the Program to, in the meantime, engage with the FEAS Associate Director of Development, Shira Gellman, and Development Officer, Mariska Espinet, as alumni liaisons are in their portfolio.	Advancement.		
<u>9. Establish a Program Advisory Committee, Including Sessional Instructors (Program-level action)</u> Sessional instructors bring frontline insights from industry and teaching. Including them in a formal advisory structure would improve curriculum relevance, foster community, and support continuous	We understand the current lack of such an advisory committee involving industry partners, alumni, and sessional instructors. We also understand the potential role such a committee can play in shaping the program's currency, goals, relevance, and future directions.	The FEAS Dean and the Office of Graduate and Postdoctoral Studies fully support the program's proposal and its proposed implementation timeline. In addition, as noted previously, inviting a small number of alumni from different cohorts to join the Program Advisory Committee would be an effective way to	YSGPS supports the establishment of a Program Advisory Committee. Formalizing the involvement of program alumni, industry partners, and sessional instructors will enable regular consultation with an informed and engaged group of advisors. Ongoing collaboration with the PAC will help foster stronger,	GPC will seek nominations and input on PAC membership and will engage in a thoughtful discussion of the committee's composition, aiming to ensure a broad range of professional experience and disciplinary perspectives while remaining inclusive, equitable, and diverse. We plan to establish this	0.5 year Program Director & Administrator

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improvement. It also acknowledges their contributions and strengthens institutional memory		ensure alumni voices are represented and to foster sustained, structured engagement with the program over the long term.	more meaningful partnerships with these key stakeholders.	committee by Spring 2026 and have its first annual meeting in Spring/Summer 2026.	
<u>10. Create opportunities for students to socialize and have a sense of belonging, such as facilitating the establishment of a student association with some funding for regular activities. (Program-level action)</u> Students mentioned that they would like to have more opportunities to socialize and feel a sense of belonging to a program. Establishing a MEIE Student Association will also offer the students the opportunity to hone their leadership and organizational skills in a low-risk environment.	Our mission is to help students feel they belong, especially since many are international students in Canada on their own. IBZ is creating social opportunities to help students build networks and find a sense of belonging. This year, we launched The Good Idea, a student-led program that encourages sharing expertise outside of the classroom, building connections, and developing presentation skills. So far, we have successfully hosted five student-led workshops on health and wellbeing, website and software development, and business French. We also introduced the D2L MEIE student shell to enhance communication and collaboration across cohorts.	The FEAS Dean and the Office of Graduate and Postdoctoral Studies fully support the program’s proposal and its proposed implementation timeline. Students are also encouraged to connect with the FEAS Senior Manager, Graduate Engagement and Operations, who can provide advice and guidance on different ways of self-organizing—such as forming a student association or a graduate course union—and help connect them with the appropriate contacts and procedures.	YSGPS supports the recommendation to cultivate a student association within the program. Forming a graduate student course union would provide an important framework for students to organize and advocate for their needs. The program might suggest this to students and encourage them to seek support through the TMGSU. YSGPS also encourages the program to include students in program governance, so that student voice becomes central in all discussions relevant to the program.	Student societies are primarily a grassroots movement, initiated and driven by students. The program will encourage students to establish a student association and connect them with alumni who can provide support.	On going Program Director & Administrator