

# Year 3 (2026) - FAR Implementation Report

## Master of Sustainability (SSAS)

### Master of Sustainability, Co-op

#### Graduate Programs

(reviewed 2022/23)

#### Recommendation #1

**Enhance Stream C of the MSSAS program.**

#### ARC Disposition of the Recommendation

ARC considers the recommendation to explore the expansion of a course-based option (scheme C), to be accepted and in the process of implementation. The Committee believes that the program is best positioned to determine appropriate strategies to move forward.

#### Implementation Plan (1<sup>st</sup> Priority)

Responsible for approving:	Centre
Responsible for resources:	Centre
Responsible for implementation:	Centre
Timeline:	Dean of Social Sciences to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Explore the expansion of a course-based option for Scheme C	Centre	C		
Action #2 Set meetings to consult with other units affected by change and seek input from other programs	Centre	T	C	
Action #3 Submit a major modification form for the Master of Sustainability program, Scheme C (course-based option)	Centre	T	C	

#### Comments 2024:

*Actions #1-3:* This year the Environmental Sustainability Research Centre graduate program sub-committee and administrative team explored options for a course-based option to our Master of Sustainability Program (Scheme C). This represents a Major Modification for our SSAS program. We note that our Final Assessment Report was approved in mid-March 2024. Since that time, we have organized meetings with different units across campus (i.e., Dean, Faculty of Social Sciences (FOSS); Associate Dean, Research and Graduate Studies, Faculty of Social Sciences; the Dean/Associate Dean of the Faculty of Graduate Studies and Postdoctoral Affairs) to consult with

\*On Target (T), Delayed (D), Complete (C), Complete and Ongoing (O)

them and seek their support in making this change to our program. We have also met with other units who have successfully launched similar course-based master’s programs at Brock (e.g., Graduate Program Director, Master of Education, Department of Educational Studies, Faculty of Education). Lastly, we met with two staff members from the Centre of Pedagogical Innovation to ensure suggested changes to Scheme C were considering all pedagogical best practices for course-based program options, such as ensuring students have the chance to consolidate their course-based learning towards the end of the program.

**Comments 2025\*:**

All actions related to this recommendation have been completed.

\*When reviewing this file, please note that several faculty in the ESRC were on sabbatical during the 2024-2025 academic year. However, some faculty continued to collaborate on various activities to implement the actions identified for this year.

**Recommendation #2**

**Improve the Co-op experience for MSSAS students.**

**ARC Disposition of the Recommendation**

ARC considers this recommendation to be accepted for consideration by the Centre. The Committee encourages the Centre to work with the Dean’s office and the Co-op Office to determine appropriate strategies to move forward on this issue.

<b>Implementation Plan (1<sup>st</sup> Priority)</b>	
Responsible for approving:	Centre and Co-op Office
Responsible for resources:	Centre and Co-op Office
Responsible for implementation:	Centre and Co-op Office
Timeline:	Dean of Social Sciences to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Meet with the Director and staff in Co-op and Experiential Education, the Graduate Program Administrative Team, the Graduate Program Director, and faculty involved in the program, to discuss known challenges with the co-op component of the program (Scheme A)	Centre/Co-op, Career and Experiential Education (CCEE)*	T	C	
Action #2 Identify actionable items to address challenges with the co-op portion of our program	Centre/Co-op, Career and Experiential Education*	T	T	O
Action #3 Co-create more efficient and effective practices to enhance the student experience	Centre/Co-op, Career and Experiential Education*	O	O	

\*These actions, along with the comments below, have been reviewed and approved by Dr. Rajiv Jhangiani, Vice-Provost Teaching and Learning and Julia Zhu, Interim Director, Co-op Career & Experiential Education.

### Comments 2024:

*Actions #1:* On April 22, 2024, we met with a large team from the CCEE, including the Interim Director, to discuss the co-op experience for students, faculty, and staff. Several faculty and staff in the ESRC, including the ESRC Graduate Program Director, Centre Administrator, Program Coordinator and Acting Director were involved in this 2-hour meeting. The purpose of this meeting was to share information about employer development practices, strategies, preparation course learning objectives (i.e., SSAS 5N90), event strategies, program-specific information, Centre strategies, and partnership/industry connections the Centre has fostered. The meeting was an important opportunity to enhance team members' understanding of the Master of Sustainability co-op program (Scheme A: Coursework, Major Research Paper, and Co-op) and reinforce knowledge regarding the program and the Centre's established community partnerships.

*Action #2:* One outcome of the meeting on April 22 was a list of actionable items for both parties to work through together to address challenges with the current program.

*Action #3:* An ongoing activity is to continue meeting to co-create more efficient and effective practices to enhance student experience. This includes developing a living document/scheme that will keep the ESRC and CCEE connected throughout the year. Over the next year, we will be developing term-by-term checklists, process mapping and timeline mapping, and touch points/opportunities for both parties to collaborate and engage with students in the program (e.g., at orientation, the annual career panel, etc.). These activities ensure that we will build stronger connections between the Centre and co-op throughout the year.

### Comments 2025:

*Action #1:* This action was completed in Spring/Summer 2024.

*Action #2:* As indicated in our 2024 comments, one outcome of the meeting on April 22 was a list of actionable items for both parties to work through together to address challenges with the current program. We note that our program was paused in 2024-2025; however, we met on July 31, 2024, to continue working through these challenges in the 2024 academic year. We are pleased to report on several successful actionable items completed since our last report:

- In Spring 2024, to improve communication between the two units, two members of the talent development specialist team in CCEE created a MS Teams channel dedicated to the SSAS cohort to give them direct line to co-op staff. A similar channel will be created this coming year.
- Highlighting positive co-op experiences for graduating students in June 2024, CCEE contributed a success story featuring one of our students in the [Brock News](#). At that same time, ESRC developed a complementary [blog post](#) highlighting the achievements of the Spring Class of 2024, including detailed information about their co-op positions and experiences. In late summer 2024, the ESRC ended the term by creating [a blog](#) and social media posts highlighting the work experiences of four SSAS co-op students working across the Niagara Region. These types of posts help to raise the profile of the graduate co-op experience at Brock. These types of activities have become regular practice that allows us to further celebrate student success. It also allows us to advertise co-op positions more widely; we also highlight these positions in updated [alumni profiles](#) online. Profiles also include connections via LinkedIn so others, including CCEE, can connect with alumni via social media outlets. The ESRC also maintains a record of co-op positions and employment outcomes to monitor and evaluate student experiences and employment rates.

- After a joint July 31, 2024 meeting, CCEE focused on maintaining strong employer relationships and explored new opportunities to support co-op placements for the Spring 2026 SSAS cohort. While active job development has been limited due to the program pause, we continue to engage warm leads and raise awareness to position students for success when they are ready.
- CCEE and the ESRC collaborated on a joint celebration of SSAS's 10<sup>th</sup> year anniversary by inviting alumni to Theal House for morning coffee before attending the Brock homecoming brunch on September 25, 2024. Faculty, staff, students, and family members were invited to this ESRC-funded celebration. An Employer Talent Partnership Consultant also attended the celebration to connect with alumni, strengthen partnerships with recent graduates, and explore opportunities for them to share their career journeys with students. A story about this celebration was subsequently published in the [Brock News](#).
- Over the past year, CCEE has prioritized outreach to employers who have hired Sustainability students over the past four years. Many of these organizations continue to hire across multiple disciplines, and we are confident that our strong relationships will allow us to explore opportunities for SSAS students when roles become available in Spring 2026.
- In employer conversations, CCEE consistently inquires about current job postings and potential future opportunities. Employer Talent Partnership Consultants (ETPCs) actively seek out roles related to environmental sustainability to identify viable options for SSAS students.
- Employers engaged include (but were not limited to): Agile Construction, Canada Post Corporation, City of Toronto, Halton Region, Ministry of the Environment, Conservation and Parks, Niagara Parks, Niagara Peninsula Conservation Authority, Plenty Canada, and the Town of Lincoln.
- In early 2025, ESRC and CCEE met to discuss plans for the incoming cohort of students, including a *Careers in Sustainability* panel discussion in Fall 2025, as these have been successful in the past. Other upcoming activities are highlighted below:
  - CCEE will attend SSAS orientation in September 2025 to introduce co-op support services and build student engagement.
  - In Fall 2025, CCEE will also launch an exclusive Teams Channel/Group to connect the Talent Coach and Employer Talent Partnership Consultant with SSAS co-op students, fostering engagement from the start of their co-op journey.
  - In [SSAS 5N90](#), CCEE is considering adding more in-person touchpoints during the Fall term to enhance student support. We adjusted the syllabus to reflect recommendations from the ESRC.
  - Throughout Fall 2025 and Winter 2026 term, the CCEE team will implement consistent monthly updates for the ESRC Graduate Program Director on SSAS co-op student engagement and progress ahead of the Spring 2026 co-op work term.
  - CCEE updated the Co-op Activities Timeline based on the recommendations from the ESRC to keep them apprised of CCEE outreach and touch points with students.

Both units have also created a SharePoint site so resources (e.g., orientation slides, career panel documentation) can be easily accessed/modified by faculty/staff from both units.

*Action #3:* Over the past year, we have co-developed term-by-term checklists, process mapping and timeline mapping, and touch points/opportunities for both parties to collaborate and engage with students in the program (e.g., at orientation, the annual career panel, etc.). These activities, in addition to the ones highlighted immediately above, ensure that we will build stronger connections between the Centre and CCEE throughout the year while positively impacting student experience.

**Comments 2026:**

*Action #1:* This action was completed in Spring/Summer 2024.

*Action #2:* We are pleased to report on several successful actionable items completed since our last report:

- To improve communication between the two units, two members of the talent development specialist team in CCEE created a MS Teams channel dedicated to the SSAS cohort to give them direct line to co-op staff in Summer 2025. This channel encouraged engagement at the start of the student’s co-op journey. A similar channel will be created again this coming year.
- Despite efforts to fill the role, the ESRC was without a Centre Administrator in 2025; thus, it was challenging to make progress on some initiatives. However, the ESRC was successful in securing FOSS Dean’s Discretionary Funds in Fall 2025 and was able to hire a Graduate Student Ambassador to support student engagement and outreach this academic year. One task undertaken by the Ambassador involved highlighting positive experiences for incoming graduating students (including co-op students) in their first term of studies. Examples of these posts can be found [here](#).
- ESRC continues to prioritize blog and social media posts highlighting the work experiences of SSAS co-op students working across the Niagara Region and beyond.
- The ESRC maintains a record of all co-op positions and employment outcomes to monitor and evaluate student experiences and employment rates.
- In Fall 2025, the ESRC also secured Dean’s Discretionary Funds to hire a Graduate Alumni Network Research Assistant (RA) for the 2025–26 academic year. In this role, the student played a significant role in establishing a formal alumni network for ESRC graduates in collaboration with the ESRC Director. They maintained and updated alumni contact records, supported a strategic visioning process using back-casting methods, and helped design an emerging governance structure for the network. The student also coordinated and supported multiple alumni engagement activities, including a reception and the David Suzuki performance of ‘What you Won’t Do for Love’ at the FirstOntario Performing Arts Centre in St. Catharines on March 13.
- In October 2025, the ESRC and CCEE co-hosted another successful [Careers in Sustainability Panel](#). This panel discussion focused on exploring careers in the field of sustainability. The panel was co-moderated by Andrew Bassingthwaighte and Dr. Marilyn Carrey and consisted of four sustainability professionals (including one alumnus of our program) who shared their experiences navigating careers in the field of sustainability.
- Other notable activities this year included:
  - CCEE attended SSAS orientation in September 2025 to introduce co-op support services and build student engagement.
  - Throughout Fall 2025 and Winter 2026 term, the CCEE team implemented consistent monthly updates for the ESRC Graduate Program Director on SSAS co-op student engagement and progress ahead of the Spring 2026 co-op work term.
  - At the time of this report, all competing SSAS co-op students have secured their co-op work term.

*Action #3:* We continue to use and update term-by-term checklists, process mapping and timeline mapping, and touch points/opportunities for both parties to collaborate and engage with students in the program (e.g., at orientation, the annual career panel, etc.). These activities, in addition to the ones

On Target (T), Delayed (D), Complete (C), Complete and Ongoing (O)

highlighted immediately above, ensure that we continue to build stronger connections between the Centre and CCEE throughout the year while positively impacting student experience.

**Recommendation #3**

**Make better use of Affiliate faculty, especially during admissions and assignment of supervisors.**

**ARC Disposition of the Recommendation**

ARC considers this recommendation to be accepted and in the process of implementation. The Committee also understands that workload decisions are outside of the Centre’s jurisdiction and that the implementation of this recommendation is closely related to recommendation #6.

**Implementation Plan (1<sup>st</sup> Priority)**

Responsible for approving:	Centre
Responsible for resources:	Centre
Responsible for implementation:	Centre
Timeline:	Dean of Social Sciences to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Enhance calls across the university for faculty affiliates to increase participation in the Environmental Sustainability Research Centre generally, and specifically for admissions and supervision of graduate students	Centre	O		
Action #2 Identify strategies and strengthen participation from existing faculty affiliates in admissions and supervision of graduate students.	Centre	T	O	

**Comments 2024:**

*Action 1:* We have been and will continue to work with the Office of Research Services and other units, on campus, including the Faculty of Social Sciences Marketing & Communications Liaison Manager, to provide a call for university faculty affiliates to increase awareness around program affiliation and participation in our programs. Within the past twelve months, personalized reach out to faculty and one public call for faculty affiliates have yielded three additional applications from faculty affiliates across campus. In the months ahead, we also plan to discuss this action at our Spring Graduate Program Committee meeting (May 28) to receive feedback from them on how we might enhance their participation and have a follow up ESRC Home Unit meeting to discuss the feedback and identify implementable strategies for increasing participation. As a result, this action has been labelled as an ongoing activity in our Centre.

*Action 2:* Over the past year, our Centre has also met to discuss strategies to strengthen participation from existing faculty affiliates in admissions and supervision of students. We have recently added three faculty affiliates who have indicated interest in supervising students for the 2025-26 admissions cycle. Over the past eight months, our Centre has also encouraged core and participating faculty to participate in open house and other recruitment events. We have also continued to develop relationships with academic advisors across campus to increase awareness of program. We have further developed and shared social media content to enhance program awareness.

### **Comments 2025:**

*Action 1:* We continue to work with the Office of Research Services and other units on campus, including the Faculty of Social Sciences Marketing & Communications Liaison Manager, to provide a call for university faculty affiliates to increase awareness around program affiliation and participation in our programs. Within the past twelve months, personalized reach out to faculty and one public call for faculty affiliates have yielded three additional applications from faculty affiliates across campus with another in progress. We also had three new adjunct faculty join our Centre this year.

We have had conversations with several recent affiliates to request their participation in the graduate seminar series, to increase their visibility in the Centre and to provide recorded presentations of their work that future students may access as they consider supervisors aligned with their interests. In the Spring, we also plan to discuss this action at our Graduate Program Committee meeting to receive feedback from affiliates on how we might enhance their participation and have a follow up ESRC Home Unit meeting to discuss the feedback and identify implementable strategies for increasing participation. This action continues to be labelled as an ongoing activity in our Centre.

*Action 2:* Over the past year, the ESRC Director and Graduate Program Director have met to discuss strategies to strengthen participation from existing faculty affiliates in admissions and supervision of students. We have recently added three faculty affiliates who have indicated interest in supervising students for the 2025-26 admissions cycle. We also had three new adjunct faculty join our Centre this year. Over the past 12 months, our Centre has also encouraged core and participating faculty to participate in a range of recruitment events (e.g., Open House, Tower Takeover, etc.). We continue to develop and share social media content to enhance program awareness (e.g., Instagram, LinkedIn, and Facebook).

### **Comments 2026:**

*Action 1:* The Centre continues to work with the Office of Research Services and other units on campus, including the Faculty of Social Sciences Marketing & Communications Liaison Manager, to provide calls for university faculty affiliates to increase awareness around program affiliation and participation in our programs. Within the past twelve months, personalized outreach to faculty and one public call for faculty affiliates have yielded four additional applications from faculty affiliates across campus with another in progress. We also had two new adjunct faculty join our Centre this year.

We have actively broadened the diversity and relevance of our programs by engaging sustainability professionals both within and beyond the University. This includes inviting external leaders such as Mark Fisher, President of the Canadian Water Agency, and representatives from Environment and Climate Change Canada to participate in classroom discussions, bringing applied perspectives and real-world policy experience to our students. Internally, we have engaged faculty affiliates and adjuncts to contribute to the transdisciplinary graduate seminar series, increase their visibility within the Centre, and provide recorded presentations that future students can access when considering potential supervisors and/or committee members. We will continue this work by seeking affiliate feedback at an upcoming Graduate Program Committee meeting and through a follow-up ESRC

Home Unit meeting, with the goal of identifying practical strategies to further enhance participation. This remains an ongoing priority for the Centre.

Through the application for affiliate status process, we have also more clearly articulated expectations of affiliation, including supervision of students and committee membership. This has increased the capacity of our Centre to accept graduate students into our programs and ease the load of committee work (e.g., admissions committee). This action is complete and ongoing.

*Action 2:* Over the past year, the ESRC Director and Graduate Program Director have met to discuss strategies to strengthen participation from existing faculty affiliates in admissions and supervision of students. We have recently added four faculty affiliates to the ESRC, two of whom have indicated interest in supervising students for the 2026-27 admissions cycle, and one now serves on the admissions committee. We also had three new adjunct faculty join the Centre this year. Some have expressed interest in serving on supervisory committees of students in our programs. Over the past 12 months, the Centre has also encouraged core and participating faculty to participate in a range of recruitment events (e.g., Open House, Tower Takeover, etc.). We continue to develop and share social media content to enhance program awareness (e.g., Instagram, LinkedIn, and Facebook). This action is complete and ongoing.

**Recommendation #4**

**Explore opportunities for offering the program virtually.**

**ARC Disposition of the Recommendation**

ARC considers this recommendation to be accepted for consideration by the Centre.

**Implementation Plan (1<sup>st</sup> Priority)**

Responsible for approving:	Centre
Responsible for resources:	Centre
Responsible for implementation:	Centre
Timeline:	Dean of Social Sciences to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Meet and consult with the Graduate Program Sub-committee	Centre	O		
Action #2 Meet and consult with the current and former students, as well as student ambassadors in the program	Centre	O		
Action #3 Submit a major modification to the Master of Sustainability degree program and adapt to online course offerings when necessary and as required and monitor student retention	Centre	T	C	

**Comments 2024:**

*Action 1:* At our quarterly meetings with the Graduate Program Committee, we consulted on options for offering our program virtually. We have also met with other units on campus (Associate Dean, Research and Graduate Studies, Faculty of Social Sciences; the Dean/Associate Dean of the Faculty of Graduate Studies and Postdoctoral Affairs; the Centre for Pedagogical Innovation) to discuss options for virtual offerings.

*Action 2:* Decisions to offer online courses in our program, in addition to face-to-face courses, were made in consideration with students in the program. A survey of the student body was conducted in April 2024 for this purpose.

*Action 3:* We plan to submit a major modification to course delivery modes for consideration at the May 13, 2024, meeting of the Academic Review Committee.

**Comments 2025:**

*Action #1:* At our quarterly meetings with the Graduate Program Committee, we consulted on options for offering our program virtually. Progress on this action has been slowed by our program pause (2024-2025).

*Action #2:* Given our program pause, there were fewer opportunities to meet and consult with students. We plan to resume these activities in Spring 2025.

*Action #3:* Our major modification to course delivery was approved in June 2024. While our program was paused this past year (2024-2025), we are considering options for virtual delivery of some courses this coming academic year.

**Comments 2026:**

*Action #1:* Through quarterly Graduate Program Committee meetings and a Fall 2025 teaching retreat, we explored options for offering virtual courses. Although progress was slowed by the 2024-2025 program pause and limited administrative capacity in 2025, we will offer two SSAS elective courses in 2026-27 and continue discussions about hybrid course delivery in core courses.

*Action #2:* The program pause (2024-25) limited opportunities for student consultation. Plans to resume engagement in Spring 2025 were delayed due to two faculty sabbaticals and limited administrative capacity. In Fall 2025, we hired a Graduate Student Ambassador who has since surveyed current graduate students (including our first cohort of course-based students), to better understand evolving needs and interests. These consultation activities are ongoing.

*Action #3:* This action was completed in Year 2.

**Recommendation #5**

**Expand Indigenous content, Indigenous students, and Indigenous Faculty.**

**ARC Disposition of the Recommendation**

ARC considers this recommendation to be accepted and in the process of implementation, as part of their overall efforts under Brock’s Strategic Plan Pillar #4: *Fostering a culture of inclusivity, accessibility, reconciliation, and decolonization*. The Committee also understands that any specific implications for the hiring of indigenous faculty fall outside of its purview.

**Implementation Plan (1<sup>st</sup> Priority)**

Responsible for approving:	Centre
Responsible for resources:	Centre
Responsible for implementation:	Centre
Timeline:	Dean of Social Sciences to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Add to annual retreat and assign a sub-committee to lead implementation of this recommendation	Centre	C		
Action #2 Update the Centre’s Strategic Plan (2024-2029) to include explicit actions that address this recommendation	Centre	T	C	
Action #3 Meet with the Human Rights and Equity office and attend three training sessions co-organized by the Human Rights and Equity Office and the Centre	Centre	T	C	

**Comments 2024:**

*Action 1:* At our annual retreat on June 28, 2023, we discussed incorporating this recommendation into the Centre’s strategic directions for the next five years. During the retreat, we assigned a sub-committee to lead the implementation of this recommendation. We also reviewed our current mission, objectives, and activities outlined in our Strategic Plan (2018-2023) and identified those that could be added/updated to ensure better accountability for this recommendation.

*Action 2:* In Fall 2023 and Winter 2024, the Centre undertook updates to the ESRC Strategic Plan (2024-2029) to include actions to facilitate implementation of this recommendation. The unit then consulted Brock’s Human Rights and Equity office to explore resources for faculty and staff training opportunities. Together, we identified Centre goals, objectives, and next steps for implementing this recommendation.

Additionally, we have recently consulted with the Human Rights and Equity office in finalizing our Strategic Plan for the next five years (2024-2029) to ensure continued alignment with the University’s vision, mission, values, as

well as the University Strategic Plan, all of which include a commitment to equity, diversity, inclusivity, accessibility, anti-racism, reconciliation, and decolonization.

*Action 3:* To date, two out of three 2-hour training sessions have been completed by ESRC faculty and staff in collaboration with the Human Rights and Equity (HRE) Office. A third training session will occur in Year 2.

### **Comments 2025:**

*Action 1:* This action was completed in Year 1.

*Action 2:* In 2024, we completed our consultations with the HRE office; receiving helpful feedback on ESRC's [Strategic Plan](#) (2024-2029). In revising this document, we ensured continued alignment with the University's vision, mission, values, as well as the University Strategic Plan, all of which include a commitment to equity, diversity, inclusivity, accessibility, anti-racism, reconciliation, and decolonization. With support from the Communications Officer in the Faculty of Social Sciences, our plan was formatted and uploaded to the ESRC website in Fall 2024. While this action has been completed, we view this Plan as a "living document" and continue to update it as actions are undertaken over time. We also continue to contribute to realize objectives (e.g., [Objective Four](#)) with a faculty member currently serving on Brock's Anti-racism Committee.

*Action 3:* This action is now complete as the three 2-hour training sessions have been completed by ESRC faculty and staff in collaboration with the HRE Office. While this action has now been completed, we plan to continue training with the HRE Office later this year when faculty return from sabbatical.

### **Comments 2026:**

*Action 1:* This action was completed in Year 1.

*Action 2:* The action was completed in Year 2; however, the ESRC continues to contribute to realizing our strategic objectives (e.g., [Objective Four](#)) with a faculty member continuing to serve on Brock's Anti-racism Committee. The Centre will continue to contribute to this objective beyond the life of this document. At a recent home unit meeting, we discussed the importance of more fully embedding diverse ways of knowing across our courses, research, leadership, and with Centre affiliates. We look to [UVic's Environmental Studies Department](#) as a positive example for this work. We are aware of several knowledge holders on campus and plan to connect with them, including Sheila Cote-Meek (Interim Vice-Provost, Indigenous Engagement), Liam Midzain-Gobin (Political Science), the Hadiya'dagénhahs Centre, and the Human Rights & Equity Office. We will continue these conversations and identify next steps at our Spring Retreat in May 2026.

*Action 3:* This action was completed in Year 2.

**Recommendation #6**

**Promote support of and rewards for affiliate faculty by their “home” units to participate fully in the program.**

**ARC Disposition of the Recommendation**

ARC considers this recommendation not to be accepted, as it is outside of the jurisdiction of the Committee but is nonetheless worthy of consideration. It is expected that the Program will proceed through normal channels of advocacy to link with faculty members participating in transdisciplinary (and other cross-disciplinary) programs such as theirs.

**Implementation Plan**

Recommendation not accepted as it lies outside of the Committee’s jurisdiction.

**Recommendation #7**

**Consider expanding the sustainability minor to a major.**

**ARC Disposition of the Recommendation**

ARC considers this recommendation not to be accepted, as it is outside of the jurisdiction of the Committee, and as the Centre noted, beyond the purview of the SSAS Program Committee.

**Implementation Plan**

Recommendation not accepted as it lies outside of the Committee’s jurisdiction.