1 YEAR FOLLOW-UP REPORT
Submitted: Dec 14, 2022
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Graduate Program:	**Psychology (MA|PhD)**
Peer Review Team:	Dr. Penny Pexman, University of Calgary Dr. Jennifer Connolly, York University Dr. Paul Moore, Toronto Metropolitan University
Site Visit:	January 22, January 28, and January 29, 2021 (virtual)
PRT Report:	February 25, 2021
Program Response:	August 17, 2021
YSGS Response:	September 24, 2021
Approved by Senate:	December 7, 2021
1 Year Follow Up Due:	December 7, 2022

As mandated by Toronto Metropolitan University Senate Policy 126: Periodic Program Review of Graduate and Undergraduate Programs[1], within 1 year of Senate approval of the PPR, a 1 Year Follow-Up Report is to be submitted to the Faculty Dean or Dean of Record and the Vice-Provost and Dean, YSGS, on the progress of the implementation plan and any further recommendations. This follow-up report will be also be reviewed by Programs and Planning Committee, YSGS Council, and finally Senate. The PPR Report to Senate may also include a date(s) for subsequent Follow-up Reports.

What follows are the PRT recommendations, the program responses, YSGS responses, and the implementation plan, including the 1 year follow-up status reports by the program.

[1] https://www.torontomu.ca/content/dam/senate/policies/pol126.pdf

PRT RECOMMENDATIONS, PROGRAM/FACULTY DEAN/YSGS RESPONSES + PROGRAM IMPLEMENTATION PLAN AND 1-YEAR FOLLOW UP

PRT Recommendation	PRT Rationale	Psychology Response	Dean Arts Response	Action Plan	Timeframe/Responsibility	YSGS Response	1 year follow up
Recommendation 1 **Prioritizing diversity and inclusion within the Department and across more of the graduate curriculum**	The Psychology Department and its graduate programs should challenge the status quo to advance Indigenous initiatives and build community and urban partnerships with a view for prioritizing diversity and inclusion and awareness of the impacts of social marginalization, to complement its foundation of academic excellence.	Our program has already begun to implement this recommendation (even before receiving the PRT report), and will continue these efforts going forward. We have made a commitment to prioritizing equity, diversity, inclusion, and justice (EDIJ) across all of our activities. Some examples of recent initiatives include: ▪ Formation of a new EDIJ Committee in 2020 to champion relevant initiatives across our department and programs ▪ A commitment to hiring more faculty members from diverse backgrounds as we move ahead with several new hires over the next few years, including a recently advertised CRC position ▪ A commitment to accepting more students from diverse racial and	We commend and support the Department's and Graduate program's efforts. The Faculty of Arts has created new internal research grants and curriculum redevelopment grants to assist, prioritize and enhance EDI across the Faculty. We have also recently financially supported the Psychology Department's initiative to bring in a speaker for EDI training. This has been a priority in the Faculty for many years and will continue to be. We encourage the Department and Program to reach out to sources of knowledge and expertise within the Faculty, including the Dean's Advisors, Dr.	The Program will continue the initiatives started (see Program Response), including the Diversifying Psychology event. The Program will develop and offer the noted new courses. The Program will consult with the Dean to explore possible relief time or course release for the Chair of the EDIJ committee.	The Psychology department and the Faculty of Arts will continue to work together towards these goals. ▪ The Program will offer the new courses on Prejudice and Discrimination (PS8523) in W2022 and on Culturally-Informed Clinical Practice (PS8308) in 2022-2023. ▪ The Department will recruit faculty from diverse backgrounds over the coming years. ▪ The Program will hold the Diversifying Psychology event annually. ▪ The Program will reach out to the expertise and sources of knowledge within the Faculty.	YSGS commends the Program and Faculty on the many initiatives already underway and is happy to help in any way it can to continue and enhance such initiatives.	We continue to prioritize EDIJ considerations and initiatives. Some examples include: ▪ We offered the new course on Prejudice and Discrimination in W2022. ▪ We hired a new faculty member with relevant expertise and experience who is set to teach the Culturally Informed Clinical Practice course in S2023. With support from our EDIJ committee, they were recently awarded a Faculty of Arts Teaching Grant to incorporate experiential learning (simulation training) and consult with faculty experts outside our department including a Black scholar in Social Work and a faculty member in Disability Studies ▪ Over the past year, we hosted related workshops (e.g., Cross-cultural research and intervention implementation; Anti-pathologization of gender)

		cultural backgrounds, with an emphasis on Black and Indigenous students (e.g., around 40% of our incoming MA class come from racial groups of colour, including students who are Black and Indigenous) ▪ Encouraging all faculty members to review and revise their courses from an EDIJ lens. We also hired an external consultant to provide 6 hours of training to faculty members (in May 2021) on how to practice anti-racism and anti-oppression approaches in the classroom. ▪ The addition of a required course on Culturally-Informed Clinical Practice (PS8308) in our clinical MA program ▪ Adding electives focusing on EDIJ-related topics, including a new course on Prejudice and Discrimination (PS8523) that will be offered in the coming year.	Knight and Dr. King, the Yellowhead Institute.				▪ We held our Diversifying Psychology event successfully again in F2022 ▪ Our EDIJ Committee and a Clinical subcommittee continue to meet regularly and promote relevant initiatives. For instance they proposed updates to promote more holistic review of graduate applications that were approved by the GPC and YSGS in time for the current cycle to allow an optional 3rd reference letter from a community member and inclusion of relevant nonacademic experience in the statement of interest. A next focus is on the CPA recommendations for the field regarding the TRC calls to action. ▪ We recruited and are recruiting additional faculty members and graduate students with an view toward those with diverse backgrounds. This includes a tier 1 CRC hire. ▪ We have provided a teaching document with recommendations to review

		▪ Introduction of an annual "diversifying psychology" event in 2020 to attract potential graduate applicants from diverse backgrounds to the field of psychology (and to Toronto Metropolitan University, in particular). On the morning of our 2021 diversifying psychology event, we will be holding another event to share EDI-related research by students/faculty in our department, training for grad students and faculty on EDI in research, and student-led sessions targeting students from underrepresented groups. *Resource Implications*: At this time, there is much that we can do to continue our efforts to diversify our program, students, and faculty members. At the same time, some initiatives will cost money, including bringing in outside speakers to speak about EDI-related topics (both within and					and revise course outlines with an EDIJ lens. We are planning to further survey and share what instructors are implementing in this regard. ▪ The EDIJ committee has connected with Dr. King (Yellowhead Institute) and are working toward defining next steps. ▪ We have representatives on the new TMU Career Mentorship Program for Black Graduate Students ▪ We have been working with Dr. Simpson to support and promote activities by the Arts Dimensions team (e.g., workshop on improving EDIA framing in CGS applications; Being Black in graduate school event). ▪ We appreciate the recent YSGS recommendations for holistic admission and will share information with faculty reviewing files this cycle.

		outside of our curriculum), supporting research on EDI-related topics, support for students from underrepresented groups, and possible relief time or course release for the Chair of the EDIJ committee.					
Recommendation 2 **Undertake a review of the parameters of the Comprehensive paper to ensure it continues to meet its objectives in the program**	Within an unusually strong program, PhD Comprehensive papers had historically been a singular stumbling block for some student progress, and had gained an outsized reputation as a relatively stressful, inconsistent and undefined process. This is not unusual for any PhD program, and informal	This issue has been on our radar for a long time, and we plan to implement this recommendation. We will initiate a discussion during the 2021-2022 academic year with our graduate executive committee on how we can improve our comprehensive requirement. The process will include consultations and discussions with our graduate students and faculty members. Any changes will be approved by the graduate program council. *Resource Implications*: No additional resources are needed to implement this recommendation.	The Faculty of Arts looks forward to reviewing the proposed changes when they are ready.	The Program will initiate and hold discussions with and survey students, faculty, and graduate executive committees. Depending on the scope of approved recommendations, modifications will be implemented accordingly (e.g., clarifications to process can be provided sooner than substantial modifications to the format of the milestone).	The graduate Executive Committee will initiate discussions with the Department Program Committees, faculty, and graduate students during the 2021-2022 academic year. Depending on the scope of proposed modifications, revisions will be implemented according to relevant policies. Substantial modifications will be discussed with the Dean's offices.	YSGS is pleased to see that this recommendation is already being worked on and is happy to provide guidance and support as needed. The Program needs to be aware of the classification of curriculum modifications defined in Senate Policy 127 and the corresponding consultations and approvals needed for each type of curriculum modification.	We extensively consulted the department regarding the comprehensive requirement including: ▪ A presentation of student concerns and survey results by the mental health and wellbeing group to the GPC ▪ A survey for faculty input ▪ An updated scoping review of the process and format in Psychology at other universities ▪ Further discussions with the mental health and wellbeing group and with faculty ▪ Feedback on iterative draft versions ▪ Held a workshop for students regarding proposed changes to the guidelines ▪ Surveyed students and faculty again on options based on the above sources

	measures have begun to alleviate the problem, but it still merits a careful, open evaluation and ongoing advising for greater clarity and consistency.						▪ Integrated feedback to develop a proposal for revised guidelines. The new guidelines were recently approved by the GPC (F2022). We will next consult with the Deans' offices regarding the changes and the next steps under Policy 127.
Recommendation 3 **Plan for a wider range of elective courses, in particular for Psychological Science**	Program administrators explore with Senior Administration how they might offer a wider range of elective courses to their students, including the possibility of facilitating enrollment in courses at GTA universities when the topics are contemporary	Our program has already begun to implement this recommendation through several initiatives: ▪ First, we have introduced a number of new elective courses into our curriculum (effective Fall 2021), including Prejudice and Discrimination (PS8523), Psychology of Addictive Behaviours (PS8713), Multilevel Modelling (PS8714), Structural Equation Modelling (PS8715), and Supervision, Consultation, and Evaluation (PS9307). PS9307 is a required course for clinical psychology students and	While the Dean's office appreciates the desire for diversity of electives, any changes are dependent upon budgetary limits and considerations. Following consultation and discussion within the program, we expect that electives which are less popular or no longer necessary will be retired/not offered. Regarding the collaboration with York	The Program will explore how we might offer a wider range of electives. ▪ The Program will discuss elective options with students. ▪ The Department will consider diverse expertise that may support relevant new courses when hiring. ▪ The Program will continue forming a course-sharing	The Program has begun to implement this recommendation. Program administrators will explore with the Dean of Arts how to offer a wider range of elective courses. The Program will continue forming a course arrangement with York University (2021-2022), with support from YSGS and the Dean of Arts.	YSGS supports all the actions proposed. It further recommends reviewing the current elective list to determine whether some should be retired and new ones added to make the interest in the elective list more uniform. Student exchange/course sharing with York	As noted, we have introduced a number of new elective courses. The following have already been offered or scheduled: ▪ PS8523 was held in W2022. ▪ PS8714 in F2022 ▪ PS9307 is scheduled for W2023. We confirmed that York University remains interested in a course arrangement, but have not yet formalized one. We will consult with the Deans' offices and the Registrar's office accordingly when ready. We will continue to poll students regarding their interests in electives.

	and cutting edge.	an elective for psychological science students. ▪ In addition, we will have further discussions with faculty members and students to ensure that our available electives cover the most relevant, contemporary, and cutting-edge topics. New faculty hires with diverse expertise will provide opportunities for new courses that we cannot currently offer with our existing faculty complement. ▪ We are also in the process of negotiating an arrangement with York University (pending approval from our respective schools of graduate studies) that will allow 3 students from our program to take courses at York University at no charge (up to 3 students from York will be able to take courses in our program as well). ▪ Finally, we currently offer 19 classroom courses per	University, please be sure to include the Faculty of Arts' Dean and Associate Dean in discussions.	arrangement with York University. ▪ The Program will explore funding options to increase our graduate course offerings.		University is an interesting idea that should be fully investigated. This would also require support from the Registrar's Office, who should be consulted before arrangements are finalized.	We are in discussions with the MSc in Management program (TRSM) regarding courses of potentially shared interest across programs. They are offering courses to our students related to qualitative and quantitative research methods. Program administrators will continue to explore with the Dean of Arts how to offer a wider range of elective courses. We are reviewing our courses that have not been offered regularly and will consult with the department regarding whether some may be retired or replaced.

		year, of which around 6 or 7 are electives. We will request funding to increase our number of graduate courses by 2 per year. *Resource Implications*: Additional funding will be required to support 2 additional graduate courses per year.					
Recommendation 4 **Expand staffing for research support at least proportionate with planned expansion of faculty and programs**	While the current staff support of psych research and labs is impressive, this must be expanded as the number of faculty members and psych labs expands, especially in light of new, probationary faculty having likely greater need.	We agree that this recommendation is important for the sustainability of our program. Our research activity has increased substantially since we first hired our full time Research Operations Administrator in 2010 (Carson Pun has held this position since 2012). We now have many more graduate students, faculty members, and research grants. In addition, the anticipated growth in our undergraduate program over the next few years will lead to a doubling of undergraduate theses	As you noted, the Faculty has hired a second Research Accounts Support Officer to support research and research growth in the Faculty of Arts. We are working with the Chair of Psychology and the Facilities Management Department at Toronto Metropolitan University to locate, lease, and renovate additional research space. The Dean of Arts and Chair of Psychology are in discussion about	The Program will request one additional FTE to support our Research Operations Administrator.	The Dean of Arts and Chair of Psychology are in discussion about Departmental/Program staffing needs.	Research support staffing is outside the purview of YSGS, but we are supportive of finding ways to ensure adequate support of research activities that stays proportionate with growth in research. Keeping in mind that postdoctoral fellows often play a large role in supporting	We remain in discussion about staffing needs We appreciate added support by YSGS for postdoctoral fellows. We will continue to consider the potential roles, as well as the needs, of postdoctoral trainees that also extend beyond this item.

		conducted annually, and significant increases in our faculty complement, research funding, and research staff. These changes have direct benefits for our graduate students, including increases in funding from their graduate supervisors and anticipated increases in GA funding to support our undergraduate growth. At the same time, these changes mean that Psychology will require additional research infrastructure support for our growing department; we also need to catch up as a result of our growth over the past decade (e.g., several current faculty members have outgrown their space). The addition of a second Research Accounts Support Officer in the Faculty of Arts will provide important financial support for Psychology researchers. However, there is also a	Departmental/Program staffing needs.			research activities and that YSGS now also supports postdoctoral activities, it is happy help the program find ways to increase and enhance the role of postdoctoral fellows in research programs.	

		need to expand the research infrastructure within the Department. *Resource Implications*: Given the continued expansion of our research infrastructure, we request one additional FTE to support our Research Operations Administrator. Details of these requests will be discussed between the Chair of Psychology and Dean of Arts.					
Recommendation 5 **Establishing an office or other support of statistical consulting for grad students and faculty alike, prioritizing quantitative modeling in Psychology where the need is clear**	University-wide or the Faculty of Arts should support the Psychology Department (and potentially other grad students and faculty) by establishing an office of statistical consulting beyond the duties of faculty teaching and supervision,	The lack of adequate statistical support for our students and faculty members has been a limitation since the launch of our program in 2007, and unfortunately one that sets us apart from similar programs at other universities. Implementing this recommendation is important for the sustainability of our program. There are many different ways that this recommendation could be implemented. Some ideas include:	The Dean of Arts will consider the various options presented and discuss this with the Department Chair.	The Program will explore and discuss funding options to attain adequate statistical consultation support.	The Psychology department will initiate discussions with the Dean of Arts office this year (2021-2022).	Statistical consulting services is something that many graduate programs could benefit from. Such services could provide senior graduate students and postdoctoral fellows some valuable mentoring experience and additional funding. YSGS is therefore motivated to collaborate with	We have continued to discuss options within the department, with the Dean of Arts office, as well as other programs. We would be happy to work with YSGS to promote a robust statistical consulting service that may benefit other programs as well. Our core quantitative faculty member was on leave last year. Given some solutions relate to them, some discussions are only recently being revisited. We were informed that the TMU Library is hiring a

	with special attention to the needs of advanced currency in Psychological quantitative modeling.	▪ Providing course release to a faculty member with the required expertise to free up time to provide consultation across the department. ▪ Provide funding to one or more senior graduate students (in lieu of TA funding) to provide support across the program. ▪ Develop a statistical consultation service to provide support across the Faculty of Arts or across the University. *Resource Implications*: We request funding for adequate statistical consultation support for our graduate students and faculty members.				the Program and Faculty in finding ways that provide such services for the benefit of all graduate programs that may need it.	statistics consultant and indicate they are in the process of setting up a Statistical Consulting Service. We are interested to learn more about this service and the extent to which it may provide the types and magnitude of support we need.
Recommendation 6 **Lower tuition and increase funding to align with other nearby PhD programs**	While it may seem a minor, marginal difference from an administrative perspective, every student and alumni was	Over the years, our program has scanned the graduate training landscape across the province on a number of occasions. Although our levels of funding (e.g., scholarships, stipends, etc.) for graduate students are close to average (compared	The Faculty of Arts provides funding support to graduate programs through scholarship/RA funding and TAGA, as well as travel grants and special events grants. We are committed to supporting graduate	The Program will request that program students' tuition be reduced and explore alternative options to bring training costs in line with local	The Department will work with the Faculty of Arts and YSGS to identify funding opportunities and options over the next few years.	The University has provided substantial additional funding for graduate education in the last few years. These include the RGS, 4th-year PhD	We appreciate the support and advocacy, and will continue to discuss these issues with the Deans of Arts and YSGS offices. This remains a salient issue. We were recently informed that we will lose 1 limited term faculty position for the coming year (relative to the number

	astutely aware they paid more tuition, and often received less funding, than PhD students at other universities nearby.	to other psychology MA/PhD programs), our students are among the most financially strained in the province because (1) Toronto has the highest cost of living in the province, and (2) Toronto Metropolitan University has among the highest levels of tuition (for Psychology MA and PhD programs) across the province. The contrast is particularly noticeable between Toronto Metropolitan University and our GTA neighbours. York and U of T have among the lowest tuition rates in the province, and they are our greatest competitors when it comes to attracting top applicants. Strong applicants routinely turn down our offers because of anticipated financial challenges. The university has done a number of things to lessen the financial burden on graduate students, including (1) introducing additional scholarship funding (e.g.,	students but do not have the capacity to do more at this point. We support Psychology's effort to lower tuition for graduate students but making changes to tuition lies outside of the Faculty.	competing universities.		funding, distribution of the YSGS BIP to programs, and the COVID tuition voucher. YSGS will continue to advocate for lower tuition fees for graduate students, understanding that graduate students typically have larger personal expenses than undergraduate students and have more employment options to choose from over graduate studies. It is important to be aware of the current constraints on revenue from graduate programs while still raising awareness of this concern so that it can be addressed	that we have had over the last 9 years), resulting in reduced enrollment capacity. In addition to the potential negative inpact on our undergraduate program, this decision could reduce the number of graduate assistant postions we can offer in 2022-2023 by around 7. We are currently advocating to have this position reinstated, but it will be some time before the know the outcome of our efforts. As noted, financial constraints also hinder efforts toward more holistic admissions considerations and sustainable support.

		RGS), (2) providing one-time funding to students whose progress was delayed due to COVID-19, and (3) providing RGF funding for fourth year students. In addition, our faculty members have increased their annual support for graduate students by 45% compared to 2 years ago. These initiatives have allowed our program to increase the minimum levels of funding that we provide, for which our program is grateful. At the same time, our students continue to pay a significant proportion of their funding toward tuition, leaving little to cover the costs of living in the GTA. Many of our students struggle to cover their expenses. Our survey of student mental health and wellbeing found that funding was one of the top two sources of stress for our students (the other was workload). Difficulty making				when additional revenue is made available.	

		ends meet is especially challenging for Psychology graduate students (compared to those in most other graduate programs at Toronto Metropolitan University) because our program is a combined MA/PhD program and most of our students are with us for at least 7 years. Furthermore, financial constraints disproportionately affect marginalized and historically excluded communities, which has obvious implications for access to education and our diversity goals. *Resource Implications*: Therefore, in order to implement this recommendation, we request that our students' tuition be reduced to bring training costs in line with those at York University and the University of Toronto.					

Recommendation 7 **The School of Grad Studies and Faculty of Arts should create a grad student "research costs fund"**	Existing conference travel funding for grad students was appreciated and considered sufficient, but other research costs for grad students had no similar means of support (beyond the inequitable means of relying informally on supervisors' grants). At very least, current grad student travel funding streams should clarify that conference travel is just one type of eligible research cost among others.	Graduate student research often has a number of associated costs including participant recruitment (e.g., paying participants; paying for advertising), publication costs, and equipment costs (e.g., purchasing "consumables" for EEG research). Some faculty members are able to cover these costs, but others are not. The program has been able to support a small number of research projects through donor-funded grants (from Harry Rosen; Jackman Foundation). However, these funds support only a small number of students, and we only have commitments for a limited time. *Resource Implications*: In order to support this recommendation, we request that a pool of funding be created to support graduate student research (analogous to funding from Arts and YSGS	As you note, we support graduate student travel and events through internal Arts grants. Due to budget restrictions (and cutbacks), creating a pool of funding to support graduate student research would take away from existing graduate students funding opportunities.	The Program will explore potential sources of funding to develop a resource to support graduate student research costs.	The Department will work with the Faculty of Arts, and YSGS, to identify additional sources to support student research over the coming years.	As noted in the YSGS reponse to recommendation 6 above, the University has provided substantial additional funding for graduate education in the last few years. YSGS remains supportive of all means to improve the student's experience in the program and support their career development.	Our donor funding for our internal research grants ran out this past year. We are looking to gain alternative sources of funding. We continue to explore and highlight external opportunities for graduate students' research costs, but these are limited and highly competitive. We will continue to work with the Deans' offices to identify options to support project costs for graduate research.

		to support graduate student travel to present at conferences).					

Summary Statement/Conclusion:

I started as GPD for the 2021-2022 year. Much of the past year has been consumed by pandemic-related challenges and modifications to procedures, on top of more regular GPD and other responsibilities. The department is pleased to report that all of the above recommendations remain salient on our radar. Nonetheless, EDIJ initiatives and the comprehensive requirement (Recommendations #1 and 2) were our primary focus this past year. We are pleased with the extent to which we have been able to offer diversity-related events, activities, and supports, integrated these considerations into faculty hires and student admissions, and made progress on developing further initiatives. After many years of discussion, we are pleased that much effort over the last year has culmimated in agreement among faculty and students regarding proposed revisions to the guidelines for our comprehensive requirement. We look forward to continuing to work with the Faculty of Arts and YSGS towards resolving the above program recommendations.