

RYERSON UNIVERSITY

Brief for the Standard Appraisal
of a proposal for a

M.A.

in

Immigration and Settlement Studies

Submitted to the
Ontario Council on Graduate Studies
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1.

INTRODUCTION

We are living in what has been described as ‘The Age of Migration’¹. In consequence, this is a proposal for an MA program in Immigration and Settlement Studies – a graduate program that focuses on the consequences and opportunities arising from transnational human mobility as it relates to Canada. Somewhat surprisingly, despite Canada’s historic stature as one of the world’s leading immigrant-receiving countries, there is no such dedicated post-graduate program of study in the country. Given the recently renewed importance of immigration to Canada, the establishment of a theoretical and applied program devoted to advanced, scholarly, study of immigration and settlement is of some urgency.

As the 2001 census revealed, the proportion of Canada’s population who were born outside the country is now at its highest level in 70 years. In 2001, immigrants comprised 18.4% of Canada’s population. Indeed, the 1990s now stand as the greatest decade of immigrant arrival in Canada’s history, with 2.2 million newcomers entering the country. Canada now ranks second in the world (after Australia) in its proportion of foreign-born residents, far ahead of countries such as the United States, Great Britain, Germany, France and Japan. The unprecedented flows of global migration, combined with the need for enhanced research expertise in the experience of Canada as a ‘classic country of immigration’, make this an opportune time to propose a new graduate program exclusively devoted to the study of immigration and settlement.

Nor can there be a more appropriate ‘home’ for such a program than in Toronto. The urban area now has the highest concentration of immigrants of any metropolitan centre in North America. In 2001, immigrants comprised 43.7% of the Toronto Census Metropolitan Area (CMA) population, and 43% of all newcomers to Canada during the 1990s settled in the Toronto CMA. Located in the heart of this extraordinarily cosmopolitan metropolis, we believe Ryerson University possesses the faculty complement, institutional and community ties required to launch a MA program in Immigration and Settlement Studies.

¹ Castles, S. and M. Miller. 1993. *The Age of Migration: International Population Movements in the Modern World*. New York: Guilford Press.

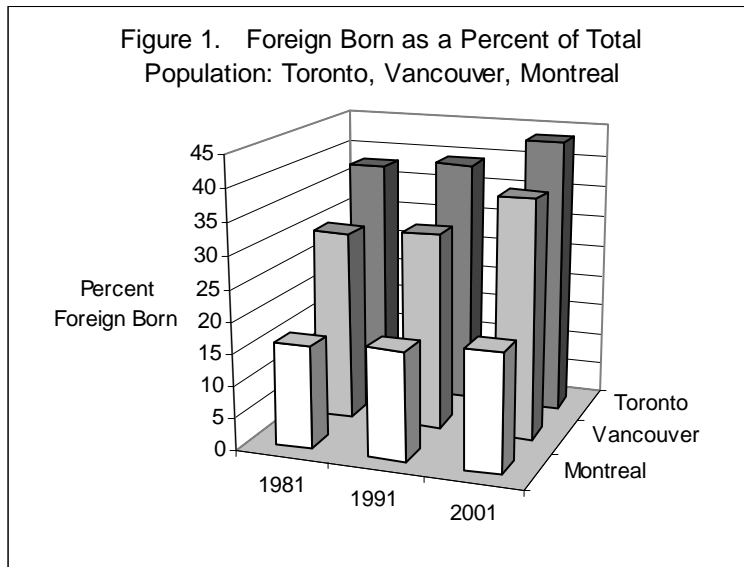
1.1 The Context of the Proposal

Immigration and settlement issues are high on the public agenda for a number of reasons. First, the volume of immigration will be maintained, perhaps even increase, in the near future. The array of criteria used to define those who may be admitted, under the various immigration categories, is set primarily by the federal government, except in the case of potential immigrants to the Province of Quebec, where provincial policies prevail with respect to language. The federal government has established a notional annual immigration goal equivalent to one percent of the population (i.e., approximately 300,000 persons per year), which is considerably greater than that achieved in recent years (220,000 in 2000). The importance of this notional goal, as far as this proposal is concerned, is the implication that matters related to immigration and settlement will remain high on the public agenda for many years to come.

Second, the source countries of new immigrants have changed significantly during the past fifty years, and with these changes has come a need for society to come to grips with the challenges, and to capitalize on the opportunities, associated with the migration and integration of a greater diversity of ethnic and religious minorities. Prior to 1971, the Canadian population was diverse, but generally of European origin. Nearly 90% of those persons not born in Canada had emigrated from Europe – mainly from the United Kingdom, Italy, Portugal, and Eastern Europe. This source pattern changed significantly after 1971 – so much so that, during the decade of the 1990s, more than one-half of immigrants came from countries in East, South-East, and South Asia, such as India, China, Vietnam, and the Philippines. During recent years, there has been an increase in the volume of immigration from countries in the Caribbean, Central and South America, and Africa. Thus, while issues related to immigration and settlement have always been pressing, they are now more complex than ever before.

Third, the most recent waves of immigrants have tended to settle, in ever greater concentrations, into the largest metropolitan areas in the country. As results of the 2001 census revealed, 58% of all newcomers to Canada during the 1970s settled in Toronto, Vancouver and Montreal; for immigrants arriving in the 1980s, the proportion rose to 66%; and then climbed to

73% of all immigrants entering Canada during the 1990s. As noted earlier, Toronto is by far the country's greatest magnet for immigrant settlement, becoming home to 43% of all newcomers who arrived during the 1990s. As Figure 1 also indicates, while immigrants are providing an increasing share of the population in each of these metropolises, the foreign-born share in the Toronto CMA is by far the largest. The Greater Toronto Area (GTA) has become a milieu in which a wide range of opportunities and challenges related to immigration and settlement must be addressed, and is the most appropriate location, therefore, for a graduate program that focuses on these issues.



Fourth, this focus of immigrant flow on the largest metropolitan areas in the country is not a phenomenon unique to Canada. It is a pattern that is found in many of the more wealthy countries of the world -- the prime destinations of immigrants being metropolises that are centres of finance, and producer services (i.e., services to business, such as finance) in general. These 'world cities'² are faced with immigration-related challenges that may not be present to the same degree in other urban areas within their own countries. In consequence, matters related to immigration have a transnational dimension, not just because of the effect of migration on source regions, but also because most large 'world cities' are similarly affected. A graduate program on immigration and settlement must, therefore, embrace the transnational nature of the challenges

² Beaverstock, J.V., R.G. Smith, and P.J. Taylor (1999) "A Roster of World Cities" *Cities* 16, 6, 445-458.

related to immigration and settlement, and the ways in which policy-makers may address the issues.

In this context, it is important to note that many of the faculty to be involved with the proposed program are associated with the Metropolis Project³, and a linked Joint Centre of Excellence for Research on Immigration and Settlement (CERIS). The Metropolis Project was launched in 1996, and, in its international component, involves policy-makers and researchers from over twenty countries. It is designed to be “an international forum for comparative research and public policy development about population migration, cultural diversity and the challenges of immigrant integration in cities in Canada and around the world”. CERIS, operated jointly by the University of Toronto, York University, and Ryerson University, is one of four Centres of Excellence⁴ in the country that collectively involve 15 universities and several hundred affiliated researchers, graduate students, and post-doctoral fellows. The other Centres are located in Montreal (IM)⁵, Edmonton (PCERII)⁶, and Vancouver (RIIM)⁷.

1.2 Education and Professional Development in Immigration and Settlement Studies

The development of a graduate program in the field of immigration and settlement studies faces three challenges. First, research and policy studies in the area are under the purview of no single discipline – it is a field that is essentially multi-disciplinary in nature. Indeed, Greenwood and Hunt note in a recent study of the evolution of migration studies, the field has ever been thus. “Migration research”, they observe, “has a strong interdisciplinary

³ Nationally, the Metropolis Project is supported by a consortium of federal departments and agencies (Citizenship and Immigration Canada (CIC), Social Sciences and Humanities Research Council (SSHRC), Department of Canadian Heritage, Status of Women Canada, Human Resources Development Canada, Statistics Canada, Canada Mortgage and Housing Corporation, and Solicitor General Canada) who provided \$8 million in start-up core funds for the initial six years for the four Centres (through March 2002). Funding levels for the next round will be greater.

⁴ Funded mainly by the Social Sciences and Humanities Research Council (SSHRC) and Citizenship and Immigration Canada (CIC), but including provincial and municipal governments, NGOs and private sector representatives.

⁵ Montreal Centre for Inter-university Research in Immigration, Integration, and Urban Dynamics (IM).

⁶ Prairie Centre of Excellence for Research on Immigration and Integration (PCERII).

⁷ Research on Immigration and Integration in the Metropolis (RIIM).

history.”⁸ That this pluralism of approaches still flourishes, is evident from a glance at recent papers⁹ in the area, which include research and policy discussions on such topics as: the structure of information flows in transnational communities; managing divided cities; the “human capital” model and immigration policy; labour market barriers in immigrant countries; family reunification; immigrant youth most at risk of failure in school; second generation immigrants and education; public attitudes towards immigration and ethnic diversity; immigrant parenting issues; barriers to public health and social services; aspects of immigrant integration; and, refugee and asylum claimants.

Second, the proposed masters’ program must cater to the needs of, on the one hand, those wishing to undertake basic research in the field; and, on the other hand, those wishing to pursue a more policy-oriented, or practice-based, professional career. The pedagogic principle underlying the design of the program is that these two objectives are not mutually exclusive, and that a curricular structure can be designed that will address both interests, while permitting students to ‘lean’ in one direction or the other. The graduate environment that is developed for the ‘education of the student’ recognizes these two possible paths, for professional education in the field is inextricably entwined with the kinds of information and resulting insights that only soundly based research can provide.

Third, as there are few precedents for a stand-alone graduate program in this field in North America, there is no model to follow that focuses exclusively on immigration and settlement studies. There are many graduate programs that list migration (the causes and consequences of human mobility at both origin and destination countries), and occasionally immigration, as a topic of interest, but these are usually disciplinary based (such as Sociology, Social Anthropology, and Geography), or associated with Area Studies programs (such as the Latin American Area Center at the Udall Center for Studies in Public Policy, University of Arizona). Probably the closest fit to the intentions of the proposal is the MA Program in Migration Studies at the University of Sussex (UK).

⁸ Greenwood, M.J. and G.L. Hunt. 2003. “The Early History of Migration Research”, *International Regional Science Review*, 26, 1, 3.

⁹ Based on information in the Metropolis web site at <http://canada.metropolis.net/>.

The Sussex program involves four core faculty, and a number with peripheral interests in the field. Students are admitted who have undergraduate degrees from the social sciences (especially Sociology, Politics, and Geography), and occasionally the humanities (particularly History). The program consists of four courses, of which two are compulsory, and two are options chosen from a list of four. Each of the courses is assessed by a term paper (about 5,000 words), or its equivalent. In addition, there is a supervised thesis (about 20,000 words). The compulsory ‘courses’ include:

Theories and Typologies of Migration – which explores the key theoretical literature on migration, including critical debate about alternative frameworks of analysis. Attention is drawn to the significance of migration in a broader range of processes such as social and cultural change, globalization, and uneven development.

Legal and Policy Aspects of Migration – which examines global, EU and national policies relating to contemporary international migration, including the complexity of the legal, political and human rights issues involved.

The two optional courses may be chosen from: Migration in Britain and Europe; Migration in Japan and East Asia; Transnational Migration and Diaspora; and, Refugees and Development.

This particular model is useful because it: conforms with the usual (‘classic’) structure of “MA with research paper” programs in Ontario; is a **single-field program**; admits students from a variety of disciplines; caters to a variety of student academic backgrounds through compulsory course requirements; provides an indication of the evaluative framework; suggests how a limited bloc of optional courses can provide sufficient choice; and, makes good use of scarce resources. The model emphasizes that a quality graduate program for persons who may pursue further scholarly work in the field, or practice professionally, may be provided through a common core of courses, a restricted array of optional courses, and a thesis requirement.

1.3 The New Program: Field and Objectives.

1.3.1 The proposed masters program in immigration and settlement is, in OCGS terms, a **single-field program**. The field involves: research and public policy analysis about the challenges and opportunities arising from immigration in Canada, and those related to successful settlement, particularly as these occur in metropolitan areas; and, comparative

studies of the ways in which the consequences of transnational human mobility are addressed in public and private sectors around the world. The program involves students who may be interested in research, and perhaps contemplating doctoral activity in the field; and/or, those likely to engage directly in professional work with immigrants, refugees, and ethnic communities.

1.3.2 The objectives of the program are to:

- (i) Enhance in-depth knowledge, through four core courses, of the key historical, theoretical, methodological, policy and program literature and issues in the field of immigration and settlement studies in Canada.
- (ii) Explore and critically assess, through a selection of courses and seminars, some of the social, economic, political, cultural, spatial, policy, service-delivery and human rights aspects of immigration and settlement.
- (iii) Compare the experience of migration and settlement in Canada with other countries, through the incorporation of international perspectives in curriculum.
- (iv) Provide focused discussions of the theoretical, conceptual, methodological issues/concepts practitioners need to know (and think) about when using related information
- (v) Develop a critical understanding of the methodological and practical issues facing research in the field.
- (vi) Generate, through a practicum, an understanding of the ways in which information in the field is utilized, in both practice and policy-making contexts.
- (vii) Demonstrate an ability to contribute to knowledge in the field through the preparation of a research paper or demonstration project paper.
- (viii) Provide opportunities for completion of the degree on a full-time and part-time basis.

1.4 Participants in the Program

The multi-disciplinary nature of the field is reflected in the wide range of disciplinary ‘homes’ of the participants in the program. The twenty-six faculty members represent twelve departments in four faculties – the Faculty of Communication and Design, the Faculty of Arts,

the Faculty of Business, and the Faculty of Community Services. The fourteen departments involved are listed in Table 1.1 below. (In addition, the School of Social Work has, in principle, agreed that a team of its faculty, to be identified, will teach a core course in the program as identified in the course description section later in this proposal.) Table 1.1 has, as far as this proposal is concerned, two implications. First, although the number of faculty involved in the program is quite large, they involve only 17.1% of faculty among the departments involved. The largest share is 33% in the School of Early Childhood. Yet, as is made clear from the curriculum discussion further below, the majority of participating faculty's involvement will be in research supervision, rather than course instruction. Additionally, it is not anticipated that any faculty member will teach more than one graduate course per academic year. Thus, the program does not adversely impact existing academic programs and departments at Ryerson.

Table 1.1 "Home" Departments of Faculty Involved in Proposed Program in Immigration and Settlement Studies (I&SS)

Department	Total Faculty	# in I&SS Program
Business Management	50	1
School of Early Childhood Education	12	4
Politics Department	13	4
History Department	7	2
Department of French & Spanish	6	1
Sociology Department	9	3
English Department	13	1
Geography	16	3
School of Urban & Regional Planning	9	2
Economics	10	2
Nutrition	7	1
Disability Studies ¹⁰		1
Total	152	26

¹⁰ Dr. Sandys is cross-appointed between the Schools of Social Work and Disability Studies in the Faculty of Community Studies. The School of Disability Studies is a new one that was established with its first appointments in the Fall of 2001, and will be growing across the next four years; hence it does not figure in the list of departments in the previous table, for calculations of percentages of faculty involved in this master's program.

Second, the number of faculties and departments involved in the program raises implications of administrative and budgetary natures – issues that are often difficult to resolve. Fortunately, Ryerson has already addressed issues of this type with its establishment, within the School of Graduate Studies, of procedures for the appointment of Program Directors for each graduate program, and program budgets. These procedures appear to be working quite well. In this case, the Program Director for the MA program in Immigration and Settlement Studies would be appointed by a committee consisting of: the Dean of Graduate Studies (Chair); and, the Deans of the Faculties of Arts, and Community Services (i.e., those Faculties that have a number of persons involved with the program). Graduate Program Directors at Ryerson receive course release in support of their administrative responsibilities.

1.5 Innovative Features of the Program

The innovative features of the proposed MA program in Immigration and Settlement include the following:

- (1) When approved, it will be the only graduate program in the country that focuses solely on the consequences and opportunities arising from transnational human mobility as it relates to Canada.
- (2) The program is located in the metropolis that is the destination of more than 43% of all immigrants to the country, and more than two-fifths of its population is foreign-born. The innovative program could not, therefore, be more appropriately placed.
- (3) It is designed to cater to the needs of both research- and professionally-oriented students.
- (4) It also caters to the needs of students wishing to undertake the program on either a full-time or part-time basis. There will be no difference in the program taken by full-time and part-time students.
- (5) The program provides unique opportunities for students to undertake a practicum.
- (6) The program requires students to undertake a Research Paper as a specialized topic of study.
- (7) The program will be conducted in a multi-disciplinary environment -- bringing together researchers from a variety of disciplines.

- (8) All graduate students will have an opportunity to interact with other researchers in the Metropolis Project, and the Joint Centre for Research in Immigration and Settlement (CERIS).

1.6 Schedule for the Development and Implementation of the Program

While recognizing that a time-line for a process that involves both internal and external review may be difficult to predict, nevertheless the following seems reasonable:

Summer	2002: Preparation of proposal and writing brief.
Fall	2002: Internal (i.e., University) review of brief
Summer/Fall	2003: Submit brief to OCGS; OCGS Consultant review.
Fall/Winter	2003/4: OCGS approval.
Fall/Winter	2003/4: Implementation of admissions process.
Fall	2004: Start program.
Fall	2005: Graduate first class of students.

This projection is in keeping with the track record of Ryerson's current graduate programs. It reflects their development time-lines, and in graduation planning, the experience of the closest specific program match to ours – the 12 month MSA in Spatial Analysis.

2.

THE FACULTY

At the outset, it must be recalled that it was only in 1993 that Ryerson was granted full university status by the Government of Ontario. Since that time, the University has moved carefully into the graduate arena, mostly at the masters' level, and accorded a greater profile to research. By the year 2001, the operations of the Office of Research Services had been expanded, a School of Graduate Studies established, and seven new graduate programs had been approved by OCGS and launched (only one involving doctoral studies). This involvement in graduate studies, and enhancement of research, has provided opportunities for existing faculty and new appointments. The activities of the group of faculty involved in the proposed MA program in Immigration and Settlement Studies reflect these quite recent post-graduate and research developments.

2.1 Founding Participating Faculty

Table 2.1 lists, and places in the required OCGS summary categories¹¹, the founding participating faculty for the proposed program.

2.1.1 Eighteen persons from thirteen departments are listed as Category 1 – tenured or tenure-track faculty whose graduate involvement is exclusively in the program under review. Most faculty are at the Professor or Associate Professor level, and have significant experience with research and research dissemination.

¹¹ The complete listing of OCGS categories is as follows:

Category 1: tenured or tenure-track core faculty members whose graduate involvement is exclusively in the graduate programme under review. For this purpose the master's and doctoral streams of a programme are considered as a single programme.

Category 2: non-tenure-track core faculty members whose graduate involvement is exclusively in the graduate programme under review.

Category 3: tenured or tenure-track core faculty members who are involved in teaching and/or supervision in other graduate programme(s) in addition to being a core member of the graduate programme under review.

Category 4: non-tenured or tenure-track core faculty members who are involved in teaching and/or supervision in other graduate programme(s) in addition to being a core member of the graduate programme under review.

Category 5: other core faculty: this category may include emeritus professors with supervisory privileges and persons appointed from government laboratories or industry as adjunct professors. Also includes professional staff.

Category 6: non-core faculty who participate in the teaching of graduate courses.

Table 2.1 Faculty Member by Category and Home Unit

Faculty					
Name	Rank	M/F	Ret. Date	Home Unit	Supervisory Privileges
Category 1					
Ali	Asst. Prof	F		SECE	Masters
Bernhard	Assoc. Prof	F		SECE	Masters
Corson	Assoc. Prof	F		SECE	Masters
Doucet	Prof	M		Geography	Masters
Kellett-Betsos	Assoc. Prof	F		French & Spanish	Masters
Kislenko	Asst. Prof	M		History	Masters
Koc	Prof	M		Sociology	Masters
Kumar	Asst. Prof	M		Urban Planning	Masters
Laszlo	Asst. Prof	F		Economics	Masters
Meinhard	Prof.	F		Business	Masters
Roberts-Fiati	Prof.	F		SECE	Masters
Rocha	Asst. Prof	F		Nutrition	Masters
Saloojee	Prof	M		Politics & PA	Masters
Sandys ¹²	Prof	F		Disability Studies	Masters
Siemiatycki	Prof	M		Politics & PA	Masters
Springer	Prof	M		Urban Planning	Masters
Stagg	Prof	M		History	Masters
Tyyska	Asst. Prof	F		Sociology	Masters
Category 2					
Kretsedemas	Asst Prof	F		Sociology	Masters
Category 3					
Lum	Assoc. Prof	F		Politics & PA	Masters
Panofsky	Asst. Prof	F		English	Masters
Shields	Prof	M		Politics & PA	Masters
Carlson	Asst. Prof	F		Geography	Masters
Wang	Assoc. Prof	M		Geography	Masters
Category 5					
Kilbride	Prof	F		SECE	Masters
Category 6					
Barbiero	Prof	M		Economics	Masters

¹² See footnote 8.

2.1.2 One person listed in Category 2 has a non-tenure-stream Limited Term Faculty contract because of a very late opening; it is expected that he will continue to be involved as core faculty in the program.

2.1.3 Five persons are listed in Category 3 – tenured or tenure track core faculty members who are involved in teaching and/or supervision in other graduate programs in addition to being a core member of the program under review. Lum, Panofsky, and Shields are involved with the Joint Ryerson/York MA/PhD program in Communications and Culture; Carlson and Wang are involved with the Joint Ryerson/Toronto MSA program in Spatial Analysis.

2.2 Research Funding

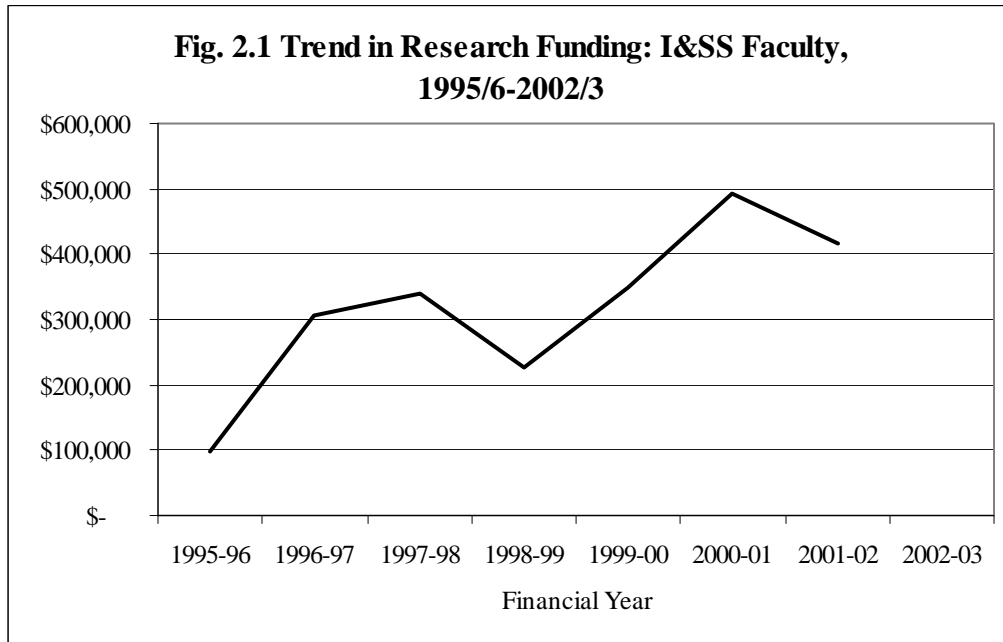
Information on research funding associated with faculty for the proposed MA program has been compiled from the curricula vitae (in Volume 3) for the founding faculty. The data have been compiled carefully because a number of faculty are involved as principal investigators in large projects that have many co-investigators¹³. For such group research the funding has been allocated pro-rata among the number of co-investigators involved, and spread over the lifetime of the grant or contract.

2.2.1 The information in Table 2.2 indicates that **total research funding** for those involved with the proposed MA amounted to \$2.23 million for the seven-year (1995/96 to 2001/02) period. The trend in research funding since 1995/96 (Figure 2.1) reflects the overall emergence of Ryerson, since 1993, as a more research-oriented institution. The data does not include the 2002/3 academic year, which is in progress. However, it should be noted that Dr. Siemiatycki is CoPI of a 2002/4 GEOIDE grant (\$220,000) concerned with the spatial analysis of immigration data.

¹³ For example, Dr. Kilbride is Co-PI for a multi-million dollar research project (1996-2002; 2002-2007), funded by SSHRC, Citizenship and Immigration Canada, and Health Canada, which involves many investigators.

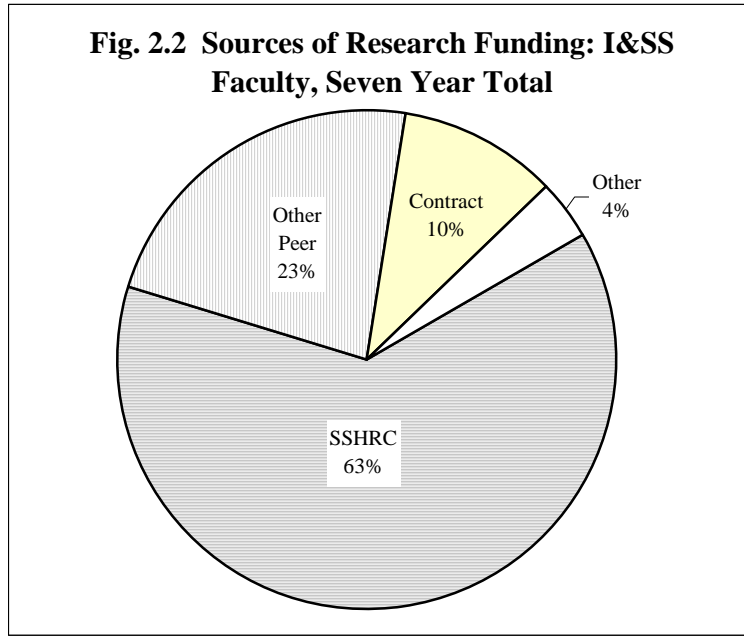
Table 2.2 External research funding received by the founding faculty in the MA program in Immigration and Settlement Studies, by source, 1995/6 to 2001/2.

Year	Granting Councils	Other Peer Adjudicated	Contracts	Others	Totals
1995-96			95,000	3,333	98,333
1996-97	253,874	10,200	31,000	10,500	305,574
1997-98	222,460	79,816	32,000	4,000	338,276
1998-99	200,000	5,000	7,000	15,200	227,200
1999-00	256,700	76,113		17,000	349,813
2000-01	234,700	169,715	57,300	31,350	493,065
2001-02	225,000	185,000		5,000	415,000
2002-03					
Totals	1392734	525844	222,300	86,383	2227261



2.2.2 Given that the proposal involves faculty who are in the social sciences and humanities (where contractual work with industry is uncommon), most of the research funds emanate from SSHRC, the Canada Council, and other peer adjudicated sources (Figure 2.2). In

general, 86% of the funds are from sources that involve recognised peer evaluation processes. Contractual funds are usually from governmental sources, such as Heritage Canada, while ‘other’ funds are invariably from Ryerson’s SSHRC allocation.



2.3 Graduate Supervision

The important matter to recognise is that while most faculty at other universities in the Province have had the opportunity to gain experience teaching and supervising students at the graduate level, it was only in the mid-1990s that Ryerson was ‘licensed’ to undertake instruction at this level. It then takes time to establish new graduate programs. Thus, it is not surprising that few established faculty have extensive experience teaching and supervising students at the graduate level. Furthermore, the growth of the University during the 1990s, partly as a result of its transition to university status, and partly in consequence to a general increase in enrolment in accordance with the population growth of the Greater Toronto Area, has led to a number of new hires of faculty who are about to complete, or who have only recently completed their doctoral work. The proposal is, therefore, for a masters’ program.

Five of the faculty to be involved with the program (those placed in Category 3 in Table 2.1) are already involved with other graduate programs. Furthermore, the research record of the faculty suggests that graduate students will enter a challenging intellectual environment. The ‘founding faculty’ have, since 1995, been authors or co-authors of at least 14 books, 65 chapters in books, and 48 articles in refereed journals. On average, the ‘founding faculty’, less those listed in Category 2, have averaged one such publication per year¹⁴ – despite being in an institution which only recently has accorded a higher profile to research, and in which undergraduate teaching loads have historically been quite heavy. Most of the faculty also list numerous professional reports that have not been included in these counts. In Section 3.6 below, identifies the curricular areas of responsibility for faculty members. Those participating faculty members who are not presently associated with particular courses in the program, will serve as supervisors for the Research Paper/Project requirement of the program.

2.4 Normal Teaching Assignments

One of the challenges faced by Ryerson is the incorporation of graduate instruction and supervision into a faculty ‘loading’ model that was devised for an undergraduate ‘polytechnic’ environment. In the first place, it is accepted that graduate teaching and supervision are not ‘add-ons’ to a faculty member’s workload as they have tended to be, on occasion, in a few institutions that have introduced new graduate programs. Thus, greater involvement with graduate teaching and supervision means lesser involvement with undergraduate teaching (and so forth) – with the ‘trade-off’ set within the framework of the University’s Agreement with its Faculty Association.

Secondly, in those (fairly usual) situations in which additional resources are required for departments to meet their undergraduate teaching responsibilities, the Graduate School can transfer to a department 1/6th of an average faculty member’s salary for each graduate course actually provided (minimum enrolment guidelines are in effect) by a faculty member of that department. This allows a department to obtain compensatory resources, which may be in the form of graduate TAs. The University is, therefore, moving in a responsible way toward a

¹⁴ Note that several of the faculty in Categories 1 and 3 have been hired since 1995.

culture of support for graduate teaching, supervision, and research, which at the same time respects the resource requirements of undergraduate education and provides teaching assistant experience for graduate students.

3.

PROGRAM REGULATIONS AND COURSES

3.1 Administrative Structure: Synopsis

As background to the discussion of regulations and courses, it is important to emphasize the general administrative structure that the University has in place to facilitate graduate program administration and development. Each graduate program in the University is administered by a Graduate Program Director (GPD), who, in this case (because of the large number of Schools and departments involved) will be appointed by an Appointments Committee consisting of relevant faculty Deans, chaired by the Dean of Graduate Studies. The appointment would, of course, require close consultation with the potential GPD's departmental Chair. GPD's are provided with appropriate administrative support through the School of Graduate Studies.

An I&SS Management Committee, consisting of the GPD and three faculty colleagues, will be responsible for advising the GPD on normal operational matters – such as advertising, student concerns, admissions, practicum placements, financial support packages, courses, possible joint research activities, and so forth. This committee may 'meet' at least monthly. An I&SS Board, involving all the active teaching and supervisory faculty in the program, will meet at least once per semester to address major policy concerns – including admission standards/policies, program regulations, course requirements, research paper evaluation procedures, student financial support, resources, and so forth. The GPD would be ultimately responsible to the Dean of Graduate studies and the Management Committee for the operation of the program.

Ryerson's School of Graduate Studies has also established an effective administrative infrastructure reporting to the Dean of Graduate Studies. This includes an Assistant Registrar-Graduate Studies, an Admissions Officer, Admissions Assistant, Graduate School Coordinator and several Program Assistants. Each program is assigned to a Graduate Program Assistant, who provides day to day administrative support to faculty and students.

3.2 The Intellectual Development of the Student

The programme objectives (Section 1.3.1) have at their heart a clear commitment to advanced level intellectual development in the field of immigration and settlement studies. Students will learn to think critically about the field, with particular attention being paid to the perspectives of immigrants (and their immediate descendents), as well as public policy issues. The processes of settlement will be of special concern. This knowledge and critical thinking about the field will be developed through a structure of common courses, specialty courses, practica, a research paper, and seminars.

Students will be asked to provide a clear statement of interests in their application to the program, including identifying with which professor they would like to study. Students will therefore be assigned a supervisor and benefit from this guidance from their first days in the program. The opportunity to work with and supervise graduate students has been identified as a most valuable one by the Ryerson faculty who have participated in the design of this program; they have stated that this experience will enrich their own teaching and research, so they look forward to this work with a keen interest that should stand students in good stead.

Given the location of the University in the core of Canada's largest metropolis, the program will be offered for students on both a **full-time** and **part-time** basis. Some courses will be scheduled at times (such as the early evenings) when full-time and part-time students may attend as one ensemble. The full-time program is scheduled to be completed in three semesters, and the part-time programme may be completed in six to eight semesters. The programme is the same for both part-time and full-time students.

3.3 Admission Requirements

For the MA program in I&SS, applicants must fulfil normal university admission requirements (i.e., a four-year honours bachelor program, or its equivalent, with an overall "B" average) and:

3.3.1 Have achieved a minimum of at least a B+ (or equivalent) in their last four semesters (or terms) of undergraduate study in their four-year bachelor programme (or its equivalent).

3.3.2 Provide two letters of recommendation. Students applying for the full-time programme must provide letters of recommendation from former instructors (post-secondary level), while those applying for the part-time programme may substitute one letter from their current employer for one of the “academic” references.

3.3.3 Demonstrate that they have the necessary background to pursue masters’ level graduate work in I&SS. Ideally, this would be a four-year honours undergraduate degree (or its equivalent) from a social sciences or humanities discipline, or a related professional area (such as social work, ECE, planning, and so forth).

3.4.1 Number of Admissions

3.4.1 For the first three years of the program’s existence, a **maximum** of twenty-five full time students will be admitted. During the next few years of operation of the programme the maximum number of students admitted to:

- (i) full-time programme will be twenty per year; and
- (ii) the part-time programme will be ten per year.

The Schedule of Courses below indicates in parentheses the courses that will be offered when part-time students are enrolled.

3.4.2 Apart from the normal external sources of masters’ students funding, particularly Ontario Graduate Scholarships, eligible full-time students may also apply for a variety of graduate stipends, internal teaching assistantships, and research assistantships. Graduate research support will be available from CERIS-related research projects being undertaken by Ryerson faculty, other research, and contractual projects. The trend in research funds suggests that about ten graduate research assistantships may be available annually.

3.5 Degree Requirements

The requirement for the MA degree is completion of **ten units of credit** that for full-time students can be completed during a period of three semesters, and for part-time students during a period of six to eight semesters. Student academic performance will be monitored each term by Progress Report.

Schedule of Courses			
Course Type	Fall	Winter	Spring-Summer
<i>Required</i>	Canadian Immigration Experience	Settlement Experience in Canada	3-week Field Placement
<i>Required</i>	Immigration Law, Policies, Politics, and Practices	Research Methods in Immigration & Settlement Studies	Research Paper
<i>Required</i>	Field Placement Seminar		
<i>Elective</i>	X	X	(Required) and/or (X)
<i>Elective</i>	X	(X)	(X)
<i>Elective</i>	(X)		

3.5.1 The **core program** consists of four courses (or four units of credit) to be completed by all students.

3.5.2 The **electives** part of the program involves three courses (or three units of credit), with courses to be selected by students (with the advice of their supervisors) from a list of course options (approved by the Board). It is recognised that not all courses on the list will be available in any one semester, and that the current list may be expanded by courses related to such topics as refugee issues, and immigration and health issues. Course availability will be determined by the GPD/ Management Committee, in consultation with the faculty member and her/his departmental Chair.

3.5.3 A **seminar and field placement** (one unit of credit), to be arranged by the GPD in consultation with the graduate student and her/his supervisor. A two-semester seminar will prepare students for a field practicum that involves exposure to immigration and settlement issues in an applied, organizational environment. Through this learning experience, students' advanced, scholarly knowledge will be enriched with "hands-on" field experience.

3.5.4 A **research paper** (two units of credit), on a topic selected by students with faculty approval. Students may undertake either a scholarly research project based on primary and/or secondary sources, or a demonstration research project which engages immigration and settlement policies, programs or services. The research paper will be evaluated by a three-person committee, including the Supervisor, and involve an oral defence.

Typically, the Field Placement and Research Paper will be the final, capstone requirements students fulfill in the program. These courses will allow students to advance and integrate the theoretical, empirical and applied streams of their program learning.

3.5.5 Non-credit seminars, which may involve visiting researchers, professionals, immigrant groups, and so forth, will be convened by the GPD periodically.

3.6 Curriculum

3.6.1 Core Courses

IS8901	<i>The Canadian Immigration Experience</i>
IS8902	<i>The Settlement Experience in Canada</i>
IS8903	<i>Immigration Law, Policies, Politics, and Practices</i>
IS8904	<i>Research Methods in Immigration and Settlement Studies</i>

3.6.2. Compulsory Capstone Courses

IS8911	<i>Seminar and Field Placement</i>
IS8955	<i>M.A. Research Paper</i>

3.6.3 Electives

IS8921	<i>The Roots of Educational Disadvantage: Equity for Migrant Families</i>
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IS8922	<i>The Changing Multicultural Mosaic of the Greater Toronto Area</i>
IS8923	<i>Immigrants' Voices in Canadian Literature</i>
IS8924	<i>The Economics of Immigration</i>
IS8925	<i>International Migration and Population Movements</i>
IS8926	<i>Women, Immigration, and Settlement</i>
IS8927	<i>Immigrant Families and Intergenerational Relations</i>
IS8928	<i>Canada On Guard: The Challenges of Law Enforcement in Canada's Immigration System</i>
IS8929	<i>Issues of Ageing in Settlement</i>
IS8930	<i>Race and Ethnic Relations</i>
IS8931	<i>(To be developed) Refugee Issues</i>
IS8932	<i>(To be developed) Immigration and Health</i>
IS8933	<i>(To be developed) Ethical Issues in Migration and Settlement</i>

3.6 Brief (Calendar) Course Descriptions.

IS 8901 *The Canadian Immigration Experience*

North America is a continent of immigrants and Canada is a nation of immigrants. This has held true from the arrival of the first native peoples to the landing of our most recent potential citizens. This course examines the immigrant phenomenon, beginning with a description of the social, political, and economic factors which drive emigration/immigration. These factors are then applied to successive waves of Canadian immigration from the sixteenth to the twenty-first centuries. Some attention is given to where immigrants chose to settle, and to immigrants who, for reasons that will be explained, did not stay in Canada, but the focus is on migration rather than settlement. The course draws heavily on immigrant diaries/reminiscences to illustrate the process of immigration, as well as statistical and secondary source material. Comparisons will be drawn to immigration and settlement experiences of newcomers to other countries, in order to illustrate the commonalities and uniqueness of Canada as an immigrant receiving country. Instructor from: R. J. Stagg; A. Kislenko.

IS8902 *The Settlement Experience in Canada*

This course examines the experiences over time of the immigrants who have settled in Canada, their integration into Canadian society, and the social processes of marginalization, exclusion, or banishment in those experiences. It will study the institutions they have built as well as the practices and barriers that affect immigrants and refugees in their interactions with Canadian institutions. Comparative reference will also be made to settlement experiences of newcomers to

other countries. Students will develop an understanding of the lived experiences of migrants and the practical interventions that may interact with, reproduce, or challenge processes of social exclusion. Equitable and anti-oppressive approaches to service provision and community development with refugees and immigrants, including social movement and immigrant-based services, will be explored in depth.

Instructor from: Faculty in the Ryerson School of Social Work, to be announced.

IS8903 *Immigration Law, Policies, Politics, and Practices*

This course begins with the legal foundations, both international and national, for the migration of immigrants and asylum-seekers to Canada. It then examines various theoretical approaches to understanding policy development and their impacts; the evolution of Canadian immigration policy; and contemporary challenges facing immigration policies. It also provides a comparative analysis of Canadian immigration policy and practices with those of other traditional countries of immigration, such as the United States and Australia; as well as countries more recently receiving large numbers of newcomers, such as Germany, Italy, Switzerland and Holland. The course will thus enrich understanding of the distinctive characteristics of Canadian immigration policy.

Instructor from: A. Saloojee, M. Siemiatycki

IS8904 *Research Methods in Immigration and Settlement Studies*

This course yields to the research aspirations of the students. What are the questions that students wish to address? How can they be framed for the purpose of logical inquiry? In what ways do various theoretical approaches and previous studies influence the nature of the questions being asked, the types of information being sought, and the analytical procedures to be used? What is 'information'? – and what influences how it may be interpreted? What are the types of information that are available to researchers in the field? How must researchers handle surveys involving human subjects? To whom, and how, should research be addressed and disseminated? At the conclusion of the course, the student will have prepared a draft research proposal for use in IS8955: M. A. Research Paper, and have examined the usefulness of demographic, quantitative, qualitative, economic, and evaluative methods for the varied purposes of research in immigration and settlement.

Instructor from: M. Ali, M. Doucet

IS8911 *Seminar and Field Placement*

This course affords students the opportunity to prepare, undertake and present their learning in a seminar linked to a practicum served with an organization engaged in immigrant and settlement policy, programs or services. Through this practicum, students will apply and test their classroom learning in applied settings such as immigrant-serving agencies, newcomer community organizations, schools and government departments. Students will have the opportunity to analyze how organizations' mandates shape their "culture", policies, practices, and interpersonal behaviour; and the challenges facing immigrant-serving groups in the context of today's ever-

changing environment. During the Fall and Winter terms, students will attend seminar presentations from practitioners in policy development, service delivery, and community advocacy. Supplemented by complementary readings, these seminars will provide students with the theoretical and applied grounding for their practicum. Typically, for full-time students this will involve three weeks of full-time equivalent placement with an appropriate organization during the Spring/Summer term. Scheduling of placements for part-time students will incorporate the necessary flexibility to assure equivalent placement time, consistent with the work responsibilities of part-time students. The course will conclude with a post-placement symposium in which students present their placement learning to students, faculty and external practitioners. A placement paper is required which relates practicum learning to literature in the field.

Instructor from: A. Meinhard, K. M. Kilbride

IS8921 *The Roots of Educational Disadvantage: Equity for Migrant Families*

This course will investigate the institutional processes (policies and practices) in education that routinely disadvantage certain populations, especially migrants and those whose first language is not English. The approaches to equity will be explored from three perspectives: research and theory on social dominance; recent attempts by educational organizations to develop educational processes that are friendly to immigrant families; and research on what the migrants (children and parents) in the educational system say about their educational experiences. Several populations, selected in consultation with the class, will be the subject of these investigations -- such as first generation families from East Asia, Africa, and Latin America; and second generation children of various groups.

Instructor from: J. Bernhard, P. Corson

IS8922 *The Changing Multicultural Mosaic of the Greater Toronto Area*

Toronto is, without question, one of the world's most multicultural cities. According to the latest census information it is home to people from about 170 different countries of origin, and its citizens speak more than 100 languages. The purpose of this course is to explore this diversity from a spatial or geographic perspective by asking who lives where in the GTA and why? The answers to such questions have important policy implications in relation to the equitable and efficient provision of a variety of services to immigrants who choose to settle in the Toronto area. Students will be introduced to the use of data, in combination with Geographic Information Systems, to identify, display, and analyze recent socio-cultural trends in the Toronto region.

Instructor from: M. Doucet, B. Carlson

IS8923 *Immigrants' Voices in Canadian Literature*

The radical transformation of Canadian Literature into a robust body of writing occurred during the twentieth century, a period of intense immigration to this country. This course will examine a range of work by newly arrived and not-so newly arrived writers and will consider how identity is affected by the physical and cultural upheaval that characterizes the immigrant's experience. Whether and how the "self" is (re)constituted through immigration narratives will be considered. The course will focus on writing of the past 30 years, when an increased number of individuals

from around the globe arrived and settled in Canada, some of whom have produced literary texts out of disrupted lives.

Instructor from: K. Kellett-Betsos, R. Panofsky

IS8924 *The Economics of Immigration*

The course begins with an overview of labour economic theory and economic models of migration. These theories are then applied to the context of immigration with particular emphasis on labour market outcomes of both the immigrants and the 'native born'. Does immigration affect the labour market outcomes of the 'native born'? Do immigrants' earnings catch up to those of 'native born'? Do immigrants drain public spending on social assistance? Economic push and pull factors determining immigration flows are also examined. Special issues are also discussed, such as the economic effects of migration on the source country.

Instructor from: S. Laszlo, C. Rocha, T. Barbiero

IS8925 *International Migration and Population Movements*

This course reviews historical, geographical, and sociological sources to compare various patterns of population movements and migrations. Historical and sociological records demonstrate that geographic mobility rather than permanence has been the characterizing dynamic in shaping human settlements. Ecological factors, demographic and economic pressures, plagues, wars, and various violent social disruptions have resulted in various forms of voluntary and involuntary population movements. While the state often aimed to restrict population movements, it sometimes fostered migration through slavery, deportation, and colonialism.

Instructor from: M. Koc, P. Kretsedemas

IS8926 *Women, Immigration, and Settlement*

This course offers an analytical and theoretical orientation to understanding how immigrant women's lives are shaped by the intersection between gender, social class, race, ethnicity, and immigrant status. We will explore the history of Canadian immigrant women through the periods of colonization, agrarian transformation, nation state formation, industrialization, and globalization. Through these time periods, we will uncover patterns in the shaping of immigrant women's economic, political, and social rights, together with the attendant changing historical images of immigrant women. Particular attention will be paid to the changing nature of immigration policy, and immigrant women's settlement experiences – focusing on the multiple effects of immigrant status, gender, and race on employment and community life.

Instructor from: V. Tyyska, G. Roberts-Fiati

IS8927 *Immigrant Families and Intergenerational Relations*

This course will explore family and intergenerational relations in the immigration and settlement process through an analysis of: the diversity of kinship and family forms; the evolution of obligations and roles; and, the changing nature of kinship and intergenerational relations upon immigration. How do families cope with disruption to their customary kin relations? How do

immigrants manage and maintain their family connections over time and distance? What factors contribute to the process of family reunification? How do immigrants create new family units if their customary kin relations are permanently disrupted? What kinds of issues arise with regard to the different generations of parents, children, and grandparents? What are the most significant changes in family relationships that result from family reunification? Can customary kinship patterns survive the process of immigration and settlement?

Instructor from: G. Roberts-Fiati, M. A. Ali

IS8928 *Canada On Guard: The Challenges of Law Enforcement in Canada's Immigration System*

This course examines the more contentious issues involving immigration to Canada, such as terrorism, criminality, and illegal migration. Who is a terrorist? Why are some people refused admission? Who decides who comes in? In addition, legal and procedural mechanisms used to bar some people entry to Canada are examined. The course then turns to an investigation of how and why Canada perceives threats to its public and national security interests, and what effect such definitions have on certain immigrant groups. Specific case studies will provide both insight into how Canada's immigration system actually works and opportunities to discuss many of the difficulties confronting both the law enforcement establishment and those seeking to come into Canada.

Instructor from: A. Kislenko.

IS8929 *Issues of Ageing in Settlement*

This course examines some of the historical, sociological, and residential issues that are part of the experience of older ethno-racial immigrants to Canada. Many of these individuals arrived after age 50 to join family as part of a family reunification process. Sociological issues revolve around the structure of support that is available from both family friends and the wider community. Gender issues arise because many senior immigrant women have foreshortened educational experiences that reflect their class status and the culture of their country of origin. Finally, we address how issues of race, language, education, and community combine to inform all aspects of the experience of ageing within Canada's multicultural mosaic

Instructor from: J. Springer, J. Lum.

IS8930 *Race and Ethnic Relations*

This course is constructed on the premise that systemic racism and ethnocentrism have been and continue to be prominent features of Canadian society, as are anti-racist organizing and community action, which have challenged the dominant institutions. The course will examine the historical roots, contemporary manifestations and continual reproduction of racism and ethnocentrism, starting at the point of first contact between European colonizers and Aboriginal peoples, and continuing to draw examples from the subsequent patterns of immigration including the most recent attention to racialized minority immigrants. In its multi-dimensional approach to race and ethnic relations, the course will first discuss how dominant or majority group values, norms, and conflicting ideologies affect the development and maintenance of inequitable social, political, economic and cultural systems and structures in Canada. Second, race and ethnic

relations will be analyzed by looking at how they are manifested in government, immigration policy, education, media, human services employment, justice, and law enforcement. Third, the course will examine the ways in which racism and ethnocentrism affect individual and group identities. Central to this debate is a need to examine critically both state policies of multiculturalism and policies that seek to integrate racialized minorities into Canadian society. Instructors from: J. Lum, A. Saloojee

IS8955 M.A. Research Paper

In this course students will conduct specialized research on a topic of their choice. Students will be required to submit a Paper proposal for faculty approval which identifies the topic, its significance for immigration and settlement, sources and methodology. Students may choose to undertake a scholarly study based on primary and/or secondary sources; or to undertake an applied demonstration project as the basis of their research. Papers in the former category may address an immigration and/or settlement topic from any disciplinary perspective in an advanced, scholarly fashion. By way of illustration, students may conduct research on such topics as: immigrant-ethnic economies; the history of a particular immigrant community; immigrant residential settlement patterns; immigrants and schooling; immigration, global cities and transnationalism; intersections of newcomer status and race, gender, religion, language, sexual orientation and class. Papers in the demonstration project category may engage any issue related to immigration and/or settlement in a policy, service-delivery or advocacy capacity. By way of illustration, students may write their 'demonstration project' papers on service agency attempts to develop new programs for under-serviced newcomer communities; on newcomer community attempts to advocate changes in government policy; on the implications of a new immigrant-selection system for Canada. The research paper will be evaluated by a three-person committee, including the supervisor, and will involve an oral defence. Instructors from: All faculty associated with the program.

4. LIBRARY AND OTHER ACADEMIC RESOURCES, AND SPACE

4.1 Library Resources

Graduate students in the program are fortunate to have access to four main depositories of information. These are: The University of Toronto Libraries; the Ryerson University Library; the Metropolis Project Virtual Library; and the City of Toronto Public Library.

4.1.1 The University of Toronto Libraries

The more than forty libraries that involve the University of Toronto Libraries comprise the largest research library in Canada, and one of the largest in North America. The print, electronic, journal, databases (Canada, United States, and other countries), and so forth, that the libraries provide are superb, and the search and retrieval systems impressive. A keyword search on “immigration” with respect to print-form books alone yields more than 18,000 titles, and on “Canadian immigration” yields almost 500 book titles. If the keyword ‘demography’ is used to identify those journals that are more likely to publish peer reviewed articles in immigration and settlement studies, the U of T Libraries have 24 journals in the area.

The important point as far as this proposal is concerned is that graduate students in the program have access to these facilities, which are only a short walk (and even shorter bicycle ride) from Ryerson University. CERIS is a joint Ryerson/University of Toronto/York University research center, and students involved with research in the field have access to the combined resources of the three institutions. Even were they not part of CERIS, as graduate students within the Ontario university system, they would also have access to the research supporting facilities of the collectivity of libraries.

4.1.2 Ryerson University Library

While primarily an undergraduate resource facility, the Ryerson Library has made a special effort in recent years to improve its collections in the field, develop databases, and provide electronic access to other resources (Library Report attached as Appendix A). Keyword searches, though not exactly comparable with those used in section 4.2.1 above, indicate the focused

nature of the Ryerson collection. Whereas the keyword search on “immigration” with respect to print-form materials alone yields only 8.6% of the number of items in the U of T Libraries, the search on “Canadian immigration” yields 51% of the number of items found in the U of T Libraries combined catalogue. The Ryerson Library is Canada-focused, and perhaps more selective – the collection appears to have a large number of Government-documents. In addition it has respectable support through data collections and partnerships: supportive data and GIS resources; the Census and other Statistics Canada data; participation in the Data Liberation initiative; and the TRY (Toronto, Ryerson, York) data project.

4.1.3 The Metropolis Project Virtual Library

This Library includes research reports, monographs, and policy discussion papers, mainly authored by researchers in the Metropolis network. It also includes references to other studies and policy statements. The search engines are quite precise, and much of the material is available in PDF form over the net. It is also possible to search for researchers and policy makers with expertise in a specific area of interest. This is, therefore, an excellent resource for graduate students in the field as it provides information on current research, policy debates, and the names of those who have specific interests in particular topics.

The specificity of the search engines is quite impressive. A search for materials involving “discrimination-racism-exclusion” with respect to Canada yields 17 items, while a search on “immigration and settlement law” in Canada yields 11 documents. A search on the more general “Canada-immigration” yields 70 items. The CERIS website is <http://www.ceris.metropolis.net>.

4.1.4 The City of Toronto Public Libraries

The City of Toronto Public Library system has 78 neighborhood libraries, 17 district libraries, and two reference and research libraries. The two reference and research libraries are readily accessible from Ryerson University. As with the Ryerson University, the collections pertaining to immigration are quite Canada-focused. A keyword search on “immigration” yields 1,750 items in print-form (a total similar to that for Ryerson Library), with the vast majority of items referring to aspects of immigration, and immigrant experiences, in Canada.

4.2 Computer Resources and Specialized Digital Databases

4.2.1 Computer Resources

Graduate students are expected to have their own PCs with appropriate software for research purposes. Ryerson operates a 'Matrix' server (a central Unix system) complex that supports e-mail, Web publishing, and access to the Library's databases and statistical resources. Graduate students also have access (out of teaching hours) to three specialized higher-end workstation labs: one is a multimedia production facility; a second provides UNIX CAD/CAM, GIS, and technical computing; and the third is a CAD and publishing lab. The School of Applied Geography also has a graduate laboratory and GIS facilities. Graduate students have access to the computing facilities housed in the Ryerson Library seven days per week, for lengthy hours, in a facility that is staffed to provide assistance in the use of information resources. Additionally, the Library now provides "virtual reference" an academic chat line to permit live, real-time interaction with a reference librarian for students working from distributed environments.

Accounts for using Matrix are available for all full- and part-time graduate students. In addition, part-time graduate students who are not registered in a graduate program, but are working on their research paper, can get an account. Matrix runs all the time (except for maintenance system restarts). Naturally, Matrix may be accessed from home either directly or via an Internet Service Provider. Academic Computing publishes annually a *User's Guide to Academic Computing and the Internet*. This guide covers in detail most of the information students need regarding how to use the labs, E-mail, search the net, download or upload files, access available programs, print work, and so forth. The Guide is available from Ryerson's bookstore.

4.2.2 CERIS Specialized Digital Databases

Graduate students affiliated with CERIS have access to the following specialized information resources to support their immigration research:

- an online, searchable MetaDatabase or database of immigration databases in Toronto;
- various custom datasets dealing with immigrant demographics produced by Statistics Canada, Citizenship and Immigration Canada, and Canadian Heritage exclusively for Metropolis researchers;
- an extensive and well-catalogued collection in the CERIS Resource Centre of limited-circulation government documents and community research studies dealing with immigrant settlement and ethnoracial communities in Toronto;
- a large and growing online collection of selected rare research documents that have been digitalized for internet posting and access; and
- a unique search interface to the Metropolis network of online or Virtual Library documents that provides access to online documentation located at partner websites.

4.3 Space

Given that the program involves faculty with offices in twelve different departments, and that each of these departments makes full use of their current space allocations, the matter of a 'home' for the program is recognized as an important issue. A 'home' provides a sense of identity, and, for multidisciplinary programs of this type, identity is crucial for *esprit de corps* as well as graduate student recruitment. In consequence, a special room for graduate students in the master's program in immigration and settlement studies will be established (likely in 111 Gerrard St. E.)

The Ryerson Library has indicated a willingness to house a graduate work and study area, together with a Visiting Scholar area, in the Library. The Library is a discipline neutral space, is wireless ready and networked, is open long hours, and it is common in most universities that graduate carrels be located in the Library.