



FOR INFORMATION

PUBLIC

OPEN SESSION

TO: UTSC Academic Affairs Committee

SPONSOR: Prof. William A. Gough, Vice-Principal Academic and Dean
CONTACT INFO: 416-208-7027, vpdean.utsc@utoronto.ca

PRESENTER: Prof. Mary Silcox, Vice-Dean Graduate & Postdoctoral Studies
CONTACT INFO: 416-208-2978, vdgraduate.utsc@utoronto.ca

DATE: May 20, 2021 for May 27, 2021

AGENDA ITEM: 4(b)

ITEM IDENTIFICATION:

Review of Academic Programs and Units, UTSC - Graduate Department of Psychological Clinical Science, Counselling and Clinical Psychology program, field in Clinical Psychology

JURISDICTIONAL INFORMATION:

Under section 5.6 of the Terms of Reference of the University of Toronto Scarborough Academic Affairs Committee (UTSC AAC) provides that the Committee shall receive for information and discussion reviews of academic programs and units consistent with the protocol outlined in the University of Toronto Quality Assurance Process. The reviews are forwarded to the Committee on Academic Policy and Programs for consideration.

GOVERNANCE PATH:

UTSC Academic Affairs Committee [For Information] (May 27, 2021)

PREVIOUS ACTION TAKEN:

- Committee on Academic Policy and Programs (AP&P), October 27, 2020 [For Information]. The Committee was satisfied with the Dean's Administrative Response.
- Academic Board, November 18, 2020 [For Information]. The Board was satisfied with the Report from AP&P.

HIGHLIGHTS:

The *Cyclical Review Protocol* “is used to ensure University of Toronto programs meet the highest standards of academic excellence” (UTQAP, Section 5.1). The *Protocol* applies to all undergraduate and graduate degree programs offered by the University, and the University’s full complement of undergraduate and graduate degree and diploma programs are reviewed on a planned cycle. Reviews are conducted on a regular basis, and the interval between program reviews must not exceed 8 years.

The external review of academic programs requires:

- The establishment of a terms of reference;
- The selection of a review team;
- The preparation of a self study;
- A site visit;
- Receipt of a report from the external review team;
- The preparation of a summary of the review report;
- The Vice-Provost, Academic Programs’ formal request for an Administrative Response;
- The Dean and Vice-Principal Academic’s formal Administrative Response; and
- Preparation of a Final Assessment Report and Implementation Plan.

In accordance with the *Protocol*, an external review of the Counselling and Clinical Psychology program, **field in Clinical Psychology**, which is housed in and administered by the UTSC Graduate Department of Psychological Clinical Science (GD-PCS), was conducted in the 2019-20 academic year as part of the review of the Department of Applied Psychology and Human Development in the Ontario Institute for Studies in Education. The review team met with a wide array of stakeholders including UTSC senior academic administrators, the Chair GD-PCS, and faculty, staff and students in the Department. The reviewers note the field in Clinical Psychology has “developed into an impressive clinical training program,” and they particularly commend the excellence of the program’s students. The reviewers also identify a number of challenges and make a series of recommendations.

The reviewers recommend proceeding with the faculty complement plan, and urge that hiring scholars from underrepresented groups into faculty positions should remain a high priority. Although this recommendation is directed at the Department of Applied Psychology and Human Development, and not the field in Clinical Psychology, the GD-PCS indicates it resonates with them. The GD-PCS notes the need to expand the faculty complement in the research stream, and their commitment to focusing to hiring and retaining Black, Indigenous, and People of Colour, as well as faculty from other under-represented groups. The Chair notes that, at UTSC, faculty complement is decided in as part of a collegial and collaborative process across the campus. The Faculty Complement Committee (FCC) was established in 2019-20 to provide recommendations to the Vice-Principal Academic and Dean regarding the distribution of faculty positions each year.

The reviewers note that programs in the Department of Applied Psychology and Human Development appear to vary in their degree of student diversity and recommend continuing to support diversity of the student population through selection procedures. Again, although this recommendation is not directed at the field in Clinical Psychology, it resonates with the GD-PCS. They have been reviewing their admissions selection procedures, including reviewing GRE scores within the framework of ensuring a fair and inclusive admissions process. Further, they are reviewing their website, promotional materials, and interview procedures to confirm they reflect inclusion, so as to ensure they have a diverse pool of applicants from which to recruit.

The reviewers recommend ensuring the availability of adequate financial support to remove barriers to students from diverse financial backgrounds. The GD-PCS reports they undertook a review of graduate funding structures in 2020, and have increased the base funding packages for the MA and PhD funded cohort. Grant award funding has also been increased. Moreover, the GD-PCS funding timeframe of two years for the MA, and four years for the PhD, is more generous than most graduate programs in Canada. Finally, since the length of a degree program can act as a financial impediment to students from diverse financial backgrounds, the GD-PCS has been working on reducing the time-to-completion by encouraging more manageable dissertation topics and strategically choosing clinical training opportunities.

The reviewers note that the relatively new UTSC-based field in Clinical Psychology has not yet had an opportunity to develop nearby practicum sites or extend services on campus to nearby residents, and recommend providing resources for these services in order to extend the Department's reputation for active engagement with the local community. The GD-PCS notes that, since the review, they have developed partnerships with the Ontario Shores Centre for Mental Health Sciences (OSCMHS) and Scarborough Health Network (SHN). They also note their faculty, in collaboration with faculty from other academic units, are funded by the UTSC Clusters of Scholarly Prominence Program. Over the long-term, as the field in Clinical Psychology continues to mature, every effort will be made to leverage new opportunities as they arise.

The reviewers highlight areas that might benefit from better cross-program coordination and sharing, and flag the need for greater access to course work on diversity, equity, and social justice issues throughout program areas. The GD-PCS notes it is in the process of reviewing its curriculum for diversity of perspectives, authors and content. They have completed a review of Fall 2020 courses, and will continue to review course syllabi each term until all courses have been reviewed. In the medium-term, they will conduct a curriculum review, and strengthen the curriculum based on findings. The GD-PCS affirms they are committed to strengthening covering of Indigenous content, social justice, and non-Western worldviews. Finally, the GD-PCS will look to their partner programs at APHD and OISE to discuss course sharing, especially in areas in indigeneity and social justice.

The reviewers note “this is an opportune time to revisit the MOU between OISE and UTSC to harmonize policy and practice,” and they recommend clarifying the structure of the University's

External Review of Department of the field in Clinical Psychology, Psychological Clinical Science – for information

tri-campus framework for Clinical Psychology. The GD-PCS and the UTSC Dean's Office note they look forward to working with the Provost's Office and OISE on the review and renewal of the Memorandum of Understanding.

The implementation timeline for departmental action is given in the Chair's Administrative Response.

FINANCIAL IMPLICATIONS:

There are no net financial implications to the campus' operating budget.

RECOMMENDATION:

This item is presented for information only.

DOCUMENTATION PROVIDED:

1. Review Report (May 25, 2020)
2. Provostial Request for Administrative Response (July 20, 2020)
3. Dean's Administrative Response (September 18, 2020)
4. Department of Psychological Clinical Science, Chair's Administrative Response (September 11, 2020)
5. Provostial Final Assessment Report and Implemental Plan

Cyclical Review Report

As Commissioning Officer, I confirm that:

- ✓ The review report addresses all elements of the terms of reference, which reflect the requirements outlined in the University of Toronto Quality Assurance Process (UTQAP), including the program evaluation criteria
- ✓ I have brought to the attention of the reviewers any clear factual errors in the report and the reviewers have corrected these.

Commissioning Officer*:
Glen A. Jones, Professor and Dean, OISE

Report Accepted as Final on:
May 25, 2020

*The Dean is normally the Commissioning Officer for reviews of programs and units in departmentalized divisions; the Vice-Provost, Academic Programs is the Commissioning Officer for reviews of Faculties/Divisions with or without their programs.

Division/unit under review:	Department of Applied Psychology and Human Development (APHD)
Program(s) under review:	Child Study and Education (MA-CSE) Counseling and Clinical Psychology (MA, PhD) including the "field" of Clinical Psychology GD-PCS (MA, PhD) Counselling Psychology (MEd, EdD) Developmental Psych and Education (MEd, MA, PhD) School and Clinical Child Psych (MA, PhD)
Commissioning officer:	Glen A. Jones (Professor and Dean)
Date of scheduled review:	2-4 March 2020
Reviewers' names and affiliations:	Prof. Bradford Brown, University of Wisconsin-Madison Prof. John Loughran, Monash University Prof. Sheila Woody, University of British Columbia

1 Review Summary

Process of the Review

The reviewers carefully read the extensive documentation provided in the self-study before arriving for the site visit. For each of the programs under review, the self-study offered detailed descriptions of the research environment and achievements, student funding, academic services, organizational and financial structures, other resources and infrastructure to support the programs, relationships within and among the programs, and future directions for OISE and these programs. The site visit began and ended with a meeting between the reviewers and Dean Glen Jones. Over the course of three days, the reviewers met with faculty, students, departmental administrative staff, and community partners. We also toured the Jackman Institute of Child Study (JICS) and Lab School and the Psychology Training Clinic at

OISE as well as the Graduate Department of Psychological Clinical Science at the University of Toronto Scarborough. The review team worked collaboratively and productively to inquire into the programs and practices of the Department of Applied Psychology and Human Development (APHD). We were impressed by the consistent openness and collegiality of all participants. An invitation to professional critique was genuinely extended to the review team and a clear culture of support and respect was evident across all meetings. At the conclusion of the site visit, the reviewers discussed our impressions and planned for the writing of this report, which was jointly written and edited by the three reviewers.

2 Program Evaluation Criteria

Objectives

Consistent with the University's mission and that of the OISE Academic Plan, all of the programs provide applied professional instruction that is grounded in research on developmental psychology and mental health. Students and faculty frequently voiced an emphasis on social justice and equity.

Reflecting the consistency that external accreditation aims to achieve, program requirements and expected competencies and learning outcomes were clear for all programs. This was true even for the Developmental Psychology and Education (DPE) program, which does not fall under a program-accrediting body. Program objectives and requirements were appropriate and consistent with other similar programs across the world.

Admission requirements

Most of the programs in APHD can afford to be choosy about their students, as they have very high applications-to-offers ratios. Each program has clear and appropriate admission criteria. It is surprising that admission to the Counseling Psychology MEd program does not require a background in psychology or a related field; this seems unusual among applied mental health programs.

Curriculum and program delivery

Three of the programs are accredited by external bodies: CSE, Counseling and Clinical Psychology (CCP), and School and Clinical Child Psychology (SCCP). The structure, curriculum, length and mode of delivery for each of those programs adheres to accreditation standards. The DPE curriculum is consistent with other research-intensive child development graduate programs in Canada. (This program recently reduced the number of required courses in its MA program due to concerns about the feasibility of completing the program within the intended time frame.) In all cases, the curriculum and structure of the program is clearly communicated in materials available to prospective and current students. **The curricular plan for the recently developed Graduate Department of Psychological Clinical Science (GD-PCS) at the Scarborough campus is particularly clear and well organized.**

A notable strength is the practicum setting at the JICS Lab School. This innovative program, a jewel in the crown at OISE, offers an integrated setting for research and practice in teaching and learning for faculty and students. That the Lab School is effectively self-funded is

impressive, as is the leadership of JICS and the school itself. The Child Study and Education (CSE) MA program clearly benefits from the relationship with the Lab School and, despite the pressure of increased student numbers, the strengths of the program have not (to date) been dramatically impacted. However, one of the great strengths of the CSE program is its ‘boutique’ nature, which creates an experience whereby the institutional rhetoric genuinely matches the educational practice. The program builds educational leaders for the future, in part through its relationship with the Lab School as a site for research and practice; this unique and exceptional resource should be cherished and continually supported.

Students in all programs except DPE engage in practicum placements as part of the required curriculum. Finding high-quality placements in community settings is not always easy, and the reviewers observed clear commitment from program staff and faculty to monitor community placements and to tend carefully their relationships with good practicum settings. An innovative and important initiative is the School and Clinical Child Psychology program’s practicum using distance technology to provide supervised services to remote northern Ontario communities. This practicum not only provides services that might not otherwise be available to these remote communities but also gives students a unique educational opportunity.

Many programs have excellent opportunities for student research experiences. The CSE program has recently decided to close its Research Intensive Training field and provide expanded research opportunities for all CSE MA students, but it is not clear how this will be carried out; particular attention should be paid to mechanisms for meeting this goal without adding to the faculty workload. Some programs that require student research indicate that students “may” become involved in research conducted by their supervisor, whereas **other programs (e.g., GD-PCS, DPE) have a clear practice of integrating students into the research supervisor’s lab.** For the former group, it appeared as if there are opportunities to participate in a research lab, but students must take the initiative to seek out such positions.

Assessment of learning

Generally speaking, the methods used to assess student achievement involved course grades and research papers such as a thesis. Unusual for a PhD program, the DPE program permits students to choose to complete a six-week fulltime internship in an applied setting in lieu of writing a comprehensive examination paper. In the review team’s discussions with the DPE program, we felt satisfied that the program has high standards for the scholarly component of this experience and adequately monitors the scope and rigour. Apart from these, **the self-study was short on data regarding student achievement of specified learning outcomes.** For example, the CCP program states that one objective of the program that sets it apart from other programs in Canada and the US is its development of “reflexive practitioners,” but it is not clear how they assess their success in meeting this goal. The DPE program expects MA students to publish their thesis in a peer-reviewed journal but did not present data on how many actually meet this expectation.

Quality indicators

As mentioned above, several of the programs are externally accredited by recognized professional accrediting bodies. The CSE MA program is accredited by the Ontario College of

Teachers, most recently receiving re-accreditation for seven years. The Canadian Psychological Association accredits both the CCP and the newly established GD-PCS fields as well as the SCCP program. The CP program is not accredited by the Canadian Psychological Association (which does accredit doctoral programs in counseling psychology); rather, the CP program points to membership in professional organizations as a way to ensure the quality of their standards. The DPE program is not accredited, but their mission is clearly not to train mental health providers.

The reviewers were impressed by the caliber of students in all programs at both campuses (OISE and UTSC). Students who attended meetings with the review team offered thoughtful, considered and frank responses to questions in a professional, well informed manner. When students raised issues of concern (e.g., supervision), they did so in ways that illustrated their ability to differentiate between their own personal experiences and that of the cohort more generally. Worthy of special note were the students at UTSC, who were exceptional ambassadors for their developing program. In being at the forefront of a new program they showed an understanding and maturity that reflected very well on the nature of their experience and the expectable growing pains associated with launching a new program.

Broadly, the quality of the educational experience in the APHD department is good, including classroom learning and practicum and research supervision. The integration of coursework, research, and applied training was evident in several areas. One notable example is the strong relationship between the CSE program and the JICS Lab School, which supports educational development in broad and unique ways. The CSE MA program is carefully crafted on the foundation of a specific pedagogical philosophy that shapes MA students into educational leaders. Innovations of note include those around Indigenous Education; the “Natural Curiosity” resource and the planned practicum in the Aroland First Nation hold much promise. To further this important line of pedagogy and research, the program needs a faculty member with expertise in indigenous pedagogy and elementary education to support both the faculty and students in developing cultural competence. The one faculty member with extensive personal and professional background with First Nations issues has been quickly inundated with requests for guidance or assistance from students and program directors.

However, students’ views of their educational experience are not uniformly good across APHD programs. The self-study did not provide a breakdown across programs, but the SCCP program presented data from the University of Toronto Survey of Graduate Students (see pp. 269-276 of the self-study). These data indicate that 21% of recent APHD graduates judged the overall quality of faculty graduate teaching to be fair/poor and 40% judged the quality of academic advising and guidance to be fair/poor. (Importantly, recent graduates of the SCCP program were much more satisfied, with only 3% and 6% judging these quality indicators as fair/poor, respectively.) Although the data were meant to convey how well the SCCP program is doing, they also indicate some unevenness in the quality of programs in APHD that should be addressed.

Quality improvement efforts would be enhanced with more consistent efforts to collect and act upon data related to the success of educational objectives in each program. The CSE program notes that 46% of their graduates in the past 5 years have obtained full-time teaching positions (apparently a high percentage in the Ontario context), but CSE has such employment

information on only about half of their graduates according to the self-study. As another example, the DPE program has placed PhD graduates in university or research positions, as teachers, policymakers, and other positions, but fewer than 10% of their MEd graduates responded to their post-graduation survey.

Student funding is another area of inequality across APHD programs, as only a tiny minority of students in professional master's programs at U of T receive external fellowships. We did not have access to data on the amount of funding support students receive. When we talked with students, however, we heard sources of funding that included working at off-campus jobs as much as four nights a week, student loans, and parental support in addition to scholarships and bursaries. In contrast, the DPE program complies with the university-wide minimum funding commitment for fulltime doctoral students. Funding limitations keep this high-quality program small. Students reported taking on part-time jobs, which they described as usually relevant to their career goals, and they felt their funding support was adequate in spite of the high cost of living in Toronto. CP students pointed to the inequity between PhD and EdD students; the former receive financial support while the latter do not. OISE requires some special attention on the question of funding because the university's usual funding model (consistent with other universities) is based heavily on the size of undergraduate programs, of which OISE has none.

Since the most recent review, some programs in APHD have made strong efforts to publicize their programs, which have resulted in a large increase in the number of applications to these programs (e.g., CSE MA program) and an increase in international students.

Additional Graduate Program Criteria

Programs are clearly monitoring time to degree completion. Although the average time for completion of the PhD is about 6 years, this includes any required practical training such as the full-time yearlong psychology residency required for the CCP and SCCP programs.

Graduate student supervision was discussed earlier, but this is a topic that deserves additional monitoring. Faculty are clearly committed to student mentoring, but the workload demands are high. With 9-10 research supervisees being not uncommon, APHD faculty members have a much higher supervision load than at comparable institutions, raising questions about the quality and availability of graduate supervision. The CSE MA program, for example, is not a thesis-based degree, but all students do complete an independent research project. How such projects are supervised is unclear, as only a portion of students join an existing research lab for their project. Aside from the MA-CSE and MEd in DPE where involvement in a research lab appears to be less of a programmatic feature and more a matter of student initiative, all MA and PhD programs in APHD are based on a mentorship model where students are assigned a supervisor upon admission in the program and then linked with their supervisor's lab.

Students are successful in national competitions for fellowships. This is particularly true for the new GD-PCS field of clinical psychology. Their success rates for Tri-Agency master's scholarships (84%) are as high as anywhere in Canada. Despite being a young program, they also have impressive success rates with Tri-Agency doctoral awards and already have three students who hold the prestigious Vanier award. Students in the SCCP program are also highly successful in attracting external fellowships (OGS or Tri-Agency). Although the DPE program is

strong in terms of the quality of research opportunities, only about 15% of its PhD students have external funding.

Faculty research, in terms of both quantity and quality, ensures that students have access to intellectually stimulating instruction, supervision, and interactions with faculty. A clear advantage of the structure of the APHD department is the built-in efficiencies in course offerings due to sharing some courses across programs that have similar accreditation requirements. All course requirements can be met through graduate-level courses. One area of concern is in whether structural resources for programs have increased commensurate with the growth in size of the programs. Several of the master's degree programs have grown substantially since the last department review, but it is not clear that resources have expanded sufficiently to accommodate these developments. **Research and clinical facilities in APHD did seem limited.** In particular, the facilities and technology in the Psychology Training Clinic needs to be updated. The review team did not have an opportunity to tour other research spaces at OISE, **but it appeared as if research facilities for GD-PCS students and faculty at the UTSC campus were considerably more functional than those at OISE.**

Quality Enhancement

There are numerous examples of APHD programs working to identify weaknesses and taking steps to improve their performance. The self-study describes focus groups and surveys to learn more about student perspectives. A unit review of the JICS revealed weaknesses in several areas, and the CSE program has taken clear steps to strengthen diversity among the students and faculty as well as culturally relevant pedagogy. The CCP regularly conducts faculty retreats to review and enhance the program. **The GD-PCS program is especially eager for formative feedback and is responsive about making changes.** On the other hand, the CP program conducted a survey of students in 2019 (and the self-study mentions a university survey from 2016), but it was not clear what the program had learned from these surveys that could be used to strengthen and improve the program.

APHD programs have undertaken numerous initiatives to enhance both accessibility and diversity. 40% of CCP and SCCP students are either immigrants, speak a non-English language at home or come from a visible minority group. The department has greatly increased the proportion of international students, and efforts have been made to provide an array of supports for these students. Courses on indigenous health issues are available in CCP, and laudable efforts are being made to recruit Indigenous scholars to the faculty. In terms of areas of development, while the majority of CP program courses (Guidance and Counselling; and Counselling and Psychotherapy fields) are offered on campus, the new field in Global Mental Health provides some hybrid delivery and on-line courses due to international placements. This raises questions about socialization among students in this field for the complex interpersonal skills required for counselling. **More broadly, although the department is following the University policy on student funding, the unevenness of financial support for graduate students across programs creates barriers to students from diverse financial backgrounds.**

3 Faculty/Research

OISE is an educational institution that is well regarded internationally for high quality teaching and research. The APHD department can boast of some highly accomplished faculty with international reputations for the quality and societal relevance of their research. Students have regular opportunities to co-author publications and presentations with their research supervisor. Meetings with faculty during the review team's site visit illustrated the strong pedagogical underpinnings to participants' practice – an important feature of tertiary educational institutions that is not always so clearly apparent. At the same time, faculty demonstrated their commitment to building and maintaining quality research programs. Across faculty there was overt enthusiasm to serve the community and to do so in ways that might make a difference.

APHD faculty members have been remarkably successful in procuring external grants to support their research. The scholarly output among faculty members is high. These factors not only add to the stature of the department but also provide opportunities for graduate students to build an impressive research portfolio if they choose to invest heavily in this aspect of their training. The current faculty includes three recipients of Canada Research Chairs and one other faculty member with an endowed chair. Faculty members serve on the editorial boards of prestigious scholarly journals and take on service responsibilities in major professional societies. These contributions are especially laudable, given the heavy intra-department service requirements. Because faculty members tend to be affiliated with multiple programs areas within the department, they often feel obligated to attend meetings and other functions within multiple program areas. It would be helpful to derive more efficient ways of conducting program business to free up more of faculty members' time for supervision, teaching, and research. Efforts to accomplish more efficiencies could free up faculty time for grant applications, reversing the trend in recent years toward lower participation in Tri-Agency funding competitions.

The self-study acknowledges the relatively heavy burden of service responsibilities borne by tenure-stream faculty. This arises out of the reduction in faculty size (because those leaving have not been able to be replaced immediately), increasing numbers of students in graduate programs, and the decision to hire part-time instructors. Although functional in the short run, this approach does not appear to be sustainable long-term. Numerous faculty members expressed hope that the current plan for hiring additional tenure-stream faculty members will be effectuated. It is not clear how effectively this plan has been communicated to faculty members. The department has been thoughtful about the specialty areas in which these hires should be made. The faculty complement plan does address the need to enhance diversity, as two of the next anticipated hires are targeted at aspects of diversity, social justice, and indigenization.

4 Relationships

The teaching and research loads appeared to the review team to be indicative of highly committed, hard-working faculty members. Such an outcome should not be taken for granted. A sense of goodwill currently prevails but it needs to continually be nurtured, supported, recognized and rewarded. Morale in some programs appeared to be dampened by the high workload and lack of clarity about the plans for faculty renewal. Across programs, we saw differing levels of understanding about the plan – with some faculty being under the impression that there was no plan to increase the faculty complement in the short term. It seems unfortunate that at a time when faculty renewal matters so much, the message from program leaders about the renewal plan has not been successfully communicated to faculty. Perhaps part of the variability in understanding is related to the fact that the process of planning for faculty renewal is slow and cumbersome. However, that situation needs to be balanced with the need to ensure that new appointments meet the expectations of quality and commitment essential to maintaining the OISE workplace teaching and research culture.

The relationships among programs in APHD are in many ways very strong, with collaboration and cooperation, sharing of resources, and a shared sense of identity and purpose. In other ways, however, these relationships could be strengthened considerably. **The nature of the mission of APHD programs requires good relationships with community organizations to foster applied teaching, and this is an area in which the APHD programs are uniformly strong.** Across the board, community agencies showed consistent commitment to the partnership with APHD. A wide breadth of practicum opportunities is available, and the relationship between APHD and these agencies is harmonious. The agencies we spoke with were generous in their praise of the quality of the students and the evidence-based preparation they receive for practicum placements. **The GD-PCS program has not yet had an opportunity to develop nearby practicum sites or extend services on campus to nearby residents. Providing resources for these services would extend the department's reputation for active engagement with the local community.**

APHD faculty and administration work actively to advise government (e.g., providing consultation on early childhood learning policies) and to provide provincial leadership in higher education. Many of the APHD programs are accredited by the Canadian Psychological Association, thus ensuring consistency with professional standards of practice in this field. Community agencies did note that psychology students seem unaware of the requirements and process of registration as a psychologist once they finish their program, although psychotherapy students were well aware of the requirements of their professional college.

5 Organization and Financial Structure

Although the Clinical and Counseling Psychology (CCP) field and the Clinical Psychology (CP) field, housed in the Graduate Department of Psychological Clinical Science (GD-PCS), are presented as one "CCP" program, the cooperation and coordination between the two fields is almost imperceptible. Presenting these two fields as one program does not appear to accurately represent their true relationship to prospective students. Revising the MOU

between the “fields” to reflect the ways in which the relationship between them has changed since the GD-PCS was established would clarify the structure of the University's tri-campus framework for Clinical Psychology. Given that the GD-PCS is approaching completion of its first cohort in the CP field, the department has doubtless made numerous structural adjustments in the process of developing the CP field. As such, it could well be argued that the original MOU no longer fully represents the nature of the relationship between the CCP program and the GD-PCS and that now is an opportune time to cooperatively revise the agreement to better reflect the relationship as they further develop and refine their independent programs.

As mentioned earlier in this report, APHD benefits from efficiencies across similar programs, but some aspects of the department might benefit from better cross-program coordination and sharing. For example, Counseling Psychology seems to have a real strength in Indigenous content in its instruction, but both CCP and GD-PCS seem to struggle to have meaningful content in this topic. Certainly, the distinctions between these specialty areas in psychology present some professional-cultural barriers, but the programs also identify commonalities (e.g., the CCP program describes their “hybrid focus on clinical and counseling psychology” in the self-study). Some of these commonalities could be harnessed for interprofessional training and efficiencies in running the programs.

When considering changes that increase efficiency, the department would do well to keep an eye on parity of workload, particularly teaching and committee loads for untenured faculty, across programs with varying expectations for research productivity and number of research supervisees per faculty member.

Department staff members display a great deal of pride in working for such an outstanding program. They are strongly committed to maintaining the program’s stature as well as meeting individual students’ needs; they strive to develop a personal relationship with each graduate student. Like many faculty, staff members observed that they sensed increasing workload and responsibilities without additional resources (human or material) to assist them in accomplishing the work. A partial remedy they suggested would be to centralize the location of staff members to make interactions more efficient. An additional person in grants administration and someone on site to assist the JICS staff with tech needs would be helpful.

6 Long-Range Planning Challenges

As described earlier, the faculty are productive in their research, actively engaged in program quality improvement, and committed to their students. The sustainability of their accomplishments, however, is threatened by the perfect storm of reduced faculty complement in the context of increasing program size. Adequacy of the complement of faculty was noted as an “urgent” problem in the most recent (2012) department review, but the problem seems to have grown worse rather than better, with almost twice as many faculty departures as successful replacements. Most programs have grown (in terms of student numbers), some substantially, in recent years, but neither the faculty nor the staff complement has kept pace – and in some cases has contracted. The rationale for permitted or expected enrolments for the MA, MEd and PhD programs should be clarified in collaboration with the department.

The minimum financial commitment for PhD students is an important step to promoting equity among graduate students. In evaluating the appropriateness of this policy, the department (and, indeed, the university) should take care to harmonize the financial support with completion times. If average completion times exceed the available support, as seems to be the case, this situation should be communicated to prospective students in advance.

An urgent need is to hire an FTE staff psychologist to serve as Director of the training clinic. Although most training clinics for accredited psychology programs in Canada have a dedicated director, the APHD clinic, which services both the CCP and CP programs, relies on a core faculty member – providing only one half-course reduction as compensation for the time to direct the clinic. Most Canadian psychology training clinics, furthermore, do not operate on a cost-recovery model, as the APHD clinic does. Providing stable funding for the basic operating budget would allow the clinic to work with underserved populations (e.g., low income, Indigenous), which would provide valuable mental health services to the community, enhance the breadth of student learning, and increase capacity for serving those segments of the community by producing students with broader cultural competence.

An important focusing theme of the 2017 Academic Plan is indigenization, which was also mentioned briefly in the 2012 review report. Another important element of the 2017 Academic Plan is social justice. The need for greater access to course work on diversity, equity, and social justice issues throughout the program areas has already been mentioned. In addition, hiring scholars from under-represented groups into faculty positions should remain a high priority. Some commitment to this effort is reflected in the faculty renewal plan. Finding appropriate scholars with a strong research background in indigenous issues is a challenge, as is locating scholars from indigenous backgrounds. Recruitment efforts related to the themes of indigenization and social justice will likely need to be more intense – and require more university support – than those related to other aspects of the faculty renewal plan.

Program enhancements and increases in faculty/staff FTEs may be difficult to accomplish without new revenue streams for the department. Efforts to expand international collaborations have been successful in generating new revenue, but the financial gain has been offset by increased workload to provide instruction, supervision, and support for these students. The department and university may need to get more creative in considering other options for revenue generation. For example, the department may be able to identify areas with high demand for course work that provides credentialing for certain professions. A program addressing this need that is taught by lecturers (possibly online) and marketed to students who do not need funding can feature a high revenue-to-required resources ratio.

7 International Comparators

Assessment of the division/unit and the program(s) under review relative to the best in Canada/North America and internationally, including areas of strength and opportunities

OISE enjoys a well-earned reputation as one of the best educational training programs in Canada, North America, and the world. In one recent rating (QS Top Universities, 2020) OISE was ranked fifth in the world (best in Canada). The Department of Applied Psychology and

Human Development has contributed substantially to this reputation. Three current members of the faculty have been awarded a Canada Research Chair; another member holds a prestigious faculty chair. Faculty members have been successful in obtaining external research funding totalling between \$2.5 and \$3.0 million per year, an amount that has been consistent despite reduced numbers of faculty members in recent years. Research conducted by the APHD faculty has a major impact on the academic community. Faculty members have received a variety of prestigious awards from national and international scholarly societies. They have occupied major offices in these organizations as well as served as editors or associate editors of major scholarly journals in their field. They also have served in leadership positions on the boards of major Canadian foundations. Collectively, their scholarly accomplishments contribute heavily to OISE's (University of Toronto's) rankings by several organizations as Canada's best program for education studies.

8 Recommendations

Based on site visit meetings and evaluation of the materials provided, the review team offers seven primary recommendations. Additional recommendations have been included in the body of the report.

A. Enhancing Current Strengths

1. Student diversity

The students who met with the review team were drawn from a wide array of backgrounds (gender, ethnicity, gender/sexual identity, religion, geography, age, life experience). Their honesty and openness greatly enhanced our understanding of their perspectives on the programs. We had little doubt that students' range of backgrounds, perspectives, and experiences would enhance interactions with their peers, colleagues, faculty and staff. Programs did appear to vary in their degree of student diversity; this seemed to correlate with awareness of or emphasis on issues of diversity, social justice, and indigenization within programs.

Recommendation:

Continue to support diversity of student population through selection procedures. Assure adequate financial support for all students.

2. Outstanding faculty

OISE is well regarded internationally for high quality teaching and research. The review team's meetings with faculty underscored the strong pedagogical underpinnings of their teaching and mentoring, the rigor and innovation of their research programs, and their overt enthusiasm to serve the community and to do so in ways that might make a difference. Across program areas the review team encountered a highly committed, hard-working faculty. Such an outcome should not be taken for granted. A sense of goodwill currently prevails but it needs to continually be nurtured, supported, recognized and rewarded. A critical factor in maintaining

faculty morale lies in the department's commitment to and achievement of the faculty complement plan. The review team encountered considerable variability in faculty members' understanding of the faculty renewal plan—or even awareness of it. In part, this may be because of the length of time it is taking to fully effectuate the plan. In such circumstances, it is important to reiterate the plan and assure broad commitment to it.

Recommendation:

Proceed with the faculty complement plan, adding tenure-stream faculty as expeditiously as possible, and ensure that all faculty are aware of the plan and updated routinely on progress in achieving it.

3. JICS Lab School as a Training and Research Site

The JICS Lab School is a jewel in the educational crown at OISE offering a ground-breaking setting for research and practice in teaching and learning for faculty and students. The Child Study and Education (MA) program clearly benefits from the relationship with the Lab School and, despite the pressure of increased student numbers, the strengths of the program have not (to date) been dramatically impacted. However, one of the great strengths of the CSE program is its 'boutique' nature, which creates an experience whereby the institutional rhetoric genuinely matches the educational practice. The program genuinely builds educational leaders for the future and, in partnership with the lab school, engages in educational development in ways not so readily available elsewhere. Developments of note include those around Indigenous Education: the resource, "Natural Curiosity," and the planned practicum in an Indigenous Community (Aroland First Nations) hold much promise. A new faculty member with expertise in Indigenous Pedagogy and Elementary Education would most certainly enhance the 'cutting edge' approach to education that forms the foundations for the JICS and its Lab School.

Recommendation:

Place high priority on adding a faculty member with expertise in Indigenous Pedagogy and Elementary Education; seek philanthropic support to expand current educational initiatives in this area.

B. Areas for Development

4. Clarify the connection between OISE and UTSC

The GD-PCS program at UTSC has developed into an impressive clinical training program, but its unusual origins and ties to OISE have become problematic. Because the GD-PCS program's administration, faculty, leadership, policies, and resources are, to a large extent, independent of OISE, its *de facto* operations are not consistent with the ways in which they are represented to students. Through the open and honest discussions with leadership and faculty at both OISE and UTSC it was apparent to the review team that now is an opportune time to revisit their MOU. Now that GD-PCS is approaching completion of its first cohort in Clinical Psychology Field (MA & PhD), many 'learnings' (e.g., teaching, learning, research and administration) have emerged and they are doubtless important in shaping and informing future development. As

such, it could well be argued that the original MOU no longer fully represents the nature of the relationship between OISE and UTSC.

At this stage of program development, it would be prudent for OISE and UTSC to review their MOU and to cooperatively develop a document that better reflects their relationship as they further develop and refine their programs.

Recommendation:

This is an opportune time to revisit the MOU between OISE and UTSC to harmonize policy and practice.

5. Psychology Clinic oversight

The Psychology Clinic plays a vital role in training and research for students in several of the department's graduate programs. Current arrangements for staffing the clinic do not meet the needs of this facility for coordination or programming. There is potential for the Clinic to expand operations to enhance its service to better address community needs for mental health and counseling services, but this will require stronger administrative support and oversight than is currently available.

Recommendation

Hire an FTE staff psychologist to serve as Director of the training clinic.

6. Psychology Clinic resources and facilities

Throughout the review meetings a common issue that continually arose was associated with inadequate/outdated resources. The Psychology Clinic in particular is in need of attention in terms of generally updating the facility and a focus on appropriate recording equipment. Generally, across the OISE programs reviewed, physical and human resourcing was commonly raised as an issue that requires further serious consideration.

Recommendation

Locate funding to update space and resources of the Psychology Clinic.

7. Early career faculty support

Similar to the Faculty Renewal plan, there were various interpretations of institutionalized support for new/junior faculty. Some senior faculty voiced concern about the workload and expectations of junior faculty in particular – largely based on their hope to see their colleagues succeed and develop strong careers at OISE. It was not clear that faculty members fully understood the structure and nature of institutional support available to new/junior faculty and the ways in which that support might be structured to better support mentoring and growth through the tenure track process.

Recommendation:

Develop a more active mentoring program for new / junior faculty so that they are able to take advantage of various institutional supports, of which they might otherwise be unaware.



July 20, 2020

Professor Glen Jones
Dean, Ontario Institute for Studies in Education
University of Toronto

Dear Professor Jones:

Thank you for forwarding the report of the February 2020 External Review of the Department of Applied Psychology and Human Development and its programs.

As indicated in our *Statement of Institutional Purpose*, the University of Toronto is committed “to being an internationally significant research university, with undergraduate, graduate and professional programs of excellent quality.” This quality is assessed through the periodic appraisal of programs and units, which considers how our research scholarship and programs compare to those of our international peer institutions and assesses the alignment of our programs with established degree-level expectations. The University views the reports and recommendations made by external reviewers as opportunities to celebrate successes and identify areas for quality improvement.

The reviewers praised the Department of Applied Psychology and Human Development for having contributed substantially to OISE’s “well-earned reputation as one of the best educational training programs in Canada, North America, and the world.” They were impressed by the high caliber of the students in all of the Department’s programs across both campuses, noting their success in competitions for Tri-Council awards and other external fellowships. The reviewers commended the faculty’s record of research excellence, noting that they have received “a variety of prestigious awards from national and international scholarly societies.” They noted the department’s innovative facilities and practices, highlighting the School and Clinical Child Psychology program’s distance practicum, which provides supervised services to remote communities in northern Ontario, and referring to the Jackman Institute’s Lab School as “a jewel in the crown at OISE.” Finally, the reviewers praised the department’s numerous recent initiatives to enhance accessibility, diversity, and indigeneity across its administration and academic offerings.

I am writing at this time:

1. to request your administrative response to this report, which should include a plan for implementing recommendations;
2. to request your feedback on the review summary component of the draft *Final Assessment Report and Implementation Plan*; and

3. to outline the next steps in the process, which in this case will include arranging a meeting at the provostial level to address next steps for the tri-campus clinical psychology offerings.

1. Request for Administrative Response and Implementation Plan:

In your **Administrative Response**, please address the following areas raised by the reviewers and their impact on academic programs, *along with any additional areas you would like to prioritize*.

For each area you address, please provide an **Implementation Plan** that identifies actions to be accomplished in the immediate (six months), medium (one to two years) and longer (three to five years) terms, and who (Unit, Dean) will take the lead in each area. If appropriate, please identify any necessary changes in organization, policy or governance; and any resources, financial and otherwise, that will be provided, and who will provide them.

Faculty

- The reviewers recommended proceeding with the faculty complement plan, and urged that hiring scholars from under-represented groups into faculty positions should remain a high priority.
- The reviewers note that APHD faculty members “have a much higher supervision load than at comparable institutions, raising questions about the quality and availability of graduate supervision.” They observed significant intra-department service requirements for faculty members, and encouraged the department to “derive more efficient ways of conducting program business to free up more of faculty members’ time for supervision, teaching, and research.”
- The reviewers recommended improving communication with faculty regarding departmental plans and procedures, observing variability in faculty members’ understanding (or awareness) of both the faculty complement plan and the institutional supports available for mentoring new/junior faculty.

Students

- The reviewers observed that APHD students were drawn from a wide array of backgrounds and experiences, which enhanced interactions with their peers, colleagues, faculty and staff. The reviewers noted that programs appeared to vary in their degree of student diversity and recommended continuing to support diversity of student population through selection procedures.
- The reviewers commented on the variety of graduate funding structures across programs, and recommended ensuring the availability of adequate financial support to remove barriers to students from diverse financial backgrounds.

Programs

- The reviewers were surprised that the MEd in Counseling Psychology does not require a background in psychology or a related field, noting that this was unusual among applied mental health programs.
- The reviewers noted that the use of hybrid and online course delivery methods for international placements in the Global Mental Health field may limit students' opportunities to socialize and develop "the complex interpersonal skills required for counselling."
- The reviewers noted the closure of the Research Intensive Training field within the MA in Child Study and Education and recommended attention to mechanisms for expanding research opportunities for all MA CSE students without adding to faculty workload.
- The reviewers commented on uneven program satisfaction rates among recent APHD graduates, and recommended closer tracking of "the success of educational objectives in each program," as well as graduate employment outcomes, to guide quality enhancement efforts.
- The reviewers note that the relatively new UTSC-based field has not yet had an opportunity to develop nearby practicum sites or extend services on campus to nearby residents. They suggest that providing resources for these services would extend the department's reputation for active engagement with the local community.
- The reviewers highlighted some areas that might benefit from better cross-program coordination and sharing, for example Indigenous content between specialty areas in psychology. They flagged the need for greater access to course work on diversity, equity, and social justice issues throughout the program areas.

Structures

- The reviewers observe that "this is an opportune time to revisit the MOU between OISE and UTSC to harmonize policy and practice." They note that, currently, "presenting these two fields as one program does not appear to accurately represent their true relationship to prospective students." They recommended clarifying the structure of the University's tri-campus framework for Clinical Psychology.
- The reviewers made a number of recommendations regarding the operation of the OISE Psychology Clinic:
 - They identified as an "urgent need" the hiring of a full-time Clinic Director, to align with the practice at most comparable Canadian training clinics.
 - They noted that the clinic is "in need of attention in terms of generally updating the facility and a focus on appropriate recording equipment."
 - They observed that most comparable training clinics do not operate on a cost-recovery model, and note that "providing stable funding for the basic operating budget would allow the clinic to work with underserved populations... and enhance the breadth of student learning."

Please prepare this response in consultation with the unit under review. As part of this consultation, please request a brief administrative response from the unit that focuses on items

within their control. In addressing recommendations that relate to UTSC-based field, please prepare the response in consultation with the UTSC Dean's Office, once the provostial-level conversation outlined below in "Next Steps" has concluded. The UTSC Dean's Office may wish to request a brief administrative response from the graduate unit at UTSC focusing on items within their control. In your response, please reflect the consultation within OISE and with UTSC and respond to the key elements of the unit response(s).

Finally, please confirm the **date of the next review** and your plans for **monitoring the implementation of recommendations** until then. I will ask you to provide a brief report to me midway between the 2019-20 review and the year of the next site visit.

2. Draft of Final Assessment Report (including Review Summary)

In July 2020, my office will provide a draft version of the *Final Assessment Report and Implementation Plan* (FAR/IP), which will include a summary of the review of the Department of Applied Psychology and Human Development. At that time we will request your feedback regarding tone or accuracy of the summary component, and your response to any information that is requested in the comments. This document becomes part of the governance record.

3. Next Steps

Because of the tri-campus issues raised in the reviewer report, my office will arrange a meeting at the provostial level to discuss next steps for the tri-campus clinical psychology offerings, which can then feed into the development of the administrative response. An invitation will follow shortly.

Reviews of academic programs and units are presented to University governance as a matter of University policy. Under the University of Toronto Quality Assurance Process (UTQAP), the Vice-Provost, Academic Programs prepares a report on all program and unit reviews and submits these periodically to the Committee on Academic Policy and Programs (AP&P).


The review of the Department of Applied Psychology and Human Development will be considered by AP&P at its meeting on **Tuesday, October 27, 2020. Please plan to attend this meeting, and ensure that the unit leadership also attends. In this case you may wish to work with the Dean's Office at UTSC to confirm appropriate graduate unit leadership attendance.** Your presence is important and will allow you to respond to any questions the committee may have regarding the report, and your administrative response and implementation plan. An overview of what happens at AP&P is [available on our website](#).

I would appreciate receiving your completed administrative response and plan for implementing recommendations, as well as a copy of the unit's response, and any comments on the draft FAR/IP by **September 21, 2020**. This will allow my office sufficient time to prepare materials for the AP&P meeting.

The review summary and the Dean's administrative response are the two key components of the FAR/IP, which will be finalized after the AP&P meeting and distributed to you, the unit leads, the Governing Council secretariat, and the Quality Council, and posted on our [website](#), as required by the UTQAP.

Please feel free to contact me or David Lock, Coordinator, Academic Planning and Reviews, should you have any questions.

Sincerely,



Susan McCahan
Vice-Provost, Academic Programs

cc.

Normand Labrie, Associate Dean, Programs

Biljana Cuckovic, Director, Governance, Policy & Planning

Daniella Mallinick, Director, Academic Programs, Planning and Quality Assurance

David Lock, Coordinator, Academic Planning and Reviews

Emma del Junco, Assistant Coordinator, Academic Planning and Reviews



Professor Susan McCahan
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
University of Toronto

September 18, 2020

Re: Administrative Response to the 2019-2020 External Review of the Department of Applied Psychology and Human Development and its programs

Dear Professor McCahan,

Thank you for your request for the administrative response to the external review of the Department of Applied Psychology and Human Development (APHD) and its programs, and for the summary of the review.

The external review took place during the 2019-2020 academic year, following a period of academic planning at OISE and the conclusion of Professor Earl Woodruff's first term as Chair of the department. Professor Woodruff has been reappointed as APHD Chair for another five-year term effective July 1, 2020 and is best positioned to lead the implementation of the review recommendations. In addition to the department's five programs with their multiple fields and degrees, the review also encompassed the field in Clinical Psychology (MA, PhD) housed within the Graduate Department of Clinical Psychological Science (GD-PCS) at the University of Toronto Scarborough (UTSC). Broadly consultative and inclusive – involving the participation of faculty, staff and students – the self-study process allowed members of the department to reflect on their achievements and challenges while considering the future. I would like to thank the leadership, faculty, staff, and students for embracing the review as an opportunity for reflection, and for demonstrating a collective commitment to the department's continued success. We are also appreciative of the contributions of external reviewers, professors Brown (University of Wisconsin-Madison), Loughran (Monash University), and Woody (University of British Columbia) for their visit and consultation with us in March 2020; their report represents a thoughtful review of the challenges and opportunities facing both the department of APHD and GD-PCS. What follows is our response to the points raised (in italics) in your letter dated June 20, 2020. The administrative response was developed in consultation with Chairs of APHD and GD-PCS, and reflects key elements of their respective unit responses. Matters concerning the Tri-campus framework for Clinical Psychology are addressed in collaboration with the UTSC Dean's Office and the Office of the Vice-Provost, Academic Programs.

Faculty

- *The reviewers recommended proceeding with the faculty complement plan, and urged that hiring scholars from under-represented groups into faculty positions should remain a high priority.*
- *The reviewers note that APHD faculty members “have a much higher supervision load than at comparable institutions, raising questions about the quality and availability of graduate supervision.” They observed significant intra-department service requirements for faculty members, and encouraged the department to “derive more efficient ways of conducting program business to free up more of faculty members’ time for supervision, teaching, and research.”*

- *The reviewers recommended improving communication with faculty regarding departmental plans and procedures, observing variability in faculty members' understanding (or awareness) of both the faculty complement plan and the institutional supports available for mentoring new/junior faculty.*

The Department of APHD is characterized by high-quality research, well-regarded graduate programs, exceptional professional education of early years and elementary teachers, and an excellent reputation for clinical training. Many of faculty in the department are renowned scholars who are committed to the advancement of applied knowledge in various areas including educational practice, policy, and research that informs our understanding of child development, special education and adaptive instruction, mental health, pedagogical practices, and theory. Despite challenges related to the declining faculty numbers and a slow rate of replacement, the department is optimistic and has invested tremendous energy and resources over the past three years to improve its programs, create new specializations and mount new programs. These initiatives have substantially increased the number of students and led the department to the next phase of faculty renewal planning that will sustain the excellence in research and scholarship, while supporting quality of its academic programs.

Implementation Plan

(a) Immediate to Medium-Term Actions (OISE, APHD)

Faculty Complement Plan and Diversity of Faculty. The previous review of APHD called for urgency in dealing with faculty renewal given the large number of faculty who were eligible to retire at the time. Since the 2011-2012 self-study, the department has had 13 faculty departures (12 for retirement, 1 for other reasons). On the other hand, the department has hired seven new faculty members plus a transfer from another department; however, this modest growth has not helped to offset the challenges related to declining faculty numbers. In collaboration with the Dean's Office, the department has developed a strategic and fiscally responsible faculty renewal plan that will be reviewed and updated annually. In addition to focusing on replacing retiring faculty and supporting the delivery of programs, the plan will prioritize increasing faculty diversity while continuing to support the department's commitment to innovation. As a step in this direction, Provostial approval was received to launch two new faculty searches in 2020-2021: one teaching-stream position in Developmental Psychology and Education; and the second tenure-stream position in Clinical and School Psychology: Anti-Black Racism in Mental Health and Education. These searches will focus on diversity and excellence and, if successful, will strengthen the department's faculty complement and contribute to increasing faculty diversity. Furthermore, OISE's Academic Plan 2017-2022 calls for increasing the diversity of faculty, staff and students in order to better reflect the communities we serve, which, along with our commitment to equity and social justice, continues to be a vital priority for all of our departments and units. With a view to realizing this commitment and ensuring that equity is evident throughout all institutional practices and at every level of engagement, [OISE's Guiding Principles on Equity and Diversity](#) inform all decisions and initiatives, including recruitment, hiring, retention, evaluation and promotion of faculty. At the institutional level, the Dean's office works collaboratively with the Dean's Advisory Council on Indigenous Education (DACIE), the Indigenous Education Network (IEN), and the Black Faculty Caucus to increase participation of under-represented groups. A call for nominations for two Tier 2 CRC reserved for faculty from the four under-represented groups identified by Tri-Council will soon be launched and will be open to faculty from all four departments. These initiatives are intended to establish and support a critical mass of diverse scholars and graduate students at OISE.

Workload Management. The increasing faculty workload is an ongoing challenge for APHD and is a result of enrolment growth, rise in research grant funding, and expanded student services support. Over time, it has been exacerbated by the loss of faculty, inadequate staffing and increasing demands associated with department administration, supervision and teaching. The department does not have support staff to assist in

research grant administration (e.g. creating budgets, ordering equipment, facilitating contracts) further increasing the burden on faculty. To address this issue, the department will consider the possibility of adding a term position to support research, to be paid for by research funding across the department. Additionally, to alleviate pressures on faculty associated with intra-department service needs, the department will review its committee structure, which includes APHD Council, Executive and Program Committees with a focus on creating a more effective structure. An OISE-wide initiative, Thesis in Motion, has been set up to provide workshops to students who may be struggling during their thesis writing phase, which is intended to accelerate the time to completion for students in their final years and reduce supervision workload. OISE has also engaged in streamlining recruitment and admissions processes in collaboration with SGS through the use of the Slate platform. It is expected that these initiatives will increase efficiency in managing programs while allowing faculty more time for supervision, teaching and research.

Communications, Procedures & Mentoring Junior Faculty. Working collaboratively with colleagues across OISE, the department will continue its efforts to improve communication and engage in streamlining procedures. Since the 2011-2012 review and subsequent departmental restructuring at OISE, the department has added a dedicated Communications and Event Planner staff position to help disseminate research results, improve communication with students and support marketing, outreach and recruitment initiatives. As a result of the increasingly complex and growing operations, the department also added the position of Manager, Departmental Academic Operations and Administration, which has had a positive impact on managing the department's academic and administrative priorities. In addition to the department-based support, OISE Dean's Office organizes a series of Early Career Faculty Development meetings (4 to 6 sessions a year) facilitated by a senior colleague with experience in faculty development and mentoring. Recent sessions have included, for example, discussions of approaches to graduate supervision, teaching in relation to interim review, tenure review, and continuing status review, use of teaching evaluation guidelines, and preparing a teaching portfolio. The Dean and Associate Deans also provide individualized mentoring to faculty related to the development of teaching and research.

(b) Immediate to Medium-Term Actions (UTSC, GD-PCS)

Faculty Complement Plan and Diversity of Faculty. As a relatively new graduate department, the GD-PCS's faculty complement of seven tenure-stream and two teaching-stream faculty is not sufficient to meet the supervisory and administrative needs of a growing and vibrant clinical training program, as well as provide the best training environment for the departments' diverse students and the diverse population of the Greater Toronto Area (GTA), including the Scarborough region. With the goal of hiring additional faculty to strengthen the current complement, the department's faculty renewal planning will be accomplished through a collegial and collaborative process and will be targeted to enable the hiring of faculty from under-represented populations including Indigenous, Black, and People of Colour, as well as individuals from other under-represented groups.

Students

- *The reviewers observed that APHD students were drawn from a wide array of backgrounds and experiences, which enhanced interactions with their peers, colleagues, faculty and staff. The reviewers noted that programs appeared to vary in their degree of student diversity and recommended continuing to support diversity of student population through selection procedures.*
- *The reviewers commented on the variety of graduate funding structures across programs, and recommended ensuring the availability of adequate financial support to remove barriers to students from diverse financial backgrounds.*

Student Diversity. APHD attracts excellent applicants to its programs, both domestic and international, allowing for admission of strong students who have a high rate of success in securing both external scholarships, as well as academic and other research positions. With most applicants coming from GTA

versus the rest of Canada and internationally, the need to continue to diversify the department's applicant pool is critical. Since the previous review, the department has significantly increased its international applicant pool and student enrolment. Specifically, the work on reinvigorating programs and creating new specializations (e.g. New field in Global Mental Health within the Counselling Psychology MEd), and increased international marketing initiatives (e.g. Developmental Psychology and Education MEd) have contributed to the growth of international student enrolment by over 400 percent over the last three years. It is expected that the new innovative EdD program in Child Study and Education, which will enroll its first cohort in September 2020, will contribute to this growth.

Student Funding. In addition to base funding, students in research-stream programs are encouraged and supported by faculty to apply for external scholarships. Rates of external scholarship among APHD students is among the highest at OISE. For example, since 2012, an average of 42 percent of students have been supported by external scholarships each year with most of these students being funded by the Ontario Graduate Scholarship (OGS) or a Tri-Council scholarship. Additional sources of funding include conference funding and working on faculty grants or winning small scholarships. Funding for students in professional programs (MEd, EdD and Flex-time PhD) include bursaries and loans, including OSAP, Graduate Assistantships (GA), Research Assistantships (RA) and external awards. The main funding mechanism is the GA program. In addition to students in research-stream programs, a provision in the collective agreement allows a determined number of students outside the funded cohort to access GA-ships. In the aftermath of the disruption caused by COVID 19, OISE increased its emergency bursaries budget, and participates in the SGS tuition fee exemption initiative for students who need an additional semester to complete their degree.

Implementation Plan

(a) Immediate to Medium-Term Actions (OISE, APHD)

Under the Equity, Diversity and Accessibility focusing theme, the OISE Academic Plan 2017-2022 includes an objective to “ensure appropriate admissions, recruitment and retention policies, based on clearly identified goals, in order to increase diversity among students.” To respond to this objective, in collaboration with the Office of Associate Dean, Programs, the Office of the Registrar and Student Services (ORSS), and the Office of Communications and External Relations, the new [recruitment website](#) was launched and supports diverse student recruitment. Additionally, as per the Academic Plan, a staff position to support the departments with recruitment and retention of international students, including identifying sources of funding for international students was established within the ORSS. Similarly, the Indigenous Education Liaison staff position was created within the Office of the Dean to provide administration and coordination support for Indigenous activities including Indigenous student recruitment and retention. In 2017-2018, OISE's Diverse Recruitment and Admissions Working group (DRAW) released a report on outcomes of the OISE Applicant Survey, which was distributed to the departments and programs to help identify and address applications and admissions process issues that may inhibit diversity. Drawing on findings from this report, the Office of Associate Dean, Programs will convene a committee of faculty and staff involved in student recruitment and admissions activities at OISE to develop a comprehensive recruitment strategy designed to increase the pool and quality of applicants with a view to enhancing participation of students from underrepresented groups in all programs. Additionally, a subcommittee of the OISE Programs Strategic Advisory Group (OPSAC) will be established to review current and investigate new mechanisms for providing student financial support and identify means of increasing the share of student funding provided through external research grants and fellowships. Both the development of a recruitment strategy and improved student funding mechanisms are important priorities outlined in the OISE Academic Plan 2017-2022, and are expected to be completed within the next two years. The department of APHD will participate in these OISE-wide initiatives and will continue to review and refine its recruitment and admissions strategies, and engage in program innovation in order to further diversify its student population.

(b) Immediate to Medium-Term Actions (UTSC, GD-PCS)

The GD-PCS is in the process of reviewing their admissions procedures, and as a first step, due to the pandemic, has waived GRE scores for the current admissions cycle¹. Over the medium-term, to ensure a fair and inclusive admissions process for all applicants and to diversify the applicant pool, the GD-PCS will review GRE scores and other admissions strategies such as website, promotional materials, and interview procedures to confirm they reflect the department's inclusion, diversity and equity values. Related to student funding, in 2020, GD-PCS undertook a review of their graduate funding structures resulting in an increase to the base funding packages for MA and PhD students from 20K last year to 21K for 2020-2021, as well as in additional stipends for students holding Tri-Council, OGS or CGS D scholarships. The department will continue to work on improving its student funding mechanisms and—since the length of the program can be a financial impediment to students from diverse backgrounds—will also develop strategies to reduce time-to-completion, for example, by encouraging more manageable dissertation topics and strategically choosing clinical training opportunities. These initiatives will help the department provide competitive funding packages and attract the best students to its degree programs.

Programs

- *The reviewers commented on uneven program satisfaction rates among recent APHD graduates, and recommended closer tracking of “the success of educational objectives in each program,” as well as graduate employment outcomes, to guide quality enhancement efforts.*
- *The reviewers were surprised that the MEd in Counseling Psychology does not require a background in psychology or a related field, noting that this was unusual among applied mental health programs.*
- *The reviewers noted that the use of hybrid and online course delivery methods for international placements in the Global Mental Health field may limit students’ opportunities to socialize and develop “the complex interpersonal skills required for counselling.”*
- *The reviewers noted the closure of the Research-Intensive Training field within the MA in Child Study and Education and recommended attention to mechanisms for expanding research opportunities for all MA CSE students without adding to faculty workload.*
- *The reviewers note that the relatively new UTSC-based field has not yet had an opportunity to develop nearby practicum sites or extend services on campus to nearby residents. They suggest that providing resources for these services would extend the department’s reputation for active engagement with the local community.*
- *The reviewers highlighted some areas that might benefit from better cross-program coordination and sharing, for example Indigenous content between specialty areas in psychology. They flagged the need for greater access to course work on diversity, equity, and social justice issues throughout the program areas.*

The department of APHD consists of five programs with multiple degrees and fields all of which share a commitment to excellence in academic and professional training in psychological, educational, and policy aspects of typical and atypical human development across the lifespan contextualized within a framework that acknowledges the diversity of human experiences. Over the past five years, the department has developed and implemented several program innovations including the redesigned Doctor of Education (EdD) in Counselling Psychology (2017) featuring the ‘*thesis – dissertation in practice*’ as the culminating component of the program. In 2019, a new EdD in Child Study and Education was approved and will enroll its first cohort in September 2020. The proposal to add a new field in School Psychology within the Counselling Psychology (EdD) was developed and is expected to receive governance approval in the Fall of 2020.

¹ This is also the case for APHD for the 2020-2021 admissions cycle.

Implementation Plan

(a) Immediate to Medium-Term Actions (OISE, APHD)

Quality Enhancement. The department is committed to continuous improvement of its programs under the University of Toronto's Quality Assurance Process (UTQAP). Assessing the success of educational objectives, program and graduate outcomes is typically accomplished through several mechanisms including academic change (program modifications), student evaluation of teaching in courses, accreditation and cyclical reviews of programs, as well as through academic planning. Under the Transformative and Innovative Pedagogy focusing theme, OISE's Academic Plan 2017-2022 includes a priority to establish ongoing quality assessment for programs including collection of data on student experience such as exit surveys, focus groups, and the role of students and staff in academic change in order to ensure continuous program improvement. Following the approval of the Plan in 2017, the position of Institutional Research Analyst was established within the Office of Associate Dean, Programs to improve accuracy and access to data for departmental administrators, and to support data-informed decision-making regarding programs and student experience. With the conclusion of the 2019-2020 review, the department will engage in implementing the review recommendations and monitoring progress. Additionally, OISE is scheduled to undergo a Provostial review in 2020-2021 commissioned to coincide with the last year the current Dean's term. It is expected that within two years, following the appointment of a new Dean, OISE will engage in a new planning cycle and opportunities to gather and analyze data on program and student outcomes will inform future planning, academic change and quality improvement initiatives.

The Master of Education (MEd) in Counselling Psychology is a professional program. In addition to an appropriate bachelor's degree from a recognized university with standing equivalent to a mid-B or better, at least one year of relevant professional counselling-related experience is required for admission to the program. Over the next academic year, the program faculty will review admissions requirements for the MEd degree with a view to ensuring that these requirements are appropriate and in alignment with the Degree Level Expectations and the Program Learning Outcomes.

The field in Global Mental Health (GMH) within the Counselling Psychology (MEd) was established in 2017 and following its initial success in boosting international student enrolment, the proposal to establish a Dual Degree Program involving the GMH field and a Master of Science (M.Sc.) in Applied Psychology offered by the Department of Psychiatry, China Medical University, was developed and is awaiting governance approval in the fall of 2020. In their second year, GMH students complete a 250-hour placement in an international field setting while registered the APD1283H Peer and Video-Based Counselling with Practicum Field-Based Learning in Global Mental Health course. The combination of online and in-person learning in this course provides a supportive structure for students during their placement. The pandemic imposed shift to online course delivery has also necessitated rethinking of the placement for this course and the need to offer local in-person or remote placements. Nonetheless, the course-based learning experience, will continue to ensure that students have the competencies and skills needed to pursue work in counselling within the global context including treatment planning, case conceptualization, ethical decision-making, etc.

The Master of Arts in Child Study and Education (MA-CSE) is a professional program accredited by the Ontario College of Teachers (OCT). Since its inception in 1997, the program has successfully combined the requirements of professional teacher education within advanced study of education theory and research. While the program offers two fields: (1) Practice-Based Inquiry (PBI) in Psychology and Educational Practice; and (2) Research Intensive Training (RIT) in Psychology and Education, due to low enrolment, in the fall of 2019, admissions to the RIT field have been administratively suspended. During the 2020-2021 academic year, the program faculty will consider the future of this offering and determine whether to formally close the RIT field while ensuring that students in the PBI field not only meet but exceed the OCT accreditation requirements related to the use of educational research and data analysis.

(b) Immediate to Medium-Term Actions (UTSC, GD-PCS)

UTSC-based CP Field Partnerships. The GD-PCS, is relatively new and is in the process of developing community partnerships; however, since the review, the department has developed partnerships with the Ontario Shores Centre for Mental Health Sciences (OSCMHS) and Scarborough Health Network (SHN). In collaboration with undergraduate departments of Health and Society and Computer and Mathematical Sciences, the department received 600K in funding from the Office of the Vice-Principal, Research and Innovation (OVPRI) under the UTSC Clusters of Scholarly Prominence Program. This will help to establish an interdisciplinary Clinical Research and Evaluation Cluster (CREC) that will enhance partnerships integrating epidemiology, health economics, clinical neuroscience, biostatistics, and health humanities to enhance the impact, reach, and implementation of evidence-based psychological treatments for mental health. It will also facilitate student training needs and clinical research. Additionally, the GD-PCS recently re-affirmed its participation in the Collaborative Specialization in Addiction Studies at the Dalla Lana School of Public Health, thereby supporting a multi-disciplinary training environment for students interested in studying addiction². Over the long-term, GD-PCS will continue to leverage new opportunities to enhance its partnerships.

(a) Immediate to Medium-Term Actions (OISE, APHD)

Cross-program Collaboration and Sharing. All APHD programs include specific courses, or embed Indigenous, equity, diversity and accessibility issues within courses. For example, the APD1290H Indigenous Healing in Counselling and Psychoeducation is accessible to all APHD students, as well as to OISE students as one of the courses listed under the Indigenous Education degree theme³. Additionally, the APD1207H Counselling Topics in Sexual Orientation and Gender Identity Diversity, and the APD5013HS Special Topics in APHD: Master's Level Dimensions of Diversity: Teaching English Language Learners, are courses open to all APHD students. While the department will continue to explore possibilities for cross-program coordination and sharing, the Office of Associate Dean, Programs will identify equity, diversity and accessibility courses that are open to all OISE students with a view to adding the Equity, Diversity and Accessibility degree theme to the existing four themes (i.e. Indigenous Education, Urban Education, Educational Technology, and Program Evaluation). Regarding courses on Indigeneity, currently, there are 22 such courses, most of which are open to students from all four OISE departments including APHD. Related to this, it is important to note the accredited programs offer limited possibility for choosing courses outside the program; however, most programs have an elective space of at least two half-courses. Moreover, the Office of Associate Dean, Programs has undertaken consultations with DACIE members to explore the possibility of establishing an OISE-wide collaborative specialization in Indigenous Education, and to increase access and visibility of Indigenous courses in all programs, which will further enhance cross-program coordination and sharing while helping to realize specific priorities outlined in the Academic Plan.

(b) Immediate to Medium-Term Actions (UTSC, GD-PCS)

Cross-program Collaboration and Sharing. The GD-PCS is in the process of reviewing its curriculum for “diversity” of perspectives, authors, and content starting with reviewing syllabi for Fall 2020 courses and this will continue in the Winter term until all courses have been reviewed. In the medium-term, the department will engage in a fulsome curriculum review looking to enhance their coverage of Indigenous, social justice and other non-western perspectives and worldviews with the goal of strengthening their curriculum in these areas. In this process, in light of OISE’s leadership in areas of Indigeneity and social justice, the GD-PCS will discuss course sharing possibilities with their APHD colleagues. This work will naturally be facilitated with the renewal of the MOU between UTSC/GD-PCS and OISE/APHD.

² APHD’s CCP field MA, PhD degree programs are also participating in this Collaborative Specialization.

³ OISE degree themes guide course selection and allow students to add an additional focus to their degree: https://www.oise.utoronto.ca/oise/Programs/Degree_Themes.html

Structures

- *The reviewers made a number of recommendations regarding the operation of the OISE Psychology Clinic:*
 - *They identified as an “urgent need” the hiring of a full-time Clinic Director, to align with the practice at most comparable Canadian training clinics.*
 - *They noted that the clinic is “in need of attention in terms of generally updating the facility and a focus on appropriate recording equipment.”*
 - *They observed that most comparable training clinics do not operate on a cost-recovery model, and note that “providing stable funding for the basic operating budget would allow the clinic to work with underserved populations... and enhance the breadth of student learning.”*
- *The reviewers observed that “this is an opportune time to revisit the MOU between OISE and UTSC to harmonize policy and practice.” They note that, currently, “presenting these two fields as one program does not appear to accurately represent their true relationship to prospective students.” They recommended clarifying the structure of the University’s tri-campus framework for Clinical Psychology.*

The OISE Psychology Clinic serves the professional training needs of the Clinical and Counselling Psychology, and the School and Clinical Child Psychology programs. It also supports clinical research and provides comprehensive and confidential assessment and intervention services to children and adolescents, and adults in the Toronto community. Faculty who are licensed psychologists provide direct supervision to students working in the Clinic.

We would like to note that, due to the very demanding three-day review schedule involving meetings held on two different campuses, the reviewers did not have the opportunity for a comprehensive tour of the Clinic. For this reason, we would like to highlight that the Clinic has state-of-the-art facilities including equipment for video-recording of live psychotherapy sessions, a one-way mirror for in-vivo observation of sessions by faculty supervisors, and an extensive test library where students and faculty can access the latest assessment and instructional materials. Located on the 7th floor, the Clinic has two student and two faculty offices, a reception and waiting area with eleven clinical rooms, two group rooms, a clinical training room with play therapy with a small desk for young clients to work. There are also two AV rooms, photocopying room, and storage room. In 2017, the Clinic went through a renovation and doubled its footprint. The Clinic operations are managed by a full-time Administrator and a Steering Committee of faculty and students responsible for developing Clinic policy, monitoring the effectiveness of the management, and generating recommendations for action. The Clinic has an additional budget of \$82,849 mostly to pay support staff salary and benefits.

(a) Immediate to Medium-term Actions (OISE, APHD)

The last five years have seen significant development of the size and role of the Psychology Clinic. Through the Toronto Area Internship Consortium partnership, the Clinic is a “community meeting place” for excellence in the provision of psychological services. As such, the Clinic is increasingly viewed by APHD as a place where some of the real challenges of those living in the city can be addressed through assessment, academic remediation and psychological counselling services. Over the next cycle, the department will explore how the Clinic could grow its role as a hub of expertise and opportunity for meeting some of the needs of Toronto’s diverse, vulnerable, urban populations. For example, the Clinic could offer networking and professional education opportunities including offering courses for professionals needing additional training in assessment or intervention with specific client groups. Finally, through the Clinic, the department’s expertise in academic intervention could be profiled by involving professional master’s students (MEd & MA-CSE) partnering specifically with high-needs schools.

The Tri-Campus Framework for Clinical Psychology. The Counselling and Clinical Psychology (CCP) program is part of the framework for the current and future development of Clinical Psychology as a tri-campus offering at the University of Toronto. The framework was established by the Memorandum of Understanding (MOU) signed by OISE and UTSC Deans and Chairs of Psychology Departments on May 6, 2013⁴. According to this framework, OISE’s program in Counselling Psychology was renamed ‘Counselling and Clinical Psychology’ with two fields: ‘Clinical and Counselling Psychology (CCP)’—based at OISE and offered within the Department of APHD, and ‘Clinical Psychology (CP)’—based at UTSC and offered within the GD-PCS. The rationale for the establishment of the tri-campus framework for Clinical Psychology, was in keeping with the principles and objectives of the University’s Towards 2030 long-range planning document including: (1) the development of graduate programs on all three campuses; and (2) non-duplication of doctoral stream graduate programs across the three campuses. The framework necessitated the review of the UTSC-based CP field along with the review of the Department of APHD and its programs in 2019-2020. Although this arrangement added to the complexity of the review process from selecting reviewers, harmonizing input from each department within the self-study, and coordinating a more demanding review schedule that involved a visit to two University of Toronto campuses, the review also represented an opportunity for collaboration between the two divisions and their respective departments.

Implementation Plan

(b) Immediate to Medium-term Actions (OISE, APHD & UTSC, GD-PCS)

Because the review report raised issues related to the tri-campus Framework for Clinical Psychology, on July 27, 2020, the Office of the Vice-Provost, Academic Programs, arranged a meeting with OISE Dean, and Associate Dean, Programs to gain insights and discuss next steps for the tri-campus Clinical Psychology offerings. Following the consideration of the administrative response to the APHD review and other review documents (i.e. the review report, self-study and unit responses) by the Committee on Academic Policy & Programs (AP&P) on October 27, 2020, the Vice-Provost, Academic Programs Office will convene additional meetings involving academic and administrative leaders and faculty from OISE and UTSC to work towards the renewal of the MOU. It is expected that this process will clarify the structures ensuring that they are sustainable and represent the true relationship between the two divisions and their respective departments. Both OISE and UTSC and their departments of APHD and GD-PCS respectively agree that the 2020-2021 academic year is the opportune time to engage in the MOU renewal and look forward to working with the Office of the Vice-Provost, Academic Programs to facilitate this important process.

We trust that this response addresses the main areas raised by the reviewers. Please contact me if you have any questions or require additional information.

Sincerely,



Glen A. Jones, PhD
Professor and Dean, Ontario Institute for Studies in Education

Cc: Professor William Gough, Vice-Principal Academic and Dean, UTSC
Professor Vina Goghari, Chair, Graduate Department of Psychological Clinical Science, UTSC
Professor Earl Woodruff, Chair, Department of Applied Psychology and Human Development, OISE

⁴ Although the MOU stipulates that it should be reviewed annually, it has not been reviewed since it was signed.

September 11, 2020

Professor William Gough
Vice-Principal Academic and Dean
University of Toronto Scarborough

Professor Glen Jones
Dean, Ontario Institute for Studies in Education
University of Toronto

Chair's Administrative Response: External Review of the Counselling and Clinical Psychology programs – Field in Clinical Psychology

Dear Dean Gough and Dean Jones,

I am pleased to provide the administrative response on behalf of the Graduate Department of Psychological Clinical Science and the Counselling and Clinical Psychology programs – field in Clinical Psychology. I want to thank the review team for the Department of Applied Psychology and Human Development at OISE – Professor Bradford Brown, University of Wisconsin-Madison; Professor John Loughran, Monash University; and Professor Sheila Woody, University of British Columbia – for their consultation with us during the site visit to the University of Toronto Scarborough (UTSC) on March 4, 2020, and for their report, which was received on May 27, 2020 and shared with faculty, staff and students in the Department.

In their report, the reviewers indicate that they gained an overall favourable impression of our Graduate Department and programs, stating it has “developed into an impressive clinical training program.” The reviewers note in particular that our students are exceptional ambassadors for our programs, and they commend their particularly high success rates in national competitions for fellowships and prestigious awards. In addition, the reviewers commend our in-depth curriculum mapping, and eagerness for and responsiveness to feedback to improve our program. They also give attention to some of the challenges the Graduate Department of Psychological Clinical Science (GD-PCS) currently faces, and make a number of recommendations. Where changes are within departmental control, a fulsome response is given below.

Faculty:

- *The reviewers recommend proceeding with the faculty complement plan, and urged that hiring scholars from under-represented groups into faculty positions should remain a high priority.*

We thank the reviewers for this recommendation, which also resonates for GD-PCS. As Chair of GD-PCS, I engaged in an open discussion with the reviewers, during the site visit, regarding the ability of the current faculty complement to meet the administrative, supervision, and teaching needs of the GD-PCS. The GD-PCS has seven research stream faculty members with full privileges in the School of Graduate Studies, as well as two teaching stream members (who are primary members of the Department of Psychology) that add strength through teaching courses and helping to administer the field in Clinical Psychology. Both the reviewers and I agreed that the number of research stream faculty was not sufficient to meet the supervision and administrative needs of a vibrant and growing clinical training program. Furthermore, I and reviewers agreed that the faculty complement of the GD-PCS research stream faculty of two women

(one racialized) and five male faculty did not provide the best training environment for our diverse student body and the diverse population of the Greater Toronto Area, including the Scarborough region.

The GD-PCS affirms its commitment to hiring and retaining Indigenous, Black, and People of Colour, as well as individuals from other under-represented groups, as opportunities arise. It is, perhaps, important to acknowledge that we have had two failed searches for a faculty member who self-identifies as Indigenous; however, the GD-PCS will continue to engage in targeted searches for under-represented faculty in the future.

Regarding any new faculty lines, it is worth noting that, at UTSC the faculty complement is decided in a collegial and collaborative process across the campus. Specifically, the Faculty Complement Committee (FCC) was created during the academic year 2019-20 to provide recommendations to the Vice-Principal Academic and Dean regarding the distribution of faculty positions sought by academic units in the yearly recruitment cycle, within the context of strategic multi-year departmental and campus faculty complements. The FCC provides a consultative, inclusive and transparent process that involves all academic units in determining the complement submission at UTSC. The GD-PCS will continue to discuss submission of proposals for faculty positions with the Dean's Office.

Students:

- *The reviewers observed that APHD students were drawn from a wide array of backgrounds and experiences, which enhanced interactions with their peers, colleagues, faculty and staff. The reviewers noted that programs appeared to vary in their degree of student diversity and recommended continuing to support diversity of the student population through selection procedures.*

We thank the reviewers for this comment, which also resonates for GD-PCS. We are reviewing our admissions selection procedures. As a first step, GD-PCS waived GRE scores for this admissions cycle given the at home non-standardized testing environment. Over the medium-term, we will review GRE scores within the framework of ensuring a fair and inclusive admissions process for all of our applicants. Moreover, the GD-PCS has discussed the need to ensure we actually have a diverse pool of applicants from which to recruit. As such, we will be reviewing our website, promotional materials, and interview procedures to confirm they reflect inclusion, and our values of respecting diversity and equity. GD-PCS further recognizes that hiring more individuals from under-represented groups will support our efforts to recruit a more diverse student body.

- *The reviewers commented on the variety of graduate funding structures across programs, and recommended ensuring the availability of adequate financial support to remove barriers to students from diverse financial backgrounds.*

GD-PCS is pleased to report that we undertook a review of our graduate funding structures in 2020, and we have increased the base funding packages for the MA and PhD funded cohort. The value of the base funding package for 2020-21 will be \$21,000 plus tuition and incidental fees (up from \$20,000). Similarly, the UTSC Stipend for students holding Tri-Council CGSM, NSERC PGSD, SSHRC Doctoral, or OGS, will receive an additional \$1,000. Students holding an NSERC/SSHRC/CIHR CGSD award will receive a top-up of \$3,000 (increased from \$2,500). Our funding timeframe of two years for the MA, and four years for the PhD, is more generous than most programs in Canada. That said, it is the goal of the GD-PCS to provide a livable stipend to our graduate students, and a competitive funding package, so we can continue to attract the best students to our program. We will continue to work on this.

We acknowledge that the length of degree program can act as a financial impediment to students from diverse backgrounds. We have, therefore, been working towards the goal of reducing our time-to-completion by encouraging more manageable dissertation topics and strategically choosing clinical training opportunities. Discussions with both students and faculty are in progress.

Programs:

- *The reviewers noted that the relatively new UTSC-based field has not yet had an opportunity to develop nearby practicum sites or extend services on campus to nearby residents. They suggest that providing resources for these services would extend the department's reputation for active engagement with the local community.*

The reviewers are correct in noting that GD-PCS is still in the process of developing community partnerships for the relatively new field in Clinical Psychology. However, since the review, GD-PCS has developed partnerships with the Ontario Shores Centre for Mental Health Sciences (OSCMHS) and Scarborough Health Network (SHN). Five GD-PCS faculty (led by Michael Best and Zindel Segal), in collaboration with faculty in the undergraduate Departments of Health and Society and Computer and Mathematical Sciences at UTSC, are funded by the UTSC Clusters of Scholarly Prominence Program (\$600,000 total) from the UTSC Office of the Vice-Principal Research and Innovation (OVPRI). The newly funded Clinical Research and Evaluation Cluster (CREC) is an interdisciplinary cluster combining innovative approaches to psychological treatment (Best, Segal, Uliaszek) within a uniquely interdisciplinary mixed-methods paradigm integrating epidemiology, health economics, clinical neuroscience (Ruocco, Goghari), biostatistics, and health humanities to enhance the impact, reach, and implementation of evidence-based psychological treatments for mental health. This work will be facilitated by OSCMHS and SHN through provision of space for students to work, assessment rooms, and therapy rooms for conducting research on site, as well as recruitment of participants.

The GD-PCS also recently re-affirmed its participation in the Collaborative Specialization in Addiction Studies (CoPAS) at the Dalla Lana School of Public Health, thereby supporting a multi-disciplinary training environment for students interested in addiction.

Over the long-term, and beyond, as GD-PCS and the field in Clinical Psychology continues to mature, every effort will be made to leverage new opportunities as they arise.

- *The reviewers highlighted some areas that might benefit from better cross-program coordination and sharing, for example Indigenous content between speciality areas in psychology. They flagged the need for greater access to course work on diversity, equity, and social justice issues throughout the program areas.*

We thank the reviewers for this comment. The GD-PCS is in the process of reviewing its curriculum for “diversity” of perspectives, authors, and content. We have completed a review of Fall 2020 courses, and will continue to review our syllabi each term until all courses have been reviewed. In the medium-term, we will conduct a fulsome curriculum review, and strengthen our curriculum based on our findings. The GD-PCS affirms we are committed to strengthening our coverage of Indigenous content; other perspectives and lenses that we want to include in our curricula and practices are social justice and non-Western worldviews. We are fortunate that the APHD and OISE are leaders in these topics in Canada. We look forward to discussing course sharing, especially in areas of Indigeneity and social justice, with our partner programs at APHD and OISE. This work will naturally be facilitated with the renewal the MOU between GD-PCS and OISE.

Structures:

- *The reviewers observe that “this is an opportune time to revisit the MOU between OISE and UTSC to harmonize policy and practice.” They note that, currently, “presenting these two fields as one program does not appear to accurately represent their true relationship to prospective students.” They recommended clarifying the structure of the University's tri-campus framework for Clinical Psychology.*

GD-PCS and the UTSC Dean's Office look forward to working with the Provost's Office and OISE on the review and renewal of the Memorandum of Understanding.

Regards,



Vina Goghari, Ph.D., C.Psych.
 Professor & Chair, Department of Psychological Clinical Science
 University of Toronto Scarborough

Implementation Plan

Action	Timeline	Lead
Hiring under-represented faculty	medium- to long-term (1-5 years)	GD-PCS Chair and UTSC Dean
Examine selection procedures for Admissions/inclusive graduate Admissions	medium-term (1 year) and ongoing	GD-PCS Chair
Review graduate funding package	completed in 2020 and ongoing	GD-PCS Chair and UTSC VDGPS
Develop community partnerships	medium- to long-term (1- 5 years) and ongoing	GD-PCS Chair
Curriculum review through diversity lens, and course sharing in areas of Indigeneity and social justice across programs	medium-term (1-2 years)	GD-PCS Chair and APHD Chair
Review/renewal of Memorandum of Understanding	medium-term (1 year)	Provost's Office with the support of OISE and UTSC

UTQAP Cyclical Review: Final Assessment Report and Implementation Plan

1. Review Summary

Program(s) Reviewed:	<ul style="list-style-type: none">• Child Study and Education (MA-CSE)• Counselling and Clinical Psychology (MA, PhD)<ul style="list-style-type: none">▶ Field in Clinical Psychology (MA, PhD)• Counselling Psychology (MEd, EdD)• Developmental Psychology and Education (MEd, MA, PhD)• School and Clinical Child Psychology (MA, PhD)
Division/Unit Reviewed or Division/Unit Offering Program(s):	Department of Applied Psychology and Human Development
Commissioning Officer:	Dean, Ontario Institute for Studies in Education
Reviewers (Name, Affiliation):	Prof. Bradford Brown, University of Wisconsin-Madison Prof. John Loughran, Monash University Prof. Sheila Woody, University of British Columbia
Date of Review Visit:	March 2-4, 2020
Date Reported to AP&P:	October 27, 2020

Previous UTQAP Review

Date: February 23-24, 2012

Summary of Findings and Recommendations

Significant program strengths:

- Unique emphasis on connection between policy, practice and research
- Large number of highly qualified applicants
- Strong student satisfaction
- “Strong links” with professional community
- “Palpable sense of collegiality” across program lines

Opportunities for program improvement and enhancement. The reviewers recommended that the following be considered:

- Finding ways to generate an increasingly diverse applicant pool
- Growing the School and Clinical Child Psychology program to meet community needs for school psychologists
- Responding to student demand for additional courses in specific areas
- Ensuring that core courses are large enough to be effective
- Developing a plan for faculty renewal to compensate for previous and anticipated retirements and departures

Current Review: Documentation and Consultation

Documentation Provided to Reviewers

Terms of reference; Self-study; Previous review report including the administrative response(s); OISE Academic Plan 2017-2022; Access to the accreditation decisions and reports for the Department’s accredited programs; Access to all course descriptions; Access to the curricula vitae of faculty.

Consultation Process

Faculty, students, administrative staff and senior program administrators as well as members of relevant cognate units; representatives from community partner organizations and institutions including clinical settings and teaching hospitals and schools.

Current Review: Findings and Recommendations

1. Undergraduate Program (n/a)

2. Graduate Program

Unless otherwise noted, all bulleted comments apply to all programs reviewed.

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ Impressive, thoughtful students in all programs at both campuses; UTSC students are “exceptional ambassadors for their developing program”
 - ▶ APHD provides high quality educational experiences, successfully integrating coursework, research, and applied training
- Objectives
 - ▶ Objectives of all programs are consistent with the University’s mission and the OISE Academic Plan, providing applied professional instruction grounded in research on developmental psychology and mental health
 - ▶ Program objectives, requirements, and learning outcomes are clear, appropriate, and consistent with other similar programs
 - ▶ Three APHD programs are accredited by external bodies; each program’s structure, curriculum, length and mode of delivery adheres to accreditation standards
 - Child Study and Education program is accredited by the Ontario College of Teachers, most recently receiving re-accreditation for seven years
 - Counselling and Clinical Psychology program and the UTSC Clinical Psychology field, as well as the School and Clinical Child Psychology program, are accredited by the Canadian Psychological Association
 - ▶ Counselling Psychology program points to membership in professional organizations as a way to ensure program quality
 - ▶ Developmental Psychology and Education curriculum is consistent with other research-intensive child development graduate programs in Canada
- Admissions requirements
 - ▶ Each program has clear and appropriate admission criteria
- Curriculum and program delivery
 - ▶ Curriculum and structure of all programs is clearly communicated in materials available to prospective and current students
 - ▶ Clear commitment from programs to monitor community practicum placements and to build good relationships with placement sites
 - ▶ All course requirements can be met through graduate-level courses
 - ▶ Many programs offer excellent opportunities for students to gain research experience
 - ▶ Efficiencies enabled by course sharing across programs with similar accreditation requirements is “a clear advantage” of the department’s structure

- ▶ Students have regular opportunities to co-author publications and presentations with their research supervisor
- Innovation
 - ▶ Unique and exceptional Jackman Institute of Child Study (JICS) Lab School is “a jewel in the crown at OISE,” offering faculty and students an integrated setting for research and practice in teaching and learning; reviewers were also impressed that the Lab School is self-funded
 - ▶ Relationship with JICS Lab School for practicum placements greatly benefits the Child Study and Education program and supports the program’s goals to build educational leaders; recent increases in student enrolment numbers have not significantly impacted the strengths of the program’s practicum placements at the Lab School
 - ▶ “Innovative and important” distance practicum in the School and Clinical Child Psychology program provides supervised services to remote northern Ontario communities
 - ▶ Recent innovations in Indigenous Education include the “Natural Curiosity” educational resource and the planned practicum with an Indigenous Community
- Accessibility and diversity
 - ▶ APHD programs have undertaken numerous initiatives to enhance both accessibility and diversity; a significant minority of students in certain programs are “either immigrants, speak a non-English language at home, or come from a visible minority group”
 - ▶ APHD has greatly increased the proportion of international students and provides an array of supports for these students
 - ▶ Reviewers observed students’ diverse range of backgrounds, perspectives, and experiences and noted that greater diversity in programs “seemed to correlate with awareness of or emphasis on issues of diversity, social justice, and indigenization”
- Assessment of learning
 - ▶ Developmental Psychology and Education programs offer the option to complete a six-week (full-time) internship in lieu of writing a comprehensive examination paper; reviewers were “satisfied that the program has high standards for the scholarly component of this experience”
- Student engagement, experience and program support services
 - ▶ Since the previous review, strong efforts to publicize programs have resulted in a large increase in the overall number of applications; most programs have a high ratio of applications-to-offers
- Quality indicators — graduate students
 - ▶ Strong time-to-completion rates in PhD programs
- Student funding
 - ▶ Students in the UTSC Clinical Psychology field show impressive success rates in competitions for Tri-Council master’s scholarships and doctoral awards as well as the Vanier Scholarship; students in the School and Clinical Child Psychology program are also highly successful in attracting OGS and Tri-Council awards

The reviewers identified the following **areas of concern**:

- Admissions requirements
 - ▶ Counselling Psychology MEd program does not require a background in psychology or a related field for admission; reviewers noted that this is unusual for an applied mental health program
- Curriculum and program delivery
 - ▶ Finding high-quality practicum placements in community settings can sometimes be difficult
 - ▶ No clear plan for providing expanded research opportunities in the Child Study and Education program after closure of Research Intensive Training field
 - ▶ Clarity varies across programs regarding whether students will have the opportunity to conduct research with their own supervisor, or if they are responsible for finding other research opportunities on their own
 - ▶ Use of hybrid and online course delivery methods in some courses in the Counselling Psychology program's Global Mental Health field may limit socialization among students and the development of complex interpersonal skills required for counselling
 - ▶ Uneven cross-program coordination regarding instruction in certain subject areas
- Assessment of learning
 - ▶ Lack of clarity in some cases regarding how programs assess students' achievement of specified learning outcomes
- Student Engagement, Experience & Program Support Services
 - ▶ Issues of quality and availability of graduate student supervision; faculty graduate supervision workloads are much higher than at comparable institutions
- Quality indicators — graduate students
 - ▶ Student survey data show uneven levels of satisfaction in graduate teaching and academic advising
 - ▶ Inconsistent collection of data related to the success of each program's educational objectives
- Quality indicators — alumni
 - ▶ Comments from community agencies that psychology students "seem unaware of the requirements and process of registration as a psychologist once they finish their program"
- Student funding
 - ▶ Student funding is an area of inequality across APHD programs; unevenness of financial support across programs creates barriers to students from diverse financial backgrounds

The reviewers made the following **recommendations**:

- Curriculum and program delivery
 - ▶ Consider ways for Child Study and Education MA program to meet goals of providing expanded research opportunities for all students without adding to faculty workload
 - ▶ Increase cross-program coordination and course-sharing to reduce unevenness of instruction in certain subject areas

- Accessibility and diversity
 - ▶ Continue to support diversity of student population
- Quality indicators — graduate students
 - ▶ Enhance efforts to collect robust post-graduation employment data
- Student funding
 - ▶ Consider ways to address unevenness in student funding to ensure adequate financial support for all students
 - ▶ Harmonize financial support for PhD students with time-to-completion rates; be clear in communications regarding funding commitment and average/expected time-to-completion

3. Faculty/Research

The reviewers observed the following **strengths**:

- Overall quality
 - ▶ APHD is home to highly accomplished faculty with international reputations for the quality and societal relevance of their research
 - ▶ Faculty are productive and innovative in their research, actively engaged in program quality improvement, committed to their students, and enthusiastic to serve their community
 - ▶ Strong pedagogical underpinnings of faculty teaching and mentoring
- Research
 - ▶ APHD faculty have been remarkably successful in procuring external research grants and have maintained a high scholarly output; total research funding has remained consistent despite reduced faculty numbers in recent years
 - ▶ Faculty research “ensures that students have access to intellectually stimulating instruction, supervision, and interactions with faculty”
- Faculty
 - ▶ APHD faculty members serve on the editorial boards of prestigious scholarly journals and take on leadership and service responsibilities in major foundations and professional societies
 - ▶ Current faculty include three Canada Research Chairs and an Endowed Chair
 - ▶ Thoughtful faculty complement plan addresses the need for further expertise in areas of diversity, social justice and indigenization

The reviewers identified the following **areas of concern**:

- Research
 - ▶ Reviewers observed a trend in recent years toward lower participation in Tri-Council funding competitions
- Faculty

- ▶ Sustainability of faculty accomplishments is “threatened by the perfect storm of reduced faculty complement in the context of increasing program size”; faculty complement was noted as an urgent problem in the 2012 department review and seems to have grown worse in the intervening years
- ▶ Student enrolment in most APHD programs has grown in recent years but faculty and staff complements have not kept pace and in some cases have been reduced
- ▶ Varying levels of awareness or understanding of department’s complement renewal plan among faculty members; “the message from program leaders about the renewal plan has not been successfully communicated to faculty”
- ▶ Obligations to attend meetings and other functions can create significant workload for faculty members affiliated with multiple program areas
- ▶ Heavy burden of service responsibilities for faculty, due to attrition in tenure-stream faculty, accompanied by the hiring of part-time instructors; current approach to faculty hiring is functional in the short run but not sustainable
- ▶ Reviewers observed a shortage of faculty with expertise in Indigenous issues, and noted recruitment challenges of finding either scholars with a strong research background in this area or scholars from indigenous backgrounds themselves
- ▶ Reviewers observed varying levels of awareness or understanding of departmental supports available to new/junior faculty, including mentoring and support through the tenure track process

The reviewers made the following **recommendations**:

- Faculty
 - ▶ Consider more efficient ways of conducting program business to ensure parity of workload among faculty groups and to free up more of faculty members’ time for supervision, teaching, research, and grant applications
 - ▶ Proceed with the faculty complement renewal plan, adding tenure-stream faculty as expeditiously as possible
 - ▶ Improve communication regarding the faculty renewal plan to ensure awareness and understanding of both the plan and its timelines for implementation
 - ▶ Renewal plan should prioritize hiring scholars from under-represented groups into faculty positions
 - ▶ Place high priority on adding a faculty member with expertise in Indigenous Pedagogy and Elementary Education; seek philanthropic support to expand current educational initiatives in this area
 - ▶ Clarify the rationales for permitted or expected enrolments for APHD programs in light of current issues of workload and faculty complement size
 - ▶ Develop a more active mentoring program for new/junior faculty so that they are able to take advantage of various institutional supports, of which they might otherwise be unaware

4. Administration

The reviewers observed the following **strengths**:

- Relationships
 - ▶ Relationships among members of APHD programs are “in many ways very strong, with collaboration and cooperation, sharing of resources, and a shared sense of identity and purpose”
 - ▶ APHD programs maintain strong, harmonious relationships with community organizations, enabling a wide breadth of applied teaching opportunities
 - ▶ APHD faculty and staff work actively to advise provincial leadership in higher education (e.g., providing consultation on early childhood learning policies)
 - ▶ Department staff members display a great deal of pride in their work and are strongly committed to maintaining the program’s stature and meeting individual students’ needs
- Long-range planning and overall assessment
 - ▶ Reviewers observe numerous examples of APHD programs working to identify weaknesses and taking steps to improve their performance, including student surveys, unit reviews, and faculty retreats
- International comparators
 - ▶ “OISE enjoys a well-earned reputation as one of the best educational training programs in Canada, North America, and the world”; APHD has contributed substantially to this reputation

The reviewers identified the following **areas of concern**:

- Relationships
 - ▶ Morale in some programs appeared to be dampened by the high workload and lack of clarity about plans for faculty renewal
- Organizational and financial structure
 - ▶ Concern over whether structural resources for programs have increased commensurate with the growth in enrolment numbers
 - ▶ Administration, faculty, leadership, policies, and resources of the UTSC Graduate Department of Psychological Clinical Science are largely independent of OISE and “its de facto operations are not consistent with the ways in which they are represented to students”
 - ▶ Cooperation and coordination between OISE Clinical and Counselling Psychology program and the Clinical Psychology field, housed in the UTSC Graduate Department of Psychological Clinical Science “is almost imperceptible”; original MOU between OISE and UTSC may no longer fully represent the nature of the relationship between the programs
 - ▶ Staff members commented on a sense of increasing workload and responsibilities, without additional staff or other resources to assist them
 - ▶ Current arrangements for staffing the Psychology Training Clinic do not meet the needs of the facility for coordination or programming

- ▶ Psychology Training Clinic Director is a core faculty member granted one half-course reduction in teaching obligation as compensation; most training clinics for accredited psychology programs in Canada have a dedicated director
- ▶ Cost-recovery model of APHD training clinic is unusual in Canada, and limits both the clinic's ability to work with underserved populations and the breadth of student learning experiences
- ▶ General issue of inadequate/outdated resources; reviewers noted uneven research and clinical facilities between OISE and UTSC programs, and observed that facilities, technology, and software in the Psychology Training Clinic need to be updated
- Long-range planning and overall assessment
 - ▶ Reviewers acknowledge that program enhancements and increases in faculty/staff complements may be difficult to accomplish without new revenue streams for the department, and note that new revenue generated by expanding international collaborations has been offset by increased workloads in instruction, supervision, and support

The reviewers made the following **recommendations**:

- Relationships
 - ▶ Provide resources for the UTSC Graduate Department of Psychological Clinical Science to develop nearby practicum sites and extend services on campus to nearby residents, to enhance the department's reputation for active engagement with the local community
- Organizational and financial structure
 - ▶ "Through the open and honest discussions with leadership and faculty at both OISE and UTSC it was apparent to the review team that now is an opportune time to revisit their MOU"; the revised MOU should harmonize policy and practice at OISE and UTSC and better reflect the relationship between programs at the two campuses
 - ▶ Reviewers convey a suggestion to create a central location for departmental staff members to make their interactions more efficient and recommend additional staff hires in the areas of grants administration and technical support for the JICS Lab School
 - ▶ Reviewers note the "urgent need" to hire an FTE staff psychologist as Director of the Psychology Training Clinic
 - ▶ Provide stable funding for the basic operating budget of the Psychology Training Clinic to enable expansion of operations and support for underserved populations
 - ▶ Locate funding to update space and resources of the Psychology Clinic
- Long-range planning and overall assessment
 - ▶ Consider creative options for revenue generation, such as providing coursework toward credentialing for certain professions

2. Administrative Response & Implementation Plan



UNIVERSITY OF TORONTO
OISE | ONTARIO INSTITUTE
FOR STUDIES IN EDUCATION

Glen A. Jones, Ph.D.
Professor and Dean

Professor Susan McCahan
Vice-Provost, Academic Programs
Office of the Vice-President and Provost
University of Toronto

September 18, 2020

Re: Administrative Response to the 2019-2020 External Review of the Department of Applied Psychology and Human Development and its programs

Dear Professor McCahan,

Thank you for your request for the administrative response to the external review of the Department of Applied Psychology and Human Development (APHD) and its programs, and for the summary of the review.

The external review took place during the 2019-2020 academic year, following a period of academic planning at OISE and the conclusion of Professor Earl Woodruff's first term as Chair of the department. Professor Woodruff has been reappointed as APHD Chair for another five-year term effective July 1, 2020 and is best positioned to lead the implementation of the review recommendations. In addition to the department's five programs with their multiple fields and degrees, the review also encompassed the field in Clinical Psychology (MA, PhD) housed within the Graduate Department of Clinical Psychological Science (GD-PCS) at the University of Toronto Scarborough (UTSC). Broadly consultative and inclusive – involving the participation of faculty, staff and students – the self-study process allowed members of the department to reflect on their achievements and challenges while considering the future. I would like to thank the leadership, faculty, staff, and students for embracing the review as an opportunity for reflection, and for demonstrating a collective commitment to the department's continued success. We are also appreciative of the contributions of external reviewers, professors Brown (University of Wisconsin-Madison), Loughran (Monash University), and Woody (University of British Columbia) for their visit and consultation with us in March 2020; their report represents a thoughtful review of the challenges and opportunities facing both the department of APHD and GD-PCS. What follows is our response to the points raised (in italics) in your letter dated June 20, 2020. The administrative response was developed in consultation with Chairs of APHD and GD-PCS, and reflects key elements of their respective unit responses. Matters concerning the Tri-campus framework for Clinical Psychology are addressed in collaboration with the UTSC Dean's Office and the Office of the Vice-Provost, Academic Programs.

Faculty

- *The reviewers recommended proceeding with the faculty complement plan, and urged that hiring scholars from under-represented groups into faculty positions should remain a high priority.*
- *The reviewers note that APHD faculty members “have a much higher supervision load than at comparable institutions, raising questions about the quality and availability of graduate supervision.” They observed significant intra-department service requirements for faculty members, and encouraged the department to “derive more efficient ways of conducting program business to free up more of faculty members’ time for supervision, teaching, and research.”*

- *The reviewers recommended improving communication with faculty regarding departmental plans and procedures, observing variability in faculty members' understanding (or awareness) of both the faculty complement plan and the institutional supports available for mentoring new/junior faculty.*

The Department of APHD is characterized by high-quality research, well-regarded graduate programs, exceptional professional education of early years and elementary teachers, and an excellent reputation for clinical training. Many of faculty in the department are renowned scholars who are committed to the advancement of applied knowledge in various areas including educational practice, policy, and research that informs our understanding of child development, special education and adaptive instruction, mental health, pedagogical practices, and theory. Despite challenges related to the declining faculty numbers and a slow rate of replacement, the department is optimistic and has invested tremendous energy and resources over the past three years to improve its programs, create new specializations and mount new programs. These initiatives have substantially increased the number of students and led the department to the next phase of faculty renewal planning that will sustain the excellence in research and scholarship, while supporting quality of its academic programs.

Implementation Plan

(a) Immediate to Medium-Term Actions (OISE, APHD)

Faculty Complement Plan and Diversity of Faculty. The previous review of APHD called for urgency in dealing with faculty renewal given the large number of faculty who were eligible to retire at the time. Since the 2011-2012 self-study, the department has had 13 faculty departures (12 for retirement, 1 for other reasons). On the other hand, the department has hired seven new faculty members plus a transfer from another department; however, this modest growth has not helped to offset the challenges related to declining faculty numbers. In collaboration with the Dean's Office, the department has developed a strategic and fiscally responsible faculty renewal plan that will be reviewed and updated annually. In addition to focusing on replacing retiring faculty and supporting the delivery of programs, the plan will prioritize increasing faculty diversity while continuing to support the department's commitment to innovation. As a step in this direction, Provostial approval was received to launch two new faculty searches in 2020-2021: one teaching-stream position in Developmental Psychology and Education; and the second tenure-stream position in Clinical and School Psychology: Anti-Black Racism in Mental Health and Education. These searches will focus on diversity and excellence and, if successful, will strengthen the department's faculty complement and contribute to increasing faculty diversity. Furthermore, OISE's Academic Plan 2017-2022 calls for increasing the diversity of faculty, staff and students in order to better reflect the communities we serve, which, along with our commitment to equity and social justice, continues to be a vital priority for all of our departments and units. With a view to realizing this commitment and ensuring that equity is evident throughout all institutional practices and at every level of engagement, [OISE's Guiding Principles on Equity and Diversity](#) inform all decisions and initiatives, including recruitment, hiring, retention, evaluation and promotion of faculty. At the institutional level, the Dean's office works collaboratively with the Dean's Advisory Council on Indigenous Education (DACIE), the Indigenous Education Network (IEN), and the Black Faculty Caucus to increase participation of under-represented groups. A call for nominations for two Tier 2 CRC reserved for faculty from the four under-represented groups identified by Tri-Council will soon be launched and will be open to faculty from all four departments. These initiatives are intended to establish and support a critical mass of diverse scholars and graduate students at OISE.

Workload Management. The increasing faculty workload is an ongoing challenge for APHD and is a result of enrolment growth, rise in research grant funding, and expanded student services support. Over time, it has been exacerbated by the loss of faculty, inadequate staffing and increasing demands associated with department administration, supervision and teaching. The department does not have support staff to assist in

research grant administration (e.g. creating budgets, ordering equipment, facilitating contracts) further increasing the burden on faculty. To address this issue, the department will consider the possibility of adding a term position to support research, to be paid for by research funding across the department. Additionally, to alleviate pressures on faculty associated with intra-department service needs, the department will review its committee structure, which includes APHD Council, Executive and Program Committees with a focus on creating a more effective structure. An OISE-wide initiative, Thesis in Motion, has been set up to provide workshops to students who may be struggling during their thesis writing phase, which is intended to accelerate the time to completion for students in their final years and reduce supervision workload. OISE has also engaged in streamlining recruitment and admissions processes in collaboration with SGS through the use of the Slate platform. It is expected that these initiatives will increase efficiency in managing programs while allowing faculty more time for supervision, teaching and research.

Communications, Procedures & Mentoring Junior Faculty. Working collaboratively with colleagues across OISE, the department will continue its efforts to improve communication and engage in streamlining procedures. Since the 2011-2012 review and subsequent departmental restructuring at OISE, the department has added a dedicated Communications and Event Planner staff position to help disseminate research results, improve communication with students and support marketing, outreach and recruitment initiatives. As a result of the increasingly complex and growing operations, the department also added the position of Manager, Departmental Academic Operations and Administration, which has had a positive impact on managing the department's academic and administrative priorities. In addition to the department-based support, OISE Dean's Office organizes a series of Early Career Faculty Development meetings (4 to 6 sessions a year) facilitated by a senior colleague with experience in faculty development and mentoring. Recent sessions have included, for example, discussions of approaches to graduate supervision, teaching in relation to interim review, tenure review, and continuing status review, use of teaching evaluation guidelines, and preparing a teaching portfolio. The Dean and Associate Deans also provide individualized mentoring to faculty related to the development of teaching and research.

(b) Immediate to Medium-Term Actions (UTSC, GD-PCS)

Faculty Complement Plan and Diversity of Faculty. As a relatively new graduate department, the GD-PCS's faculty complement of seven tenure-stream and two teaching-stream faculty is not sufficient to meet the supervisory and administrative needs of a growing and vibrant clinical training program, as well as provide the best training environment for the departments' diverse students and the diverse population of the Greater Toronto Area (GTA), including the Scarborough region. With the goal of hiring additional faculty to strengthen the current complement, the department's faculty renewal planning will be accomplished through a collegial and collaborative process and will be targeted to enable the hiring of faculty from under-represented populations including Indigenous, Black, and People of Colour, as well as individuals from other under-represented groups.

Students

- *The reviewers observed that APHD students were drawn from a wide array of backgrounds and experiences, which enhanced interactions with their peers, colleagues, faculty and staff. The reviewers noted that programs appeared to vary in their degree of student diversity and recommended continuing to support diversity of student population through selection procedures.*
- *The reviewers commented on the variety of graduate funding structures across programs, and recommended ensuring the availability of adequate financial support to remove barriers to students from diverse financial backgrounds.*

Student Diversity. APHD attracts excellent applicants to its programs, both domestic and international, allowing for admission of strong students who have a high rate of success in securing both external scholarships, as well as academic and other research positions. With most applicants coming from GTA

versus the rest of Canada and internationally, the need to continue to diversify the department's applicant pool is critical. Since the previous review, the department has significantly increased its international applicant pool and student enrolment. Specifically, the work on reinvigorating programs and creating new specializations (e.g. New field in Global Mental Health within the Counselling Psychology MEd), and increased international marketing initiatives (e.g. Developmental Psychology and Education MEd) have contributed to the growth of international student enrolment by over 400 percent over the last three years. It is expected that the new innovative EdD program in Child Study and Education, which will enroll its first cohort in September 2020, will contribute to this growth.

Student Funding. In addition to base funding, students in research-stream programs are encouraged and supported by faculty to apply for external scholarships. Rates of external scholarship among APHD students is among the highest at OISE. For example, since 2012, an average of 42 percent of students have been supported by external scholarships each year with most of these students being funded by the Ontario Graduate Scholarship (OGS) or a Tri-Council scholarship. Additional sources of funding include conference funding and working on faculty grants or winning small scholarships. Funding for students in professional programs (MEd, EdD and Flex-time PhD) include bursaries and loans, including OSAP, Graduate Assistantships (GA), Research Assistantships (RA) and external awards. The main funding mechanism is the GA program. In addition to students in research-stream programs, a provision in the collective agreement allows a determined number of students outside the funded cohort to access GA-ships. In the aftermath of the disruption caused by COVID 19, OISE increased its emergency bursaries budget, and participates in the SGS tuition fee exemption initiative for students who need an additional semester to complete their degree.

Implementation Plan

(a) Immediate to Medium-Term Actions (OISE, APHD)

Under the Equity, Diversity and Accessibility focusing theme, the OISE Academic Plan 2017-2022 includes an objective to “ensure appropriate admissions, recruitment and retention policies, based on clearly identified goals, in order to increase diversity among students.” To respond to this objective, in collaboration with the Office of Associate Dean, Programs, the Office of the Registrar and Student Services (ORSS), and the Office of Communications and External Relations, the new [recruitment website](#) was launched and supports diverse student recruitment. Additionally, as per the Academic Plan, a staff position to support the departments with recruitment and retention of international students, including identifying sources of funding for international students was established within the ORSS. Similarly, the Indigenous Education Liaison staff position was created within the Office of the Dean to provide administration and coordination support for Indigenous activities including Indigenous student recruitment and retention. In 2017-2018, OISE's Diverse Recruitment and Admissions Working group (DRAW) released a report on outcomes of the OISE Applicant Survey, which was distributed to the departments and programs to help identify and address applications and admissions process issues that may inhibit diversity. Drawing on findings from this report, the Office of Associate Dean, Programs will convene a committee of faculty and staff involved in student recruitment and admissions activities at OISE to develop a comprehensive recruitment strategy designed to increase the pool and quality of applicants with a view to enhancing participation of students from underrepresented groups in all programs. Additionally, a subcommittee of the OISE Programs Strategic Advisory Group (OPSAC) will be established to review current and investigate new mechanisms for providing student financial support and identify means of increasing the share of student funding provided through external research grants and fellowships. Both the development of a recruitment strategy and improved student funding mechanisms are important priorities outlined in the OISE Academic Plan 2017-2022, and are expected to be completed within the next two years. The department of APHD will participate in these OISE-wide initiatives and will continue to review and refine its recruitment and admissions strategies, and engage in program innovation in order to further diversify its student population.

(b) Immediate to Medium-Term Actions (UTSC, GD-PCS)

The GD-PCS is in the process of reviewing their admissions procedures, and as a first step, due to the pandemic, has waived GRE scores for the current admissions cycle¹. Over the medium-term, to ensure a fair and inclusive admissions process for all applicants and to diversify the applicant pool, the GD-PCS will review GRE scores and other admissions strategies such as website, promotional materials, and interview procedures to confirm they reflect the department's inclusion, diversity and equity values. Related to student funding, in 2020, GD-PCS undertook a review of their graduate funding structures resulting in an increase to the base funding packages for MA and PhD students from 20K last year to 21K for 2020-2021, as well as in additional stipends for students holding Tri-Council, OGS or CGS D scholarships. The department will continue to work on improving its student funding mechanisms and—since the length of the program can be a financial impediment to students from diverse backgrounds—will also develop strategies to reduce time-to-completion, for example, by encouraging more manageable dissertation topics and strategically choosing clinical training opportunities. These initiatives will help the department provide competitive funding packages and attract the best students to its degree programs.

Programs

- *The reviewers commented on uneven program satisfaction rates among recent APHD graduates, and recommended closer tracking of “the success of educational objectives in each program,” as well as graduate employment outcomes, to guide quality enhancement efforts.*
- *The reviewers were surprised that the MEd in Counseling Psychology does not require a background in psychology or a related field, noting that this was unusual among applied mental health programs.*
- *The reviewers noted that the use of hybrid and online course delivery methods for international placements in the Global Mental Health field may limit students’ opportunities to socialize and develop “the complex interpersonal skills required for counselling.”*
- *The reviewers noted the closure of the Research-Intensive Training field within the MA in Child Study and Education and recommended attention to mechanisms for expanding research opportunities for all MA CSE students without adding to faculty workload.*
- *The reviewers note that the relatively new UTSC-based field has not yet had an opportunity to develop nearby practicum sites or extend services on campus to nearby residents. They suggest that providing resources for these services would extend the department’s reputation for active engagement with the local community.*
- *The reviewers highlighted some areas that might benefit from better cross-program coordination and sharing, for example Indigenous content between specialty areas in psychology. They flagged the need for greater access to course work on diversity, equity, and social justice issues throughout the program areas.*

The department of APHD consists of five programs with multiple degrees and fields all of which share a commitment to excellence in academic and professional training in psychological, educational, and policy aspects of typical and atypical human development across the lifespan contextualized within a framework that acknowledges the diversity of human experiences. Over the past five years, the department has developed and implemented several program innovations including the redesigned Doctor of Education (EdD) in Counselling Psychology (2017) featuring the ‘*thesis – dissertation in practice*’ as the culminating component of the program. In 2019, a new EdD in Child Study and Education was approved and will enroll its first cohort in September 2020. The proposal to add a new field in School Psychology within the Counselling Psychology (EdD) was developed and is expected to receive governance approval in the Fall of 2020.

¹ This is also the case for APHD for the 2020-2021 admissions cycle.

Implementation Plan

(a) Immediate to Medium-Term Actions (OISE, APHD)

Quality Enhancement. The department is committed to continuous improvement of its programs under the University of Toronto's Quality Assurance Process (UTQAP). Assessing the success of educational objectives, program and graduate outcomes is typically accomplished through several mechanisms including academic change (program modifications), student evaluation of teaching in courses, accreditation and cyclical reviews of programs, as well as through academic planning. Under the Transformative and Innovative Pedagogy focusing theme, OISE's Academic Plan 2017-2022 includes a priority to establish ongoing quality assessment for programs including collection of data on student experience such as exit surveys, focus groups, and the role of students and staff in academic change in order to ensure continuous program improvement. Following the approval of the Plan in 2017, the position of Institutional Research Analyst was established within the Office of Associate Dean, Programs to improve accuracy and access to data for departmental administrators, and to support data-informed decision-making regarding programs and student experience. With the conclusion of the 2019-2020 review, the department will engage in implementing the review recommendations and monitoring progress. Additionally, OISE is scheduled to undergo a Provostial review in 2020-2021 commissioned to coincide with the last year the current Dean's term. It is expected that within two years, following the appointment of a new Dean, OISE will engage in a new planning cycle and opportunities to gather and analyze data on program and student outcomes will inform future planning, academic change and quality improvement initiatives.

The Master of Education (MEd) in Counselling Psychology is a professional program. In addition to an appropriate bachelor's degree from a recognized university with standing equivalent to a mid-B or better, at least one year of relevant professional counselling-related experience is required for admission to the program. Over the next academic year, the program faculty will review admissions requirements for the MEd degree with a view to ensuring that these requirements are appropriate and in alignment with the Degree Level Expectations and the Program Learning Outcomes.

The field in Global Mental Health (GMH) within the Counselling Psychology (MEd) was established in 2017 and following its initial success in boosting international student enrolment, the proposal to establish a Dual Degree Program involving the GMH field and a Master of Science (M.Sc.) in Applied Psychology offered by the Department of Psychiatry, China Medical University, was developed and is awaiting governance approval in the fall of 2020. In their second year, GMH students complete a 250-hour placement in an international field setting while registered the APD1283H Peer and Video-Based Counselling with Practicum Field-Based Learning in Global Mental Health course. The combination of online and in-person learning in this course provides a supportive structure for students during their placement. The pandemic imposed shift to online course delivery has also necessitated rethinking of the placement for this course and the need to offer local in-person or remote placements. Nonetheless, the course-based learning experience, will continue to ensure that students have the competencies and skills needed to pursue work in counselling within the global context including treatment planning, case conceptualization, ethical decision-making, etc.

The Master of Arts in Child Study and Education (MA-CSE) is a professional program accredited by the Ontario College of Teachers (OCT). Since its inception in 1997, the program has successfully combined the requirements of professional teacher education within advanced study of education theory and research. While the program offers two fields: (1) Practice-Based Inquiry (PBI) in Psychology and Educational Practice; and (2) Research Intensive Training (RIT) in Psychology and Education, due to low enrolment, in the fall of 2019, admissions to the RIT field have been administratively suspended. During the 2020-2021 academic year, the program faculty will consider the future of this offering and determine whether to formally close the RIT field while ensuring that students in the PBI field not only meet but exceed the OCT accreditation requirements related to the use of educational research and data analysis.

(b) Immediate to Medium-Term Actions (UTSC, GD-PCS)

UTSC-based CP Field Partnerships. The GD-PCS, is relatively new and is in the process of developing community partnerships; however, since the review, the department has developed partnerships with the Ontario Shores Centre for Mental Health Sciences (OSCMHS) and Scarborough Health Network (SHN). In collaboration with undergraduate departments of Health and Society and Computer and Mathematical Sciences, the department received 600K in funding from the Office of the Vice-Principal, Research and Innovation (OVPRI) under the UTSC Clusters of Scholarly Prominence Program. This will help to establish an interdisciplinary Clinical Research and Evaluation Cluster (CREC) that will enhance partnerships integrating epidemiology, health economics, clinical neuroscience, biostatistics, and health humanities to enhance the impact, reach, and implementation of evidence-based psychological treatments for mental health. It will also facilitate student training needs and clinical research. Additionally, the GD-PCS recently re-affirmed its participation in the Collaborative Specialization in Addiction Studies at the Dalla Lana School of Public Health, thereby supporting a multi-disciplinary training environment for students interested in studying addiction². Over the long-term, GD-PCS will continue to leverage new opportunities to enhance its partnerships.

(a) Immediate to Medium-Term Actions (OISE, APHD)

Cross-program Collaboration and Sharing. All APHD programs include specific courses, or embed Indigenous, equity, diversity and accessibility issues within courses. For example, the APD1290H Indigenous Healing in Counselling and Psychoeducation is accessible to all APHD students, as well as to OISE students as one of the courses listed under the Indigenous Education degree theme³. Additionally, the APD1207H Counselling Topics in Sexual Orientation and Gender Identity Diversity, and the APD5013HS Special Topics in APHD: Master's Level Dimensions of Diversity: Teaching English Language Learners, are courses open to all APHD students. While the department will continue to explore possibilities for cross-program coordination and sharing, the Office of Associate Dean, Programs will identify equity, diversity and accessibility courses that are open to all OISE students with a view to adding the Equity, Diversity and Accessibility degree theme to the existing four themes (i.e. Indigenous Education, Urban Education, Educational Technology, and Program Evaluation). Regarding courses on Indigeneity, currently, there are 22 such courses, most of which are open to students from all four OISE departments including APHD. Related to this, it is important to note the accredited programs offer limited possibility for choosing courses outside the program; however, most programs have an elective space of at least two half-courses. Moreover, the Office of Associate Dean, Programs has undertaken consultations with DACIE members to explore the possibility of establishing an OISE-wide collaborative specialization in Indigenous Education, and to increase access and visibility of Indigenous courses in all programs, which will further enhance cross-program coordination and sharing while helping to realize specific priorities outlined in the Academic Plan.

(b) Immediate to Medium-Term Actions (UTSC, GD-PCS)

Cross-program Collaboration and Sharing. The GD-PCS is in the process of reviewing its curriculum for “diversity” of perspectives, authors, and content starting with reviewing syllabi for Fall 2020 courses and this will continue in the Winter term until all courses have been reviewed. In the medium-term, the department will engage in a fulsome curriculum review looking to enhance their coverage of Indigenous, social justice and other non-western perspectives and worldviews with the goal of strengthening their curriculum in these areas. In this process, in light of OISE’s leadership in areas of Indigeneity and social justice, the GD-PCS will discuss course sharing possibilities with their APHD colleagues. This work will naturally be facilitated with the renewal of the MOU between UTSC/GD-PCS and OISE/APHD.

² APHD’s CCP field MA, PhD degree programs are also participating in this Collaborative Specialization.

³ OISE degree themes guide course selection and allow students to add an additional focus to their degree:
https://www.oise.utoronto.ca/oise/Programs/Degree_Themes.html

Structures

- *The reviewers made a number of recommendations regarding the operation of the OISE Psychology Clinic:*
 - *They identified as an “urgent need” the hiring of a full-time Clinic Director, to align with the practice at most comparable Canadian training clinics.*
 - *They noted that the clinic is “in need of attention in terms of generally updating the facility and a focus on appropriate recording equipment.”*
 - *They observed that most comparable training clinics do not operate on a cost-recovery model, and note that “providing stable funding for the basic operating budget would allow the clinic to work with underserved populations... and enhance the breadth of student learning.”*
- *The reviewers observed that “this is an opportune time to revisit the MOU between OISE and UTSC to harmonize policy and practice.” They note that, currently, “presenting these two fields as one program does not appear to accurately represent their true relationship to prospective students.” They recommended clarifying the structure of the University’s tri-campus framework for Clinical Psychology.*

The OISE Psychology Clinic serves the professional training needs of the Clinical and Counselling Psychology, and the School and Clinical Child Psychology programs. It also supports clinical research and provides comprehensive and confidential assessment and intervention services to children and adolescents, and adults in the Toronto community. Faculty who are licensed psychologists provide direct supervision to students working in the Clinic.

We would like to note that, due to the very demanding three-day review schedule involving meetings held on two different campuses, the reviewers did not have the opportunity for a comprehensive tour of the Clinic. For this reason, we would like to highlight that the Clinic has state-of-the-art facilities including equipment for video-recording of live psychotherapy sessions, a one-way mirror for in-vivo observation of sessions by faculty supervisors, and an extensive test library where students and faculty can access the latest assessment and instructional materials. Located on the 7th floor, the Clinic has two student and two faculty offices, a reception and waiting area with eleven clinical rooms, two group rooms, a clinical training room with play therapy with a small desk for young clients to work. There are also two AV rooms, photocopying room, and storage room. In 2017, the Clinic went through a renovation and doubled its footprint. The Clinic operations are managed by a full-time Administrator and a Steering Committee of faculty and students responsible for developing Clinic policy, monitoring the effectiveness of the management, and generating recommendations for action. The Clinic has an additional budget of \$82,849 mostly to pay support staff salary and benefits.

(a) Immediate to Medium-term Actions (OISE, APHD)

The last five years have seen significant development of the size and role of the Psychology Clinic. Through the Toronto Area Internship Consortium partnership, the Clinic is a “community meeting place” for excellence in the provision of psychological services. As such, the Clinic is increasingly viewed by APHD as a place where some of the real challenges of those living in the city can be addressed through assessment, academic remediation and psychological counselling services. Over the next cycle, the department will explore how the Clinic could grow its role as a hub of expertise and opportunity for meeting some of the needs of Toronto’s diverse, vulnerable, urban populations. For example, the Clinic could offer networking and professional education opportunities including offering courses for professionals needing additional training in assessment or intervention with specific client groups. Finally, through the Clinic, the department’s expertise in academic intervention could be profiled by involving professional master’s students (MEd & MA-CSE) partnering specifically with high-needs schools.

The Tri-Campus Framework for Clinical Psychology. The Counselling and Clinical Psychology (CCP) program is part of the framework for the current and future development of Clinical Psychology as a tri-campus offering at the University of Toronto. The framework was established by the Memorandum of Understanding (MOU) signed by OISE and UTSC Deans and Chairs of Psychology Departments on May 6, 2013⁴. According to this framework, OISE’s program in Counselling Psychology was renamed ‘Counselling and Clinical Psychology’ with two fields: ‘Clinical and Counselling Psychology (CCP)’—based at OISE and offered within the Department of APHD, and ‘Clinical Psychology (CP)’—based at UTSC and offered within the GD-PCS. The rationale for the establishment of the tri-campus framework for Clinical Psychology, was in keeping with the principles and objectives of the University’s Towards 2030 long-range planning document including: (1) the development of graduate programs on all three campuses; and (2) non-duplication of doctoral stream graduate programs across the three campuses. The framework necessitated the review of the UTSC-based CP field along with the review of the Department of APHD and its programs in 2019-2020. Although this arrangement added to the complexity of the review process from selecting reviewers, harmonizing input from each department within the self-study, and coordinating a more demanding review schedule that involved a visit to two University of Toronto campuses, the review also represented an opportunity for collaboration between the two divisions and their respective departments.

Implementation Plan

(b) Immediate to Medium-term Actions (OISE, APHD & UTSC, GD-PCS)

Because the review report raised issues related to the tri-campus Framework for Clinical Psychology, on July 27, 2020, the Office of the Vice-Provost, Academic Programs, arranged a meeting with OISE Dean, and Associate Dean, Programs to gain insights and discuss next steps for the tri-campus Clinical Psychology offerings. Following the consideration of the administrative response to the APHD review and other review documents (i.e. the review report, self-study and unit responses) by the Committee on Academic Policy & Programs (AP&P) on October 27, 2020, the Vice-Provost, Academic Programs Office will convene additional meetings involving academic and administrative leaders and faculty from OISE and UTSC to work towards the renewal of the MOU. It is expected that this process will clarify the structures ensuring that they are sustainable and represent the true relationship between the two divisions and their respective departments. Both OISE and UTSC and their departments of APHD and GD-PCS respectively agree that the 2020-2021 academic year is the opportune time to engage in the MOU renewal and look forward to working with the Office of the Vice-Provost, Academic Programs to facilitate this important process.

We trust that this response addresses the main areas raised by the reviewers. Please contact me if you have any questions or require additional information.

Sincerely,



Glen A. Jones, PhD
Professor and Dean, Ontario Institute for Studies in Education

Cc: Professor William Gough, Vice-Principal Academic and Dean, UTSC
Professor Vina Goghari, Chair, Graduate Department of Psychological Clinical Science, UTSC
Professor Earl Woodruff, Chair, Department of Applied Psychology and Human Development, OISE

⁴ Although the MOU stipulates that it should be reviewed annually, it has not been reviewed since it was signed.

3. Committee on Academic Policy & Programs (AP&P) Findings

The spokesperson for the Reading Group reported that the summary covered the full Review. The groups noted that the external reviewers recognized APHD's highly accomplished faculty, its impressive graduate students, as well as its hard-working and dedicated administrative staff. The Group agreed that the Dean's administrative response fully addressed the issues identified.

Dean Glen Jones noted the strength of the review and noted the important collaboration between the department and UTSC's Psychological Clinical Science graduate unit.

No follow-up report was requested.

4. Institutional Executive Summary

The reviewers praised the Department's substantial contributions to OISE's reputation as one of the best educational training programs in the world; they were impressed by the high caliber of the students in all of the Department's programs across both campuses, and noted their success at obtaining awards and fellowships; they commended the faculty's record of research excellence; they noted the department's innovative facilities and practices, in particular the School and Clinical Child Psychology program's distance practicum and the Jackman Institute's Lab School; and they praised the department's numerous recent initiative to enhance accessibility, diversity and indigeneity across its administration and academic offerings. The reviewers recommended that the following issues be addressed: proceeding with the faculty complement plan and prioritizing scholars from under-represented groups; addressing significant intra-department service requirements for faculty and considering more efficient ways of conducting program business to free up faculty time for supervision, teaching and research; improving communication with faculty regarding departmental plans and procedures; continuing to support diversity of student population through selection procedures; ensuring the availability of adequate financial support to remove barriers to students from diverse financial backgrounds; considering background requirements in psychology or a related field for the MEd in Counselling Psychology; addressing potentially limited opportunities to socialize and develop interpersonal skills for international placements in the Global Mental Health field; considering mechanisms for expanding research opportunities for all MA CSE students without adding to faculty workload; tracking "the success of educational objectives in each program," and graduate employment outcomes; providing resources for the UTSC-based field to develop practicum sites or extend services on campus; improving cross-program coordination and sharing, in particular related to diversity, equity and social justice issues; clarifying the structure of the University's tri-campus framework for Clinical Psychology; and addressing operational issues at the OISE Psychology Clinic by hiring a full-time Clinic Director, updating the facility, and providing stable funding for the basic operating budget.

5. Monitoring and Date of Next Review

The Dean's Office will monitor the implementation of recommendations through ongoing meetings with the department leadership. A brief report to the Office of the Vice-Provost,

Academic Programs, midway between the March 2020 site visit and the year of the next site visit, will be prepared.

The next review of the department and its programs will be in the 2027-28 academic year.

6. Distribution

On June 30, 2021, the Final Assessment Report and Implementation Plan was posted to the Vice-Provost, Academic Programs website and the link provided by email to the Dean of OISE, the Secretaries of AP&P, Academic Board and Governing Council, and the Ontario Universities Council on Quality Assurance. The Dean provided the link to the Department Chairs.