

Year 3 (2026) - FAR Implementation Report

Psychology (PSYC)

Graduate and Undergraduate Programs

(reviewed 2022/23)

Recommendation #1

New communications should be created to support undergraduate students' informed decisions regarding, and navigation of, different undergraduate Psychology programs.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee encourages the Department to work with the Dean's office to determine appropriate strategies to move forward on this issue and recognizes that this recommendation is also linked to #4.

Implementation Plan (1st Priority)

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

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Add a Psychology Brightspace page to serve as a communication hub for Psychology majors.	Department	C		
Action #2 Update and streamline the Department's undergraduate website (with support from FOSS Communications Officer).	Department	C		O
Action #3 Hold the "Choosing a Stream" Information session this spring; Have Academic Advisors also offer 2 online sessions in June before registration.	Department	T	O	
Action #4 Host online information sessions for specific student cohorts the day before registration opens for each cohort.	Department	C	O	
Action #5 Hold two Registration Information Sessions in June for all students.	Department	T	O	
Action #6 Increase walk-in advising availability.	Department	C	O	

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

<p>Action #7 Implement new Excel-based program plans that include information about all streams including requirements and outcomes.</p>	<p>Department</p>	<p>C</p>	<p>O</p>	
--	-------------------	----------	----------	--

Comments 2024:

Action #1: The page is expected to go live April 1, 2024.

Action #4: These sessions will be held again this year.

Action #6: We now have 1 hour of walk-advising every day (2 hours on Tuesdays).

Action #7: On these new excel-based plans there is a clear indication at the end of 2nd year that students need to consider their choice of stream, with links to more information about the streams. The new plans also have a section for notes about meetings where students can review information that was covered during an appointment. They are standardized, live cloud-based documents that students can refer to on an on-going basis.

Comments 2025:

All actions are now ongoing or completed.

Comments 2026:

All actions are now ongoing or completed. We are currently working with the Communications Officer in FOSS to update our Psychology Webpage, which involves integrating our current PSYC Majors manual with our Departmental webpage. I will note that an Academic Advisor resigned in October 2025 and her replacement was hired in January 2026. We lost our senior Academic Advisor/department administrator in March 2026 (the position was eliminated, and they were the person responsible for workshops), so we have experienced some disruptions to holding our workshops and information sessions. We are currently hiring a part-time Academic Advisor position to help maintain and even increase academic advising support, but it will take a few months to train this new staff member. This year, we also shared information on what 4th year PSYC students wish they had known with our second year PSYC students enrolled in PSYC 2P01. This student-to-student communication will help our junior students plan ahead and make decisions with this advice from senior students in mind.

Recommendation #2

The graduate program should include opportunities for graduate students to gain critical professional skills by presenting their research ideas and findings to multiple faculty members and fellow graduate students, and by engaging in discussions of research theory and practice in their fields.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee encourages the Department to work with the staff of both Deans’ offices to enhance opportunities for graduate students’ professional development.

Implementation Plan (2nd Priority)	
Responsible for approving:	Department
Responsible for resources:	Department/Deans
Responsible for implementation:	Department/Deans
Timeline:	Dean of Social Sciences to report by the end of academic year 2024/25.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Discuss possible updates to program requirements.	DEPT, GPD	C		
Action #2 Offer elective grad courses related to professional development.	DEPT, GPD	O		
Action #3 Promote and disseminate professional development opportunities offered by FOSS and FGSPA.	DEPT, GPD	C		
Action # 4 Communicate regarding professional development opportunities via Fall orientation and the creation of a monthly department newsletter.	DEPT, GPD	T	O	

Comments 2024:

- We have already discussed updating Focal Area Research Seminar (FARS) and other program requirements, including the possibility of an annual in-house conference. Next step: Departmental discussion (likely April department meeting).
- We will continue to offer Professional Issues (PSYC 7P03) as an elective on a bi-annual basis, open to MA and PhD students, which addresses professional development.
- We will continue to offer (and promote to our students) the Teaching Apprenticeship (PSYC 7P07) course as an elective for our PhD students, which includes professional skill development in the form of undergraduate teaching (i.e., lecture planning and delivery, seminar planning, assessments).
- We will continue to offer (and promote to our students) the Research Apprenticeship (PSYC 7P08) course as an elective for our PhD students, which includes professional skill development in the form of expanding and advancing students’ hands-on experiences with different types of research and research methodology.
- We will continue to offer (and promote to our students) the Community Apprenticeship (PSYC 7P09) course as an elective for our PhD students, which includes professional skill development in the form of community-based research and other hands-up learning experiences (e.g., psychological assessments; applied practice; placements in schools, community-groups, NGOs, and governmental organizations).
- We will continue to promote and disseminate (e.g., via email, in-class announcements) information concerning professional development opportunities offered by FOSS and FGSPA.
- We will incorporate professional development opportunities during the Fall orientation (MA-1 students) re-orientation (MA-2, PhD1-4 students) sessions.
- We will create a monthly departmental newsletter for communicating to students and faculty various upcoming deadlines and opportunities, including experiential learning opportunities. The first newsletter is expected by September 2024.

Comments 2025:

- Updates to the Focal Area Research Seminar (FARS) and grad program more broadly were voted on in May 2024. We have prepared an application for a Major Modification to the MA and PhD programs that will be circulated to the department this month, then to the Deans, then ARC. Among other changes, this will reduce the number of FARS credits required of PhD students, so they are free to take another 0.5 credits as an elective. This can be used for the various electives detailed above (in Comments 2024 section).
- We applied for and were awarded the Dean’s Discretionary Fund to hire a Graduate Student Ambassador, who has been assisting the GPD in organizing colloquia and a brownbag seminar series for the department. Two of the brownbag sessions were reserved for grad student research talks (i.e., “data blitzes”), which have allowed “graduate students to gain critical professional skills by presenting their research ideas and findings to multiple faculty members and fellow graduate students”. So far, these sessions have been well attended. The other brownbag sessions have focused on student mental health, open science practices, knowledge mobilization, and non-academic careers.
- We continue to disseminate professional development opportunities offered by FOSS and FGSPA.
- We incorporated professional development information in our Fall orientation (MA-1 students) and re-orientation (MA-2, PhD1-4 students) sessions.
- In lieu of a departmental newsletter, the GPD instead emails all grad students and faculty with professional development opportunities that may be of interest and deadline reminders on an as needed basis. These tend to get a better response than less targeted newsletters.

Comments 2026:

- We will continue to offer Professional Issues (PSYC 7P03) as an elective on a bi-annual basis, open to MA and PhD students, which addresses professional development.
- We will continue to offer (and promote to our students) the Teaching Apprenticeship (PSYC 7P07) course as an elective for our PhD students, which includes professional skill development in the form of undergraduate teaching (i.e., lecture planning and delivery, seminar planning, assessments).
- We will continue to offer (and promote to our students) the Research Apprenticeship (PSYC 7P08) course as an elective for our PhD students, which includes professional skill development in the form of expanding and advancing students’ hands-on experiences with different types of research and research methodology.
- We will continue to offer (and promote to our students) the Community Apprenticeship (PSYC 7P09) course as an elective for our PhD students, which includes professional skill development in the form of community-based research and other hands-up learning experiences (e.g., psychological assessments; applied practice; placements in schools, community-groups, NGOs, and governmental organizations).
- We applied for and were awarded the Dean’s Discretionary Fund to hire a Graduate Student Ambassador, who has been assisting the GPD in organizing colloquia and a brownbag seminar series for the department. Two of the brownbag sessions were/are reserved for grad student research talks (i.e., “data blitzes”), which have allowed “graduate students to gain critical professional skills by presenting their research ideas and findings to multiple faculty members and fellow graduate students”. So far, these sessions have been well attended. The other brownbag sessions have focused on experiential learning and community apprenticeship, graduate student services (e.g., Student Accessibility Services), and academic careers.

- We continue to disseminate professional development opportunities offered by FOSS and FGSPA.
- We incorporated professional development information in our Fall orientation (MA-1 students) and re-orientation (MA-2, PhD1-4 students) sessions.
- In lieu of a departmental newsletter, the GPD instead emails all grad students and faculty with professional development opportunities that may be of interest and deadline reminders on an as needed basis. These tend to get a better response than less targeted newsletters.

Recommendation #3

The graduate program should include work-integrated or experiential learning opportunities for graduate students.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. The Committee encourages the Department to work with the staff of both Deans’ offices to enhance existing work-integrated or experiential learning opportunities for graduate students.

Implementation Plan (2nd Priority)

Responsible for approving:	Department
Responsible for resources:	Department/Deans
Responsible for implementation:	Department/Deans
Timeline:	Dean of Social Sciences to report by the end of academic year 2024/25.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Offer and promote existing courses with experiential learning opportunities.	DEPT, GPD	O		
Action #2 Consider changing program requirements to allow Ph.D. students to take an additional elective course, which would expand experiential learning opportunities.	DEPT, GPD	T	T	O
Action #3 Promote and communicate information about experiential learning opportunities, including those available through FOSS, FGSPA, and MITACS.	DEPT, GPD	T	O	
Action #4 Consult with CCEE and FOSS Dean’s office concerning experiential learning opportunities.	DEPT, GPD	T	T	O
Action # 5 Create a database of organizations that have offered community apprenticeships or employment to psychology graduate students.	DEPT, GPD	T	O	

Comments 2024:

- We will continue to offer (and promote to our students) Professional Issues (PSYC 7P03) as an elective on a bi-annual basis, which addresses professional development including discussions of on- and off-campus experiential learning opportunities for our grad students.
- We will continue to offer (and promote to our students) the Teaching Apprenticeship (PSYC 7P07) course as an elective for our PhD students, which includes experiential learning opportunities in the form of undergraduate teaching (i.e., lecture planning and delivery, seminar planning, assessments).
- We will continue to offer (and promote to our students) the Research Apprenticeship (PSYC 7P08) course as an elective for our PhD students, which includes experiential learning opportunities in the form of expanding and advancing students' hands-on experiences with different types of research and research methodology.
- We will continue to offer (and promote to our students) the Community Apprenticeship (PSYC 7P09) course as an elective for our PhD students, which includes experiential learning opportunities in the form of community-based research and other hands-up learning experiences (e.g., psychological assessments; applied practice; placements in schools, community-groups, NGOs, and governmental organizations).
- We will continue to offer (and promote to our students) a rotating series of advanced statistics and research methods elective courses, each of which include experiential learning opportunities in the form of hands-on data analysis, coding skills (e.g., in MATLAB, Python, R), and writing communication of research findings.
- We have considered changing program requirements to allow PhD students to take an elective course in place of a third year in FARS, which would expand opportunities for experiential learning (e.g., through apprenticeships or other electives). Departmental discussion and voting are anticipated by May 2024.
- We will continue to promote and disseminate information concerning experiential learning opportunities offered by FOSS and FGSPA.
- We will promote the MITACS program as a mechanism for gaining (paid) research experience in a real-world setting.
- We will incorporate professional development opportunities during the Fall orientation (MA-1 students) re-orientation (MA-2, PhD1-4 students) sessions.
- We will consult with Co-op, Career and Experiential Education concerning experiential learning opportunities with local organizations and businesses who might benefit from graduate student participation. Consultations will begin in May 2024.
- We will consult with the FOSS Dean's office concerning connections with the university-wide Community and Government Relations Office. Consultations will begin in May 2024.
- We will create a database of local organizations where grad students have either participated in a community apprenticeship and/or locations where former students are now employed. This process will begin in May 2024.
- We will create a monthly departmental newsletter for communicating to students and faculty various upcoming deadlines and opportunities, including professional development opportunities. The first newsletter is expected by Sept 2024.

Comments 2025:

- We continue to offer the work-integrated and experiential learning opportunities detailed above.
- In addition, we have voted to allow PhD students to take an elective course in place of a third year in FARS, which will expand opportunities for experiential learning (e.g., through apprenticeships or other electives). As mentioned above in response to recommendation #2, we have prepared a Major Modification that will soon be submitted to ARC.
- In addition to the steps listed above, we have created a Careers page on our Grad Program's SharePoint site with information about academic and non-academic careers.

- We have also created a "[Where are they now?](#)" page, so students can see where former graduate students now work. These may serve as points of contact for apprenticeships at these organizations.
- We are in the process of creating a database on our SharePoint of organizations where students have previously completed their apprenticeships.
- Consultations with the Co-op, Career and Experiential Education and FOSS Dean’s office concerning experiential learning opportunities with local organizations and businesses were delayed to the changeover in GPDs in 2024. These will commence in May 2025.

Comments 2026:

- The Graduate Program Director consulted with the Experiential Education Coordinator from the Faculty of Social Sciences, and this resulted in a presentation to graduate students in our in-house colloquium series (September 18, 2025).
- CCEE keeps a list of all previous community apprenticeships held by graduate students and our students can gain access to a list of organizations where PSYC students have previous held co-op placements.

Recommendation #4

Offer centralized information for undergraduate students about opportunities to engage in research.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee encourages the Department to work with the Dean’s office to determine appropriate strategies to move forward recognizing that this recommendation is also linked to #1.

Implementation Plan (1st Priority)	
Responsible for approving:	Department
Responsible for resources:	Department/Dean
Responsible for implementation:	Department/Dean
Timeline:	Dean of Social Sciences to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Add a Research Experience page to the Undergraduate website.	Department	C		
Action #2 Hold workshops about how and why to gain research experience twice per year (once per term), beginning in fall 2024.	Department	O		
Action #3 Post signs in the Department (outside Academic Advising office) about volunteer and/or paid work as a research assistant.	Department	C		

<p>Action #4 Add information about research experience (its importance and how to access it) to the presentation given by Academic Advisors to the students of the research methods courses (PSYC 3P30 and 3F40).</p>	<p>Department</p>	<p>C</p>	<p>O</p>	
---	-------------------	----------	----------	--

Comments 2024:

Action #1: This page includes information about how to contact faculty members to ask about opportunities directly but does not include a running list of current opportunities because of the challenges involved in keeping information up to date.

Comments 2025:

All actions are now ongoing or completed.

Comments 2026:

Workshops have been delayed this year due to one of our Academic Advisors leaving for another position in October 2025, another being hired in January 2026, and another leaving the University in March 2026 (the position was eliminated). Given that training for this new advisor was needed, focus needed to be on that, instead of workshops and it will take time to train a new advisor to run these workshops. Two of our staff members recently created information on a bulletin board in the Psychology department dedicated to highlighting why students should consider working in a research lab and what is involved. We have been approved to hire a part-time Academic Advisor, which will allow us to maintain and even increase academic advising support, but it will take some time before this new staff member is able to advise independently.

Recommendation #5

Enhance onboarding and mentorship supports for early career faculty.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation.

<p>Implementation Plan (1st Priority)</p>	
<p>Responsible for approving:</p>	<p>Department</p>
<p>Responsible for resources:</p>	<p>Department/Dean</p>
<p>Responsible for implementation:</p>	<p>Department/Dean</p>
<p>Timeline:</p>	<p>Dean of Social Sciences to report by the end of academic year 2023/24.</p>

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Strike onboarding and mentorship working group.	Chair, DEPT	C		
Action #2 Develop onboarding materials for new faculty and part-time instructors.	Chair, DEPT	C	O	
Action #3 Review and enhance mentoring supports.	Chair, DEPT	C	O	

Comments 2024:

During this academic year, the Psychology Department established an onboarding and mentorship working group to develop onboarding procedures and resources. This resulted in the creation of several documents that are now available on SharePoint, including the following: 1) a checklist of onboarding procedures for the Department Chair; 2) onboarding procedures for part-time instructors; 3) an overview of required or common course preparation tasks; 4) a summary of useful resources for faculty and instructors, including communication and information storage, financial (e.g., Workday), teaching, and research-related information; and 5) a summary of the responsibilities and assistance provided by Psychology Department staff and faculty in major service roles.

The document outlining the Chair’s onboarding responsibilities includes assigning and introducing a faculty mentor prior to the position’s start date and contacting/introducing previous instructors of courses assigned to the new faculty position to enlist their support and assistance as required. The Department will ensure clear expectations regarding the mentorship process are included in the onboarding documents and that these are communicated to faculty mentors.

Comments 2025:

Onboarding materials developed in 2024 (see above) were provided to a faculty member who joined the department in January 2025, and seem to have been helpful. In addition, she was paired with a faculty mentor who shared expertise in her area of research. Furthermore, Julie Ross, our department coordinator, has developed an onboarding document called a Psychology Department Reference Guide that contains information about how to do a wide variety of administrative tasks (e.g., shredding, printing, booking rooms etc.), which she updates continuously. This was also given to our new faculty member when she arrived in January.

Comments 2026:

See comments from 2025. We have a new faculty joining us in July 2026 and we will follow this same procedure. The Undergraduate Committee will be creating a Part-time instructor manual this spring that will be adapted from our current materials and a manual shared by Applied Linguistics. The Chair has also taken on an active role in supporting our early career faculty and plans to continue to do so.

Recommendation #6

Create an Equity, Diversity, Inclusion, and Accessibility Committee in the Department.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted for consideration by the Department. The Committee understands that the recommendation is already under review and believes that the Department is best positioned to determine appropriate strategies to move forward on the issue of EDIA, as part of their overall efforts under Brock’s Strategic Plan Pillar #4: Fostering a culture of inclusivity, accessibility, reconciliation, and decolonization.

Implementation Plan (1st Priority)

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

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Create an EDI Officer as a departmental service position.	Chair	C		

Comments 2024:

The Department created an EDI Officer service position tasked with providing faculty and relevant committees with periodic updates or reports on information or resources relevant to equity, diversity, inclusiveness, and accessibility. More generally, this position will view departmental policies and procedures through an EDI lens, make recommendations where appropriate, and serve as a resource for departmental committees.

Comments 2025:

A departmental EDI officer was appointed for the 2024-25 academic year. This position has considered departmental issues from the perspective of equity, diversity and inclusiveness and has been advising various departmental committees and faculty in leadership roles to this effect.

Comments 2026:

A departmental EDI officer was appointed for the 2025-26 academic year. This position has considered departmental issues from the perspective of equity, diversity and inclusiveness and has been advising various departmental committees and faculty in leadership roles to this effect.

Recommendation #7

Engage in succession planning and leadership development.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. The Committee expects that the Department will move forward as appropriate and discuss their efforts with the Dean’s office.

Implementation Plan (1st Priority)

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

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Develop a succession plan for major departmental service roles.	Chair	T	C	

Comments 2024:

The department Co-Chairs have agreed to continue serving as Co-Chairs in 2024/2025, and another department member has volunteered to serve as Chair from 2025/2026 to 2027/2028. The Department will vote to approve these plans in our April 17th departmental meeting.

Furthermore, we have volunteers in place for the other major service positions. The current Undergraduate Officer will be continuing in the position for 2024/2025, and we have two faculty members who have agreed to serve as Graduate Program Director and Associate Chair, respectively, over the next three academic years.

Comments 2025:

The department has confirmed the faculty members who will take on major service roles (Chair, Graduate Program Director, Undergraduate Officer, Associate Chair) from 2025-26 until 2027-28.

Comments 2026:

The current Chair plans to serve until 2027/2028 and Associate Chair and Undergraduate Program Directors are in place for this period. The department is currently looking for a new Graduate Program Director to start in 2026/2027 and the Chair has spoken to several individuals about the possibility of serving. We held a 30-minute discussion in our Department Meeting on March 18, 2026 to discuss who might like to serve as the next Graduate Program Director, Chair, Associate Chair, and Undergraduate Program Director. Several faculty members expressed interest in the roles, so we will continue to have a conversation about succession planning in our departmental meetings each year.

Recommendation #8

Expand Departmental Orientation for new graduate students.

ARC Disposition of the Recommendation

ARC considers the recommendation to be accepted and in the process of implementation. The Committee expects the Department will work in consultation with both Deans’ offices to determine strategies to move forward on this issue.

Implementation Plan (1st Priority)	
Responsible for approving:	Department
Responsible for resources:	Department/Deans
Responsible for implementation:	Department/Deans
Timeline:	Dean of Social Sciences to report by the end of academic year 2023/24.

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Offer and promote various orientation events and communicate deadlines and opportunities in various ways.	DEPT, GPD	T	O	

Comments 2024:

- We will offer in-person orientation sessions for new MA and PhD students each September.
- We will offer in-person re-orientation sessions each September for students entering MA year 2, and PhD year 2, year 3, and year 4.
- We will update our students (and supervisors) throughout the academic year (via emails, committee meetings, department meetings) concerning upcoming deadlines concerning academic deadlines and milestones, award applications, thesis defenses, etc.
- We will promote (typically via email) non-departmental orientation sessions and related opportunities hosted each Fall by FOSS and FGSPA.
- We will work with FOSS and FGSPA to ensure students stay up to date on relevant matters related to program progression, thesis defenses, award deadlines, and other important aspects of grad student life.
- We will create a monthly departmental newsletter for communicating to students and faculty various upcoming deadlines and opportunities. The first newsletter is expected by June 2024.

Comments 2025:

- We continued to take all of these actions, apart from the departmental newsletter (which we decided is less effective than targeted reminders/promotions via email).

Comments 2026:

- We continued to take all of these actions described in 2024, apart from the departmental newsletter (which we decided is less effective than targeted reminders/promotions via email).

Recommendation #9

Limit graduate admission offers to 1 per candidate.

ARC Disposition of the Recommendation

ARC considers this recommendation to be accepted and in the process of implementation. The Committee expects the Department will work in consultation with the Faculty of Graduate Studies and Postdoctoral Affairs to determine best strategies to move forward on this issue.

Implementation Plan (1st Priority)

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

Actions	Responsibility	Year One	Year Two	Year Three
Action #1 Modify graduate admission procedures.	DEPT, GPD	C		

Comments 2024:

This recommendation has already been implemented. In the most recent round of grad admissions, we limited grad admissions offers to one per candidate (i.e., an offer from only one potential supervisor).

Our grad program admissions procedures have been modified to clarify that, in cases where two or more faculty are interested in making an offer to the same student, the student will be asked to rank these faculty supervisors in order of the student’s preferences. This ranking will determine the supervisor indicated on the offer letter.

Comments 2025:

Same as above.

Comments 2026:

Same as above. We are continuing to follow this practice that has been implemented in previous years.