

YSGS Report to Senate

April report for May 2021 Senate
Submitted April 19, 2021

The Yeates School of Graduate Studies Council (YSGS Council) submits to Senate its evaluation and recommendation on the following items:

New Graduate Program Proposal

Occupational and Public Health (MSc)

The MSc in Occupational and Public Health self-study report was reviewed thoroughly by the Program and Planning Committee. Following this review, the Peer Review Team completed a site-visit and provided their report.

On March 24, 2021, the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On April 7, 2021, the YSGS Council voted in favour of moving the proposal to Senate.

Motion: That Senate approves the new program proposal for the MSc in Occupational and Public Health.

Periodic Program Reviews

Professional Communication (MPC)

The MPC in Professional Communication self-study report was reviewed thoroughly by the Program and Planning Committee. Following this review, the Peer Review Team completed a site-visit and provided their report.

On March 30, 2021, the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On April 7, 2021 the YSGS Council voted in favour of moving the FAR to Senate.

Motion: That Senate approves the periodic program review for the MPC in Professional Communication.

Immigration and Settlement Studies (MA)

The Immigration and Settlement Studies self-study report was reviewed thoroughly by the Program and Planning Committee. Following this review, the Peer Review Team completed a site-visit and provided their report.

On March 30, 2021, the Program and Planning Committee reviewed the YSGS response to the Peer Review Team. The documents were voted on and have been recommended for approval as sufficiently addressing the comments and recommendations of the Peer Review Team.

On April 7, 2021, the YSGS Council voted in favour of moving the FAR to Senate.

Motion: That Senate approves the periodic program review for the MA in Immigration and Settlement Studies.

One Year Follow Up Reports (for information only)

International Economics and Finance (MA)/Economics (PhD)

On March 24, 2021, the Program and Planning Committee reviewed the 1-year follow-up to the MA in International Economics and Finance/PhD in Economics program periodic program review and approved the documents to move onto YSGS Council. On April 7, 2021 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

Philosophy (MA)

On March 24, 2021, the Program and Planning Committee reviewed the 1-year follow-up to the MA in Philosophy periodic program review and approved the documents to

move onto YSGS Council. On April 7, 2021 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

Applied Mathematics (MSc)

On March 24, 2021, the Program and Planning Committee reviewed the 1-year follow-up to the MSc in Applied Mathematics program periodic program review and approved the documents to move onto YSGS Council. On April 7, 2021 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

Urban Development (MPI)

On March 24, 2021, the Program and Planning Committee reviewed the 1-year follow-up to the MPI in Urban Development program periodic program review and approved the documents to move onto YSGS Council. On April 7, 2021 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

Mechanical and Industrial Engineering (PhD/MASc/MEng)

On March 30, 2021, the Program and Planning Committee reviewed the 1-year follow-up to the PhD/MASc/MEng in Mechanical and Industrial Engineering program periodic program review and approved the documents to move onto YSGS Council. On April 7, 2021 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

Public Policy and Administration (MA)

On March 30, 2021, the Program and Planning Committee reviewed the 1-year follow-up to the MA in Public Policy and Administration program periodic program review and approved the documents to move onto YSGS Council. On April 7, 2021 the YSGS Council determined that the implementation plan is effectively moving forward in a timely manner. The documents were voted on and approved as sufficiently addressing the comments and recommendations of the Peer Review Team.

New Graduate Program Proposal

Master of Science (MSc) Occupational and Public Health

Submitted by:
The School of Occupational and Public Health
Faculty of Community Services

Submitted to YSGS: February 14, 2020
Last Updated: March 29, 2021

Executive Summary

The School of Occupational and Public Health, within the Faculty of Community Services, is proposing a new **Master of Science (MSc) graduate program in Occupational and Public Health**. The program is a comprehensive research-based degree that will provide interdisciplinary and experiential learning opportunities in evidence-based prevention related to occupational health and safety and public health. The program will leverage the existing and long-standing strengths of the School of Occupational and Public Health in providing undergraduate education in both fields, drawing upon the diverse and unique expertise of the School faculty in various occupational and public health disciplines.

The program will attract students from diverse backgrounds, including recent graduates and professionals currently working in the field, and will enhance their research abilities, skills, and core competencies and improve their career opportunities. Graduates will be well prepared to address current and emerging societal challenges and issues related to occupational and public health and safety in Canada and globally, such as an aging population, environmental changes (e.g. the health effects of climate change), infectious diseases, workplace injuries and accidents, and occupational diseases.

The program aligns strongly with Ryerson University's mission and academic plan, as well as the academic plans of the Faculty of Community Services and School of Occupational and Public Health. It will offer:

- Opportunities for student engagement and exceptional experiences through its applied and experiential curriculum
- Increased research activity and impact through the capstone master's thesis
- An innovative ecosystem through the collaborative and interdisciplinary focus
- Expanded community engagement through existing and future linkages and networks with various public and private partners and stakeholders

The School of Occupational and Public Health is one of only three schools within the Faculty of Community Services that does not currently have a graduate program, and will contribute to the Faculty's key strategic goal of "developing new graduate programs."

Applicants with an honours Bachelor's degree in science, applied science, health science, or a related field from a recognized university will be considered for entry into the proposed MSc program, and prospective applicants will be evaluated based on their academic excellence and research potential. Meeting Ryerson's admission criteria, prospective students will be required to list potential supervisors from the School of Occupational and Public Health in their application, and they will be strongly encouraged to contact those supervisors in advance of submitting their application to discuss possible research and supervision opportunities. There will be a target enrollment of 20 student FTEs per year.

Both full-time (2 years) and part-time (4 years) options will be offered. Our prospective clientele and applicants will include a number of professionals currently working in the field.

Offering a part-time option will help the program maximize its enrolment from this crucial near market and offer a valuable networking opportunity for students not yet working in professional or practitioner settings.

The proposed MSc program in *Occupational and Public Health* will comprise a research thesis and coursework to support the development of the thesis. Coursework will consist of six one-semester courses, including four core courses and two electives, and a seminar series course completed over two semesters. The core courses will provide advanced training to students in research methodologies and study design, data analysis, and current scholarly topics relevant to occupational and public health. The seminar course will provide students an opportunity to work and learn from their peers and faculty to achieve key program milestones, including developing and obtaining feedback on their thesis topic and research.

The School of Occupational and Public Health will initially offer four electives, two of which will be offered in any given year. One will be focused on public health, another will have an occupational health and safety focus, and the others will be special topics and directed studies courses. Electives from other graduate programs at Ryerson University will be available for students in this proposed program to customize their training (see Table 5), and students from other existing and proposed graduate programs will be invited to take elective courses in this program. Electives will be tailored to the student's research focus and desired area of specialization, and will be determined in consultation with their supervisor. Students will conduct a master's thesis relevant to a targeted area of occupational and public health under the supervision of a faculty member and supervisory committee. Full-time students will take courses in Year 1 of the program, and they will conduct their thesis research in Year 2.

The program has several unique and distinguishing features, including:

- Research-focused degree that brings together the fields of occupational and public health, with a master's thesis that will address a relevant and applied topic of societal need
- Focus on experiential learning and student engagement
- Builds upon the long tradition of undergraduate education in the School
- Includes diverse faculty membership with interdisciplinary expertise in several fields of occupational and public health, as well as strong networks and partnerships with various professional bodies and private and public agencies
- The home department is located in downtown Toronto in a new, state-of-art health sciences building (Daphne Cockwell Health Sciences Complex)
- Recently opened research facilities including a CL2 laboratory for faculty and student research

The proposed MSc program in *Occupational and Public Health* will promote and foster interdepartmental partnerships and collaborations with different departments across Ryerson University. It is supported by strong societal need to address current and emerging issues in

occupational and public health, as well as strong demand from current students and alumni from the School of Occupational and Public Health's undergraduate programs in both fields. Based on the program development plan, the anticipated launch date is September 2021.

Link to full proposal:

[MSc Occupational and Public Health Program Brief](#)

**Response from YSGS on the PRT Report for the
Proposed MSc Occupational and Public Health**

**Dr. Carl Kumaradas, Associate Dean, Programs
February 3, 2021**

The Peer Review Team (PRT) for the proposed MSc in Occupational and Public Health consisted of Dr. Michelle Dionne, Ryerson University; Dr. Susan Bondy, University of Toronto; and Dr. Paul Villeneuve, Carleton University.

The PRT site visit was conducted virtually on September 10, 17, and 25, 2020. The PRT report was communicated to the Dean and Vice Provost, Yeates School of Graduate Studies (YSGS) on October 23, 2020, and the response to the report from the proposed graduate program and Faculty was communicated on December 7, 2020.

During the site visit the Peer Review Team (PRT) met with the Dean and Vice Provost and Associate Dean, Yeates School of Graduate Studies (YSGS); representatives from the library, members of the senior University administration (Interim Provost; Dean of Faculty of Community Services (FCS)), and academic leaders, faculty, staff and students of the School of Occupational and Public Health (SOPH).

The PRT cited several strengths of the proposed MSc in their report including that the program is strongly conceptualised, adequately supported by the School, Faculty and University, and represents a unique and well-timed graduate offering to students looking to enhance research training and career preparation in Occupational and Public Health. The PRT report includes several recommendations, which are discussed below.

As mandated by Ryerson Senate Policy 112, what follows is the YSGS-level response to both the PRT report, and the Faculty responses to the report. We summarize the recommendations and responses below.

The role of YSGS is to provide direct commentary on academic matters, while making suggestions for administrative or financial matters. For simplicity, we supply our responses (as well as a recap of the PRT recommendations and program responses) in the form of a table.

Summary of PRT Recommendations with Graduate Program and YSGS Responses + Implementation Plan

PRT Recommendation	PRT Rationale	SOPH Response	FCS Response	Implementation Plan	YSGS Response
Recommendation 1: Ryerson allocates at least two new tenure track positions to support the new program.	The creation and implementation of the new program will require a substantial effort to deliver a high-quality program. There is the danger that the quality of the undergraduate program might be compromised with efforts expended on the new program. Further, while the expertise of the faculty is diverse, it still does not encompass all areas of expertise that are tied into current research priorities in occupational and public health.	We agree with the PRT that two tenure-track hires will best support the new program. One faculty growth hire has been allocated for 2020-2021, and we will continue to advocate for additional hires to ensure an adequate faculty complement.	The Dean's Office allocated three net new RFA positions to the School over the last two hiring cycles. Most recently, one net new position was allocated to the School in Fall 2020 with a July 1, 2021 start date. If the School continues to require additional faculty members even after these three net new positions we will continue to work with the Provost on identifying options for net new faculty positions.	One growth position for the new Master's program has been allocated to the program in Fall 2020, with a start date of July 1, 2021.	The hiring of faculty members is outside of the purview of YSGS. However, YSGS notes that the faculty complement has increased substantially over the last two hiring cycles and that these new hires will support the delivery of a high-quality graduate program. Any additional hires will be subject to discussion between the program, FCS Dean's Office, and the University Planning Office.
Recommendation 2: Ensure the program has a primary focus on providing dedicated contemporary training in occupational health.	There is ambiguity as to whether the core courses are sufficiently focussed on occupational health. The provided course descriptions in the report are not explicitly tied to occupational health topics. Each is titled 'Occupational and Public Health', and there is the danger that the curriculum strays to a large degree out of	We have revised proposal learning outcomes, societal need rationale, and course outlines to more prominently feature occupational health and to emphasize our objective of reducing artificial scholarly barriers between the inextricably linked domains of occupational and public health.	The Dean's Office supports the program response.	Proposal has been updated accordingly.	YSGS agrees with the recommendation and the updates to the proposal to address this recommendation.

PRT Recommendation	PRT Rationale	SOPH Response	FCS Response	Implementation Plan	YSGS Response
	<p>an occupational health focus. The description of the program should emphasize the specific learning objectives of the courses as it pertains specifically to the field of occupational health.</p> <p>The curriculum should address the changing field of occupational health, and include research around vulnerable populations, and occupational groups. A greater recognition of the role of social determinants of health would be helpful.</p>				
Recommendation 3: Ensure equity in the workload of faculty	The earlier recommendations around development of curriculum and recruitment of new faculty should be considered while keeping in mind issues related to workload policies, and equities in responsibilities across teaching, administrative and research responsibilities.	We will leverage our existing track record of interdisciplinary work and co-supervision as key components of our workload equity strategy. We will ensure workload distribution is a key priority for the program implementation committee.	The Dean's Office supports the program response.	Ongoing component of program implementation.	YSGS supports the consideration of equity in faculty workload.

PRT Recommendation	PRT Rationale	SOPH Response	FCS Response	Implementation Plan	YSGS Response
Recommendation 4: Additional student supports/ resources	Additional student supports would enhance student access, quality and retention. These supports include financial/placement supports and increased availability of quiet student space to work. A target of a minimum of \$15,000 in student support is recommended.	We have increased our target financial support minimum from \$12,000/year to \$15,000/year. We will work to identify additional quiet workspaces currently available at Ryerson University that can be used by our graduate students.	The Dean's Office supports the program response.	Proposal has been updated accordingly.	YSGS support the program and Faculty responses.
Recommendation 5: Identify administrative support for development and maintenance of partnerships.	Support for maintaining/developing partnerships is essential. Partnerships present administrative and personal contact time and the burden cannot fall solely upon the teaching staff.	In addition to the committed 0.5 FTE administrative staff position requested in our proposal, our School plans to fund an additional temporary part-time position during the program phase-in period to support and coordinate external outreach and partnerships, including additional forms of student support (Rec. 4).	The Dean's Office supports the program's proposal for short term temporary staff in the start up phase to support and coordinate external outreach and partnership development. We believe however, that the work of identifying additional forms of student support is work that the GPD will be able to do.	Proposal has been updated accordingly.	YSGS commends the School and Faculty's commitment to supporting students by allocating additional resources for external outreach and partnerships.
Recommendation 6: Identification of thesis research topic in first year.	Students coming into the program should identify their research topic during the first year of study, ideally near the beginning of the start of the Winter term. This will support student progress and create more opportunities for presentation and engagement with partners.	Students will be required to identify a thesis topic by the end of their first semester, with this requirement embedded within the new seminar series course that students will take in their first semester of study.	The Dean's Office supports the program response.	Proposal has been updated accordingly.	YSGS supports this modification to the proposed program.

PRT Recommendation	PRT Rationale	SOPH Response	FCS Response	Implementation Plan	YSGS Response
Recommendation 7: The program should consider the addition of a research seminar course or regular seminar series starting in first year.	This is a potential mechanism to ensure students start thesis work early and make progress in the second year. The model has advantages for enhancing communications skills and engagement across multiple projects and with external partners. Coordination of the series should be recognized as faculty workload.	We have created a new Seminar Series course that students will take twice, once in their first semester of study and again in the Fall of their second year.	The Dean's Office supports the program response.	Proposal has been updated accordingly.	YSGS agrees with this addition to the curriculum since it will not only increase engagement of students with their thesis work early on but it will also enable students to engage with each other early in the program.
Recommendation 8: Transparent and consistent admissions and recruitment procedures to ensure equity and access.	A detailed admissions and recruitment plan should be developed which addresses breadth of prior training of suitable applicants and which also addresses equity to ensure that under-represented groups (racialized, indigenous, black, rural) are able to secure a position in the program.	We will prepare a detailed admissions and recruitment plan to ensure transparent and equitable student admissions into the program. We will work with the FCS Dean's Office and YSGS to discuss opportunities and options for wide promotion of the program, particularly to underrepresented community groups.	The Dean's Office supports the program response.	The admissions plan will be finalized prior to launch of the program. The recruitment plan will be developed once the program is approved.	YSGS is happy to work with the program on ways to ensure more equity and access in admissions.

In addition to the formal recommendations above, any additional PRT comments on the proposal are addressed by the Faculty in their proposal and response to the PRT. YSGS is in full agreement with the responses from the Faculty to these comments.

In conclusion, we thank the external reviewers and colleagues in FCS for a very thorough assessment of the strengths and challenges of the proposed MSc in Occupational and Public Health. The PRT recommendations and Faculty responses raise important points regarding the program, and the discussion of these will only have a positive development in the evolution of the program.



Dr. Cory Searcy
Vice Provost & Dean
Yeates School of Graduate Studies



Dr. Carl Kumaradas,
Associate Dean, Programs
Yeates School of Graduate Studies

Final Assessment Report and Implementation Plan

Periodic Program Review (PPR)

Master of Professional Communication (MPC)

Last Updated: April 08, 2021

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 Professional Communication (MPC). 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 Master of Professional Communication is designed to provide students with the knowledge and skills they need to address complex communication issues facing organizations in the 21st century. The program's strengths include its balance of theory and practice, the interdisciplinary expertise and interdisciplinary research of the faculty, and the holistic approach to communication afforded by the program's courses, major research paper and internship. With a strong focus on experiential learning, the MPC program echoes the spirit of Ryerson's educational mission: to foster intellectual, social, and cultural development in the context of advancing knowledge in response to existing and emerging societal needs.

The MPC program has a number of aspects that make it unique in Canada, including its structure as a full-time, one-year master's program and the integration of an internship and major research paper, both of which are required. Moreover, its location at Ryerson in downtown Toronto enables students to connect with industry leaders, startups, and the individuals and executives developing tomorrow's communication strategies and technologies today. In accordance with Ryerson's mandate for practical learning, the program includes skills-based elements in across the four required courses and three electives as well as experiential learning opportunities for hands-on learning in the form of internship placements, research assistant positions, work opportunities at ProCom's Centre for Communicating Knowledge, and course assignments. The program has an in-take of approximately 25 students per year. The relatively small size of the MPC program, and the fact that we are able to focus attention and mentoring on one cohort at a time given that the program is one year long, enables us to closely monitor our students' success, respond quickly to problems when they arise, and create opportunities for their professional and personal development as researchers, future professional, and graduate assistants.

The MPC program has many strengths, including its capacity to attract and retain strong students, the employment of our graduates in a wide range of organizations and types of professional communication, our ability to attract new faculty members with strong research programs and external funding, and our growing list of internship partners. We anticipate that future changes to the program will focus primarily on issues related to the structure and positioning of program components, in particular the MRP and the internship, to better support the students in their research projects and their preparation for careers in professional communication. More generally, we will continue to strengthen the program by, for example, expanding and consolidating our local connections with the city of Toronto and the professional organizations that make it such a rich environment for professional communication opportunities; expanding and deepening the content of our required and elective courses by continuing to hire new faculty with diverse research programs; and expanding our network of internship partners and building stronger links with alumni who are now becoming leaders in the fields that create the internship opportunities held by our students.

Going forward we believe that the MPC program is in an excellent position to adapt to the changing needs and interests of our students. It remains a young program and as it approaches its tenth birthday a new cohort of 10 permanent faculty members who have been hired since the program's launch in 2010 will collaborate with established faculty members to build upon the program's strengths while being responsive to changing professional communication contexts, technologies, disciplinary directions, and students' needs and expectations.

Our first program review process has been an excellent opportunity for us to reflect on the original vision for the program, how the program and the School more broadly have evolved since the program's launch, and where we would like to go in the future. We are very pleased with the success of our program and the success of our graduates and are excited to continue building on these achievements. We look forward to updating our program so that we can continue to provide our graduates with an experience that is academically rigorous; theoretically, practically, and ethically grounded; and career-oriented -- elements we believe our students need to be leaders in their professions and to connect meaningfully with audiences and stakeholders in the 21st century

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Periodic Program Review and Peer Review Master of Professional Communication (MPC)

The graduate program in Professional Communication (MPC), Faculty of Communication & Design (FCAD), submitted a Self-Study Report to the Yeates School of Graduate 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.

The PRT site visit was conducted virtually on June 4, 2020. The visit included interviews with the University and Faculty Administration including the Provost and Vice-President Academic, FCAD Associate Dean, Vice-Provost and Dean Yeates School of Graduate Studies (YSGS); Associate Dean YSGS, Graduate Program Director of the Graduate Program, and meetings with Faculty, a group of current students, and support staff.

The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Professional Communication (MPC) consisted of Dr. Jay Dolmage, University of Waterloo; Dr. Terry Flynn, McMaster University; and Dr. Stéphanie Walsh Matthews, Ryerson University. The PRT report was communicated to the Associate Dean, YSGS on September 9, 2020, and the response to the report from graduate program and the Faculty was communicated on December 15, 2020.

Program Strengths, Weaknesses and Opportunities

The PRT cited several strengths of the MPC in their report, including the program having a strong complement of faculty, both tenure-stream and non-tenure-stream, and noted faculty producing innovative scholarship and research in the form of academic books, peer reviewed journal articles, chapters in books, feature films, and conference papers. The PRT chose to outline the program weaknesses and opportunities within the recommendations below.

PRT Recommendations

The PRT made a total of 7 recommendations which are listed below.

- Recommendation 1: Cross-Graduate Program Collaborations and Course Access
- Recommendation 2: Reduce class size and provide more support for MRP supervision
- Recommendation 3: Increase writing support and instruction
- Recommendation 4: Move current research methods course to Fall semester
- Recommendation 5: Better onboarding of new faculty members
- Recommendation 6: Consider a course-based MPC option
- Recommendation 7: Enhanced Internship Opportunities

Summary of PRT Recommendations with Graduate Program, Faculty Dean, and YSGS Responses Implementation Plan

PRT Recommendation	PRT Rationale	MPC Response	Timeline, Responsibility, and Action Plan	FCAD Response	YSGS Response
Recommendation 1: Cross-Graduate Program Collaborations and Course Access	Students have requested additional access to courses and professional opportunities as they pertain to critical issues (race, gender, political landscape) that are usually provided via elective courses. These need to be enhanced in these courses.	The MPC program will continue to incorporate the expertise of our recently hired and tenured faculty. Additionally, the MPC program will continue to pursue cross-graduate program collaborations (with particular focus on FCAD and Faculty of Arts courses).	2021-2022: MPC GPD, MPC GPA, ProComm Chair Offer a wider range of courses by formalizing cross-graduate program collaborations while actively incorporating newly hired ProComm faculty.	The faculty supports a decision to deepen the program’s commitment to exposing its students to critical intersectionality both through course study and professional opportunities.	YSGS is happy to support the program in finding ways to increase student access to courses and professional opportunities. It should be noted that programs can allow their students to take a limit number of courses from other programs with approval from the GPD and the other program.
Recommendation 2: Reduce class size and provide more support for MRP supervision	Graduate level classes of 25 put an extra strain on the instructor to provide timely and meaningful feedback to students. This is amplified during the MRP supervision process especially when there are a limited number of supervisors available.	The MPC program agrees with the PRT that the size of the MPC cohort – 25 students per year – is causing extra strain on our instructors, particularly their ability to offer timely and meaningful feedback on written assignments and MRPs.	2021-2022: MPC GPD, MPC GPA, ProComm Chair, Associate Dean of Graduate Studies (FCAD). We discussed reducing the MPC program’s annual intake with FCAD’s Associate Dean of Graduate Education. These discussions resulted in an agreed upon initial reduction in MPC cohort size from 25 students, to 22-23 students.	FCAD supports reducing the MPC program’s cohort size from 25 students to 22-23 students.	The program and FCAD can choose to reduce their intake targets but need to be aware of the potential resource implications in doing this. YSGS is happy to work collaboratively with the program and FCAD in addressing this concern.

PRT Recommendation	PRT Rationale	MPC Response	Timeline, Responsibility, and Action Plan	FCAD Response	YSGS Response
Recommendation 3: Increase writing support and instruction.	<p>The professional communications sector is based on the written and spoken word.</p> <p>Those that excel in the profession enter the sector with excellent written and oral skills.</p>	<p>The PRT's affirmation of the need to place even more emphasis on writing skills concurs with ProComm's longstanding commitment to writing excellence, but also to their ongoing observation that this is an area that needs ongoing attention and increased resources.</p>	<p>2021-2022:</p> <p>MPC GPD, MPC GPA, ProComm Chair, Ryerson Writing Centre</p> <p>A reduction in class size and offering two sections of core courses will enhance instructors' ability to give individual attention to MPC students and their written work.</p>	<p>FCAD-supported reduction in overall cohort should address some of these problems. The Faculty supports the plan to engage with the Writing Centre for further support.</p>	<p>YSGS recommends exploring all ways to improve writing support including editorial feedback from course work, reducing class section sizes, and utilizing the resources from the Student Life and Learning Support Centre. The program should be aware of the potential impact of reducing enrollment on resource allocations.</p>
Recommendation 4: Move current research methods course to Fall semester.	<p>This course moved to the Fall would allow students to learn about the various research methods utilized in professional and applied research methods. Those interested in the MRP could then opt to also complete a specialized research course for academic research.</p>	<p>The MPC program agrees with the PRT's recommendation to shift some of the emphasis on research methods to the fall term; however, we do not feel that adding methods to the fall should result in a loss of research methods in the winter, since this is the term that immediately precedes MPC students beginning work on their MRPs.</p>	<p>2021-2022:</p> <p>MPC GPD, MPC GPA, ProComm Chair, MPC faculty</p> <p>We suggest a more deliberate focus on research methods be incorporated into the communication theory core course (PC8002) that MPC students take in the fall. This course would become a blended theory and methodology course.</p>	<p>The Faculty supports MPC's innovative approach to solving this problem.</p>	<p>YSGS is fully supportive of introducing the learning of research methodology as early as possible. The program is advised to refer to Policy 127 when making any changes to its policy.</p>

PRT Recommendation	PRT Rationale	MPC Response	Timeline, Responsibility, and Action Plan	FCAD Response	YSGS Response
Recommendation 5: Better onboarding of new faculty members.	The PRT recommends that when new ProComm faculty are hired to teach at both the undergraduate and graduate levels, a specific orientation program is developed to ensure that there is a fit between the new faculty and the MPC instructional and supervisory requirements.	The MPC program agrees that new faculty members should be contributing to the MPC program early in their career through teaching MPC courses and supervising MPC students.	2021-2022: MPC GPD, MPC GPA, ProComm Chair, MPC faculty The MPC program will ensure that new faculty are made aware of local teaching norms and graduate supervision expectations, and that new faculty are given early opportunities to contribute to the graduate curriculum.	FCAD supports the program in onboarding new faculty members to engage in graduate education and has contributed to this endeavor by connecting directly with them to underscore their roles as potential supervisors and to encourage them to become members of YSGS.	While the recruitment and training of new faculty members is outside the purview of YSGS, it agrees that raising awareness of graduate education with new hires will be for the benefit of all.
Recommendation 6: Consider a course-based MPC option	For those students who are not intending to pursue further graduate studies and are interested in gaining further industry knowledge and skills, the MRP doesn't seem like a proportional and effective use of their summer term. Industry/sector specific courses could be offered as electives during	The MPC program is committed to the Major Research Paper / Project component of the program, particularly since it requires MPC students to engage in original research in an area related to professional communication.	2021-2022: MPC GPD, MPC GPA, ProComm Chair The PRT's recommendation will be brought to the MPC Curriculum Committee for discussion; implementing this change would require support from the committee as well as our Graduate Program	The Faculty supports the curriculum changes that the program deems necessary for serving the diverse interests of the students provided that these are academically sound, economically feasible and supported by input from industry partners.	YSGS notes that, if pursued, this would be considered a major curriculum modification that should be worked on about 1 year in advance of the planned implementation date. Policy 127 and the YSGS Associate Dean, Programs, should be consulted when working on major curriculum modifications.

PRT Recommendation	PRT Rationale	MPC Response	Timeline, Responsibility, and Action Plan	FCAD Response	YSGS Response
	this time, which would also require fewer MRP supervisors.		Council and would likely take several years for the approval of curriculum changes and the development of new courses.		
Recommendation 7: Enhanced Internship Opportunities	<p>In discussions with current students and alumni of the program, there was a general sense that the MPC internship course/program was under-resourced and dependent on individual students to source their own opportunities. Current students commented on cancelled events in 2019 and a lack of support from the MPC program.</p> <p>With the decision to hire and support a dedicated Internship staff member, this should provide future students with greater clarity and assurances of obtaining an internship at an earlier time in the program.</p> <p>Furthermore, observable and reportable learning objectives should be established</p>	<p>The MPC program is pleased the PRT identified the MPC internship program as needing additional resources and support. The staff position devoted to MPC internships has been made permanent and now resides under the umbrella of FCAD. This move to centralize and administer internships at the faculty level will create synergies across FCAD departments and internship programs.</p>	<p>2021-2022: MPC GPD, MPC GPA, ProComm Chair, MPC Internship Coordinator, MPC internship faculty representative</p> <p>The MPC program convened a meeting with the GPD, MPC internship coordinator, and MPC faculty internship representative to discuss how to improve current internship learning objectives, as well as ways to refine and clarify the host employers understanding of internship terms, outcomes, and objectives. We agree that all MPC internship opportunities should be paid.</p>	<p>The Faculty supports the MPC in strengthening internship opportunities between the program and hosts.</p>	<p>YSGS supports the program and Faculty responses.</p>

PRT Recommendation	PRT Rationale	MPC Response	Timeline, Responsibility, and Action Plan	FCAD Response	YSGS Response
	and discussions with the host employer should be established to ensure agreement on the terms and outcomes of the internship. The PRT strongly recommends that the MPC program endorse paid internships for its program students.				

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

Final Assessment Report and Implementation Plan

Periodic Program Review (PPR)
Immigration and Settlement Studies (ISS)
Last Updated: April 08, 2021

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 Immigration and Settlement Studies (ISS). This report identifies the peer review identified strengths of the program, together with opportunities for program improvement and enhancement, and it sets out and prioritizes the recommendations that have been selected for implementation.

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

Executive Summary

The MA Program in Immigration and Settlement Studies (ISS) has been in existence since 2004. It is an interdisciplinary program housed in the Yeates School of Graduate Studies (YSGS). Currently, ISS draws on faculty expertise from across campus, including the Faculty of Arts, Faculty of Community Services, Ted Rogers School of Management, the School of Urban and Regional Planning, and the School of Fashion. Faculty from a wide range of academic disciplines are teaching ISS courses, and ISS-affiliated faculty members from across campus act as student advisors and supervisors. The program works closely with the Ryerson Center for Immigration and Settlement (RCIS) and the Canada Excellence Research Chair in Migration and Integration (CERC) to enhance the connection between excellence in education and world-class research. ISS is designed as a one-year full-time program, although it also offers a part-time option. Full-time students must enroll in the program for a minimum of three terms to complete the degree requirements. Part-time students must enroll in the program for a minimum of six terms or two academic years.

All students must complete 4 required courses covering the Canadian immigration and settlement experiences, immigration law, policies and politics, and research methods. In addition, students must take at least 3 elective courses on a variety of topics, such as the changing multicultural mosaic in the Greater Toronto Area, immigrant voices in Canadian literature, the economics of immigration, women and immigration and settlement, race and ethnic relations, or refugee issues. The program serves the needs of both research- and professionally-oriented students; therefore, they must complete a 150-hour Field Placement and write a Major Research Paper under the supervision of an affiliated faculty member. Guest speakers, fieldtrips, events, and other activities expose students to the wider academic and settlement communities and experiential learning opportunities.

The ISS program meets societal needs by providing graduates with enhanced in-depth knowledge of the history, theories, methodologies, policies, and other societal issues related to immigration and settlement in Canada. It also critically analyzes the historical and ongoing connections between immigration, settlement and Indigenous displacement and genocide. Graduates possess academic and practical skills, including technical, critical thinking, communication, and transferrable professional skills they can apply in the workplace and further education. The most recent ISS Alumni Survey shows that 82.8 % of the sampled alumni are employed on a full-time basis in several key employment sectors, including public service, universities and colleges, the NGO/non-profit sector as well as the private and legal sectors, and consulting/self-employment. One in ten ISS graduates moved on to get a PhD and about 3 % went to law school.

The program's strengths include a high society need for the program, an accelerated one-year time frame that enables students to complete the program in an efficient manner, the availability of both full-time and part-time options, the program's mix of academic and practical orientation, the connections to world-class research institutions, the outstanding level of

faculty expertise in immigration and settlement across campus, and the strong networks ISS entertains to the settlement sector, government, and other organizations that facilitate field placements and employment. Weaknesses include that only two faculty members are formally appointed to ISS, the tight one-year timeframe creates anxieties and stress among full-time students, the program is limited to admitting very few international students, and student funding is low and admissions letters do not reflect the full extent of funding opportunities. Opportunities exist in continuing to recruit affiliated faculty from across campus and multiple disciplines and faculties, possibly developing a PhD program, further integrating on-campus research in the ISS Program structure and activities (e.g. CERC, RCIS), further recognizing Indigenous experiences related to immigration and settlement and advancing reconciliation, responding to calls for addressing structural racism, enhancing students' international experiences, strengthening the theoretical foundations in the course curriculum, rewarding the top 1-2% students with top available marks, and initiating discussion about permitting students to choose between the MRP or Field Placement and adding a two-year full-time option with a thesis requirement to the program.

The recommendations highlight the immediate, high-priority need to hire and/or cross-appoint additional ISS faculty. Actions of medium priority include increasing student funding, expanding international student intake, initiating periodic curriculum reviews, enhancing the coverage of migration theories in the curriculum and updating the Field Placement seminar, deepening the research-education relationship with RCIS and CERC, improved the consistency of contents and delivery of course sections taught by different instructors, establishing task forces to examine the feasibility of a PhD program, offering a two-year full-time option, permitting students to choose between the MRP and Field Placement, and responding to structural racism. Lower-level priorities include recruiting a more gender/sexual-orientation diverse student body, rewarding top students with top marks, and asking the province to count part-time students as full FTE.

Periodic Program Review and Peer Review Team Immigration and Settlement Studies (ISS)

The graduate program in Immigration and Settlement Studies (ISS) submitted a Self-Study Report to the Yeates School of Graduate 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.

The PRT site visit was conducted virtually on January 18-21, 2021. The visit included interviews with the University and Faculty Administration including the Provost and Vice-President Academic, Vice-Provost and Dean Yeates School of Graduate Studies (YSGS); Associate Dean YSGS, Graduate Program Director of the Graduate Program, and meetings with Faculty, a group of current students, and support staff.

The Peer Review Team (PRT) for the Periodic Program Review (PPR) of the graduate program in Immigration and Settlement Studies (MA) consisted of Dr. Margaret Walton-Roberts, Wilfrid Laurier University, Dr. Victor Satzewich, McMaster University, and Dr. Carolyn Johns, Ryerson University.

The PRT report was communicated to the Associate Dean, YSGS on February 8, 2021, and the response to the report from graduate program was communicated on February 17, 2021.

Program Strengths, Weaknesses, and Opportunities

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

Strengths

The ISS is relatively unique in Canada, and as a result its applicant pool is generally strong in terms of number and quality (though variable). The faculty associated with the program represent 9 impressive interdisciplinary and scholarly quality. The curriculum includes a range of components that support both applied and critical thinking skills, including MRPs and placements. The employment record of ISS graduates is strong, and the alumni network offers novel opportunities for further strengthening the reputation and placement features of the program. The review team was also impressed with the dedication and commitment of both the Program Director, Dr. Harald Bauder, and Program Administrator Igor Rosic, towards both the program in general and to students in particular. They are to be commended for the hard work associated with carrying the bulk of heavy administrative duties and responsibilities attached to the program.

Weaknesses

While the ISS is a flagship graduate MA program for Ryerson, and reflects the immense investment Ryerson has made in immigration through the RCIS and CERC, it risks losing its competitive advantage due to some persistent and emerging weaknesses. The student financial awards are not competitive with one-year MA programs in similar policy fields. While there are many GTA and RA opportunities for students once in the program, it would serve the program to have these funding options more formally presented at the admission stage so that they do not lose better students to other programs or universities.

The ISS also depends upon the tacit good will of chairs and deans in terms of permitting faculty to teach in the program, and the small number of officially cross appointed faculty limits the ability to coordinate and review curriculum content and delivery.

There are a few areas where curriculum development would be advisable. This includes quantitative research methods, and technical aspects of immigration law and policy. In addition, the field placement requirement as it is currently organized creates some weaknesses in terms of the student experience, with students typically organizing their own unpaid placements in the second or third semester. The placement is mandatory, and only some are paid. Moreover, some students are informally pitted against each other finding placements. This suggests an inequity in the program in terms of how internships are secured, the quality of the experience and the compensation received. This may have an impact on overall student morale.

Opportunities

There are several opportunities to consolidate the strength of this program. In terms of faculty engagement, more official cross-appointments would permit consistency in terms of the content taught between sections. More active faculty engagement in governance and an annual retreat for faculty associated with the program would facilitate effective curriculum review and development by drawing in the scholarly strengths of the associated faculty more formally.

More formal association between the ISS, RCIS and CERC would allow for more effective resource planning in terms of the financial supports offered to incoming students, and would also consolidate the research synergies that exist between Ryerson's teaching and research strengths in immigration and settlement. Perhaps this could be considered related to the program's governance structure.

There are several opportunities for enhancing the placement aspect of the program. This includes hiring a facilitator to seek out paid placement opportunities through government, non-government, and alumni networks, and assist students to secure placements. The review committee also felt hiring a practitioner in residence to teach the immigration, law and policy course would serve the need to include deeper technical and timely knowledge of immigration policy. The practitioner might also contribute to securing placements in the government, non-government and corporate sectors.

PRT Recommendations

The PRT made a total of 11 recommendations listed below.

- Recommendation 1: The University should formally cross appoint one additional full time faculty member to the ISS program.
- Recommendation 2: The program/YSGS should include GRA/GTA funding in its letter of admission to make the offer competitive with other universities and programs.
- Recommendation 3: The program should update content and delivery of the Seminar and Field Placement course (IS8100) to reflect state of the field and workplaces, and further resource the placement process with a placement coordinator who has extensive government/non-government/corporate experience and networks in the sector.
- Recommendation 4: The program should consider establishing a way for placement organizations to provide feedback about student placements.
- Recommendation 5: The program should undertake a curriculum review of (a) the IS 8904 and (b) IS 8903 to ensure these courses meet program objectives and learning outcomes.
- Recommendation 6: The program should consider ways to introduce more flexibility in how students fulfill requirements.
- Recommendation 7: The program should strengthen its governance structures and establish a curriculum committee that meets on a regular basis to discuss curriculum related issues
- Recommendation 8: The program should consider ways to ensure more consistency in required course content when more than one section is taught in the same term.
- Recommendation 9:
 - a. The program should consider ways to encourage the broader group of affiliated faculty members to take a more active role in MRP supervision.
 - b. The program should consider ways to help students match their research interests for their MRP with those of faculty supervisors
- Recommendation 10: The program may want to consider collecting data on times to completion, how frequently students withdraw from the program, and alumni data.
- Recommendation 11: The program should consider ways to capitalize on the international reputation of the program by admitting more international students.

Summary of PRT Recommendations with Graduate Program and YSGS Responses + Implementation Plan

PRT Recommendation	PRT Rationale	ISS Response	Implementation Plan	Timeline/Responsibility	YSGS Response
Recommendation 1 The University should formally cross appoint one additional full time faculty member to the ISS program.	The program has been sustained with two cross-appointments and the good will of Deans and Chairs. An additional cross appointment of faculty is needed to secure curriculum quality and innovation (external action).	General agreement, although the previous PPR recommended hiring <i>three</i> cross-appointed faculty. Since then YSGS was successful in cross-appointing one more faculty member.	ISS will continue working with YSGS in implementing this recommendation.	ASAP/ISS, Dean of YSGS, Dean of TRSM, and Provost	<p>YSGS has been strongly advocating for additional cross-appointments for all its interdisciplinary programs. It has been successful in obtaining several of these, including one for the ISS program. YSGS agrees that an additional cross-appointment to the program is important and will continue to advocate for this.</p> <p>Other venues to increase participation in the program and its quality is to consider forming a group that includes the Graduate Program Director, the Associate Dean, Programs from YSGS, the Vice Provost and Dean of YSGS, and the Deans of all Faculties involved in the program. This group could meet at least once a year to review the involvement of their faculty members in the program and the adequacy of resources allocated for the program. This would also help address recommendations 2, 8, 9, and 10.</p>

PRT Recommendation	PRT Rationale	ISS Response	Implementation Plan	Timeline/Responsibility	YSGS Response
Recommendation 2 The program/YSGS should include GRA/GTA funding in its letter of admission to make the offer competitive with other universities and programs.	The program remains attractive, but for Ryerson to maintain their competitive advantage in this area and attract the highest quality students, student funding offers need to be improved (external action).	Agreement; RA funds allocated to ISS could possibly be allocated to incoming students. Additional funding could possibly come RCIS and CERC.	ISS will work with YSGS, stakeholders (e.g. CERC, RCIS) and faculty with access to grant funding.	2021-2023/ISS, Dean of YSGS, stakeholders, ISS affiliates with research grants	YSGS notes that student funding from centralized sources has significantly increased but advocating for increased student funding and/or reduced tuition costs remains one of its main priorities. It should be noted that GA (what the reviewers refer to as GTA funding) commitments are at the discretion of the departments/schools delivering courses and that these commitments are typically not finalized at the time of offers for graduate admission.
Recommendation 3 The program should update content and delivery of the Seminar and Field Placement course (IS8100) to reflect state of the field and workplaces, and further resource the placement process with a placement coordinator who has extensive government/non-government/corporate experience and networks in the sector.	Updating the curriculum is internal to the ISS program, but resourcing the placement officer requires additional resources (both internal and external).	Agreement; ISS will form a Curriculum & Placement Standing Committee to oversee the necessary changes	ISS will form a Curriculum & Placement Standing Committee.	ASAP/ISS (& YSGS)	YSGS agrees that the student experience is important and supports ways to improve this experience through better quality placements with improved equity in the types of placements obtained.

PRT Recommendation	PRT Rationale	ISS Response	Implementation Plan	Timeline/Responsibility	YSGS Response
Recommendation 4 The program should consider establishing a way for placement organizations to provide feedback about student placements.	There does not appear to be any mechanism for the program to solicit feedback from placement organizations about student preparation for placements, and potential gaps in knowledge or skills (internal).	Agreement	Curriculum & Placement Standing Committee	ASAP/ISS	YSGS agrees with this recommendation.
Recommendation 5 The program should undertake a curriculum review of (a) the IS 8904 and (b) IS 8903 to ensure these courses meet program objectives and learning outcomes.	(a) Some students indicated that research methods could be strengthened to include more quantitative skills; also should be offered in Fall to provide foundations for MRPs earlier (internal). (b) The immigration law and policy course should be reviewed and strengthened to include more practical knowledge related Canada's immigration laws, policies, programs, administration and operations. Ideally this would involve hiring a practitioner in residence who could teach and support placement operations. The program can address this with internal changes in how courses are delivered, but additional funds may be necessary to hire a practitioner	Agreement; the Curriculum & Placement Standing Committee to oversee the necessary changes	Curriculum & Placement Standing Committee	ASAP/ISS	YSGS will support the development of any curriculum revision and reminds the program to consult Policy 127 when developing any revisions.

PRT Recommendation	PRT Rationale	ISS Response	Implementation Plan	Timeline/Responsibility	YSGS Response
	in residence (internal and external).				
Recommendation 6 The program should consider ways to introduce more flexibility in how students fulfill requirements.	Providing students with the option of undertaking a placement or MRP would help address concerns about the intensity of a one-year program of study. Providing students with a two-year thesis option would allow some students to further build their research skills (internal).	Agreement; the Curriculum & Placement Standing Committee will explore the option to allow students to choose between the MRP or Field Placement, and to add a two-year thesis option.	Curriculum & Placement Standing Committee	ASAP/ISS	YSGS will support the development of any curriculum revision and reminds the program to consult Policy 127 when developing any revisions. It should be noted that such a change is considered a major modification. YSGS is happy to work with the program in developing a major modification proposal.
Recommendation 7 The program should strengthen its governance structures and establish a curriculum committee that meets on a regular basis to discuss curriculum related issues	A broader curriculum committee or an annual retreat would provide the necessary forum for discussion about the contents of courses, exchanges regarding curriculum and pedagogical approaches used by faculty. It could also provide an additional opportunity to create a sense of community between the faculty members, those core and more remote to the program. Student representation in governance should also be considered (internal).	Agreement; a Curriculum & Placement Standing Committee will be established	Curriculum & Placement Standing Committee	ASAP/ISS	<p>YSGS notes that program governance structures need to adhere to Policy 45. It is typical for curriculum committees to be a standing committee of the Graduate Program Council.</p> <p>Retreats to discuss curriculum and pedagogy are great ideas. In both cases, it is important to involve student representation.</p>

PRT Recommendation	PRT Rationale	ISS Response	Implementation Plan	Timeline/Responsibility	YSGS Response
Recommendation 8 The program should consider ways to ensure more consistency in required course content when more than one section is taught in the same term.	There is inconsistency in required course content and requirements when two sections are taught in the same term by different instructors. This issue might be best addressed via recommendation 5 above (internal).	General agreement, although instructors enjoy academic freedom. Measures can include cross-appointed faculty teaching both sections of a course, devise a mechanism through which different instructors can coordinate course contents.	An additional faculty appointment (Recommendation 1) would have the responsibility to teach two courses, i.e. 2 sections of one course, in ISS; Curriculum & Placement Standing Committee	Additional faculty appointment: ASAP/ISS, YSGS, and Provost; Curriculum & Placement Standing Committee: ASAP/ISS	YSGS agrees with the importance of equity between multiple sections of a course and recommends that instructors take this into consideration when they are involved in the delivery of the same course.
Recommendation 9(a) The program should consider ways to encourage the broader group of affiliated faculty members to take a more active role in MRP supervision.	MRP supervisory loads are unevenly distributed across the 70 'core' faculty attached to the program (internal).	Agreement; the implementation of Recommendation #6 may alleviate pressures on students to find supervisors.	Program will correspond with faculty and students	Ongoing/ISS	YSGS agrees that MRP supervisions should be distributed more broadly among affiliates. It supports the program in the implementation of recommendation #6.
Recommendation 9(b) The program should consider ways to help students match their research interests for their MRP with those of faculty supervisors	Some students reported frustration and difficulties associated with finding an appropriate MRP supervisor (internal).	Agreement; facilitate student-supervisor matches	Annual "Find Your Supervisor" workshops	Ongoing/ISS	YSGS encourages the ISS program to organize a workshop or other events that facilitate better matching students with supervisors who are located in different faculties and departments across campus.

PRT Recommendation	PRT Rationale	ISS Response	Implementation Plan	Timeline/Responsibility	YSGS Response
Recommendation 10 The program may want to consider collecting data on times to completion, how frequently students withdraw from the program, and alumni data.	The review team did not have access to times to completion and withdrawals from the program (academic or administrative). It is not evident that the program has alumni data (internal and external).	Agreement	Collect corresponding data	Ongoing/ISS, YSGS	YSGS will work with the program, the University Planning Office, The Registrar's Office and Alumni Relations to track this data and shared it with the program.
Recommendation 11 The program should consider ways to capitalize on the international reputation of the program by admitting more international students.	The program receives a considerable number of applications from international students but is only able to admit one per year. International students may help to internationalize the program, and may also be a revenue generator (external).	Agreement	Admission of 3-4 international students annually	2021/ISS, YSGS	YSGS has been advocating for institutional support for international graduate students. YSGS welcomes the plan to admit more international students into the program.

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