

**University of Windsor
Senate**

*5.5.2: **Undergraduate Program Review Annual Status Report - Psychology's**

Item for: **Information**

Forwarded by: **Program Development Committee**

MOTION: *That the PDC Report on Psychology's Undergraduate Program Review Fifth Annual Status Report be approved, as amended.*

Rationale:

- As publicly funded institutions, Ontario universities are mandated by the Government to undergo a cycle of program reviews for the purpose of quality control and accountability.
- The Undergraduate Program Review Process operates on a seven-year cycle and is part of a larger process of quality assurance that was mandated by the government and supervised by the Council of Ontario Universities through the Undergraduate Program Review Advisory Committee (UPRAC) of the Ontario Universities of the Ontario Council of Academic Vice Presidents (OCAV). The Undergraduate Program Review process is being phased out and replaced by the Institutional Quality Assurance Process (IQAP) (combining undergraduate and graduate program reviews) which was developed in accordance with the COU's Quality Assurance Framework. As of Fall 2011, the Ontario universities' Quality Council is responsible for reviewing, auditing and approving all new undergraduate and graduate programs and new cyclical reviews.
- Some of the information contained in the UPR annual status reports may seem outdated since these reports provide a historical look at the department's actions over a review cycle, showing a progression of changes over the years.

UPR Reports still to be come:

General Science

Physics

English – NEW UPR Cyclical review (IQAP)

Nursing – NEW UPR Cyclical review (IQAP)

UNIVERSITY OF WINDSOR
PROGRAM DEVELOPMENT COMMITTEE
UNDERGRADUATE PROGRAM REVIEW (UPR)
FIFTH ANNUAL STATUS REPORT ON: PSYCHOLOGY
March 2014

Recommendation 1: That the area, in consultation with the Vice-Provost, Teaching and Learning, establish learning outcomes for each of its undergraduate programs that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate" and to the COU-approved and mandated Undergraduate Degree Level Expectations.

Agent: Head, Dean, AAU Council, Vice-Provost, Teaching and Learning, Undergraduate Program Chair, Undergraduate Studies Committee

Completion by: Fall 2010

Actions taken 2009:

The Psychology Department's Undergraduate Studies Committee has been engaged in a number of small calendar and curriculum changes that will help to streamline all of our programs. These changes had to precede our development of program-specific learning outcomes that correspond to the "Characteristics of a University of Windsor Graduate", and the COU-approved Undergraduate Degree Level Expectations. During the remainder of this academic year, the Undergraduate Studies Committee will develop these program-specific learning outcomes.

PDC recommended further actions to be taken (2010)

PDC appreciates the area's efforts to revise its curriculum and streamline all of its programs. PDC notes that Psychology will now focus on developing learning outcomes for each of its programs and looks forward to receiving them. PDC invites the area to consult with the Vice-Provost Teaching and Learning, or his delegate, prior to submitting the program-level learning outcomes to PDC.

Actions taken 2010:

The Psychology Department's Undergraduate Studies Committee has made great progress in our curriculum reform, for the most part. Losses of faculty without replacement and cuts to our sessional budgets have created the need to engage in further curriculum adjustments, so that we can continue to deliver high quality undergraduate programs to our large number of majors and SEUs, and these changes are in progress this year. When this cycle of curriculum adjustments is complete (early in 2011), we will review the departmental learning outcomes that we established in 2005, and adapt them for each of our undergraduate programs to show their correspondence with the "Characteristics of a University of Windsor Graduate", and the COU-approved Undergraduate Degree Level Expectations.

PDC recommended further actions to be taken (2011)

PDC notes that curriculum changes should be in place in Winter 2011 and urges the area to now focus on developing learning outcomes for each of its programs. PDC invites the area to consult with the Vice-Provost Teaching and Learning, or his delegate, prior to submitting the program-level learning outcomes to PDC.

Actions taken 2011:

In summer, 2011, the outgoing and incoming Undergraduate Program Chairs reviewed the current departmental learning outcomes, discussed the ways in which these outcomes differed somewhat across psychology programs and prepared a preliminary learning outcomes grid for each program that aligned with the Characteristics of a University of Windsor Graduate and the learning outcomes specified in the Ontario Qualifications Framework that incorporates the COU-approved Undergraduate Degree Level Expectations. However, these learning outcomes have not yet been discussed with psychology department faculty, and due to the large number (approximately 25%) of the full-time faculty complement currently on sabbatical, the decision was made to defer consideration of these program level outcomes until their return in July 2012.

PDC recommended further actions to be taken (2012)

PDC urges the area to complete the learning outcomes exercise begun by the undergraduate program chairs. PDC looks forward to receiving learning outcomes for each of the programs in the department, following their review by the Centre for Teaching and Learning.

Actions taken 2012:

In the summer of 2012, the new Undergraduate Program Chair began reviewing the work already done on the

program learning outcomes, and in October 2012 met with the outgoing Chair to review potential changes to the learning outcomes grid described above. The relatively new interdisciplinary program, Disability Studies (a collaboration between the Psychology and Social Work departments) is not currently part of this grid, so we will be incorporating it prior to submission. Once we have added Disability Studies, we will work with the Centre for Teaching and Learning on any final changes, and finally submit the grid to the Psychology department and PDC for approval.

PDC Recommended further actions to be taken (2013)

PDC urges the area to complete the learning outcomes exercise for the General BA in Psychology, the Honours BA in Psychology, the Combined Honours BA in Psychology, and the Combined Honours BA in Developmental Psychology, with/without thesis, following their review by the Centre for Teaching and Learning. The area ought to submit learning outcomes for each of its undergraduate programs, together with its final curriculum map(s), by September 1, 2013.

Actions taken 2013:

During the 2012-2013 academic year, the Undergraduate Program Chair worked with the previous two Undergraduate Chairs to review the work that had already been done on the program learning outcomes and then the learning outcomes were reviewed by a member of the Centre for Teaching and Learning (CTL). These core learning outcomes for all of our Psychology programs were approved by the Undergraduate Studies Committee and the Psychology Department Council meeting on September 17, 2013, and submitted to the PDC shortly thereafter.

Also during this academic year, two members of the Undergraduate Studies Committee (Undergraduate Program Chair and the College-Universities Partnership Coordinator) served on the Disability Studies committee (chaired by Dr. Debra Hernandez-Jozefowicz from Social Work) and provided input on the learning outcomes for the Disability Studies programs. It was agreed that Dr. Hernandez-Jozefowicz would submit these learning outcomes when finalized.

PDC's recommendations for further actions in 2013 include curriculum maps, which, until this year, have never appeared in this recommendation, nor had we been otherwise informed that we would have to submit these documents by September 1st. We would like to note that in anticipation of our IQAP review in 2015-2016 we intend to start evaluating our programs this year, and this will include developing curriculum maps. We can submit these curriculum maps after they are complete. For this year's update to our program review we have indicated that Recommendation 1 has been satisfied because the recommendation specifically pertained to program learning outcomes that have now been submitted.

PDC Comments:

PDC thanks the area for the submission of learning outcomes for its programs and agrees that this recommendation has been satisfied.

Status: ahead of target on target behind target recommendation satisfied

Recommendation 2: That the Department develop a program management plan, which may include the following:

- a. doing a better job of estimating the need for third- and fourth-year courses for majors and ensuring that these needs can be met;
- b. offering more courses during the summer and in the evening;
- c. ~~taking advantage of the potential reduction in course need that will come from the requirement that all FASS students take 01-150/151;~~
- d. reviewing degree requirements with a view to more effectively and efficiently delivering its programs.

Agent: AAU Head, Departmental Council

Completion by: Fall 2010

Actions taken 2009:

The following actions have been undertaken:

- a. We have compiled data to look at course enrollment history for each of our undergraduate course offerings, as well as data concerning the size of our waiting lists for each of our courses at the end of the Fall course add period. We will use these data as a basis for developing a course grid that

determines the optimal frequency and class size of each of our classes, to be used as a basis for mounting future course offerings.

- b. We have tried to ensure that our key courses that are program requirements or important prerequisites have some evening sections, as well as being offered in the summer. We would like to have more summer and evening offerings, but in the face of serious cuts to our sessional budget, we are unable to do this. This recommendation cannot be satisfied without additional resources.
- c. We have not noticed any reduction in demand for Psychology courses resulting from the requirement that all FASS students must take FAW 1 and 2. Psychology courses are nearly always filled to capacity and with substantially large waiting lists, so a small loss in demand for Psychology courses as options for non-Psychology majors is not noticeable. Since this is unlikely to change, we would ask that this recommendation be removed, because it cannot be empirically tested, and its effects will continue to be negligible.
- d. The Psychology Department, led by the Undergraduate Studies Committee, has made substantial curriculum changes during the past year, most of which are still pending as they work their way through the system. These include reducing the number of 4th year courses required in our Honours Psychology program, re-ordering the sequence of our clinical courses, and assigning double credit-weighting to our practicum courses.

PDC recommended further actions to be taken (2010)

PDC commends the area on its efforts to estimate the need for third- and fourth-year courses for majors and ensuring that these needs can be met and encourages it to continue them.

PDC appreciates that during this time of serious financial constraints, offering additional summer and evening courses may not be feasible at this time.

In light of the area's report that there has been no reduction in the demand for Psychology courses resulting from the requirement that all FASS students take FAW I and II, PDC agrees that paragraph (c) of this recommendation should be withdrawn.

PDC notes the area's efforts to streamline its curriculum and looks forward to reviewing the proposed changes.

Actions taken 2010:

The Undergraduate Studies Committee, with the support of the Psychology Department, has made significant progress on this recommendation. We have developed a grid of undergraduate course offerings, currently in draft form (and subject to further minor revision by the Undergraduate Studies Committee), which uses historical data on course enrollments and waiting list size to define the minimum number of sections of each course that must be offered to ensure that we can meet the needs of our majors requiring 3rd and 4th year Psychology courses. We continue to do our best to ensure that our key courses that are program requirements or important prerequisites have some evening sections, as well as being offered in the summer. We would be happy to expand our summer course offerings, if we are given additional sessional resources to staff these sections. The curriculum changes begun last year (i.e., reducing the number of 4th year courses required in our Honours Psychology program, re-ordering the sequence of our clinical courses, and assigning double credit-weighting to our practicum courses) have all been established in the current undergraduate calendar. We have continued in our process of curriculum reform, including expanding pre-requisites for some of our 3rd year courses so that students have more flexible access to these courses. These changes are currently working their way through the system.

PDC recommended further actions to be taken (2011)

PDC recognizes the limitations with regard to increasing summer course offerings during times of financial constraints. PDC appreciates the efforts made to meet this recommendation and encourages Psychology to continue them.

Actions taken 2011:

The Undergraduate Studies Committee made the decision at its October 2011 meeting that the absence of key faculty members on sabbatical for 2011-2012 made it inadvisable to propose or undertake substantial changes to the undergraduate curriculum, especially given that some of the changes undertaken in previous years are just now being implemented (e.g., Practicum in Social Change course).

PDC recommended further actions to be taken (2012)

PDC urges the area to resume its efforts with regard to this recommendation. PDC looks forward to a report next year which addresses the progress which each of the recommendation's subcategories (a, b and d).

Actions taken 2012:

(a) The Psychology Department has approved the grid of undergraduate course offerings that defines the minimum number of sections of each course that must be offered each year. Additionally, when the course proofs are approved each semester, the Undergraduate Program Chair reviews them to ensure, as much as possible, that courses that students may take together in the same semester (e.g., fourth-year psychology courses) do not overlap with each other. We also have tried to offer a balance of different types of courses each semester (e.g., developmental psychology as well as non-developmental psychology). These changes have maximized the opportunities for students in their 3rd and 4th years, as well as earlier years, to take the courses they need for their program. This is particularly notable considering recent financial challenges and changes to our department. Since the Undergraduate Program Review, Psychology has seen the largest increase in undergraduate majors within FASS (increasing from 1,042 to 1,217 students), but has lost 5 faculty members and has been asked to take annual cuts in course offerings. Therefore, although we feel that we have taken the necessary steps to satisfy requirement (a), ensuring that the course needs are met for all of our 3rd and 4th year students remains a challenge because of factors that are beyond our control.

(b) We continue to do our best to make sure that courses that are program requirements or important prerequisites are offered during the summer or as night courses. We have ensured that at least one section of Psychology 230, the required Social Science Research Methods course, is offered as a night course once per year, if not each semester. In the upcoming year, we hope to offer more night courses, but with fewer faculty members, reduced sessional funding, and fewer sessional applicants this may limit how many courses we can offer at these later time slots. As before, we would gladly expand these course offerings with additional sessional resources. We believe that our ongoing efforts to address these recommendations for the current and future years satisfy the requirements for (b).

(d) In the 2011-12 year, the College-University Partnerships Coordinator, who was also Undergraduate Program Chair that year, developed materials to help effectively deliver degree programs. We also have proposed planning a departmental retreat later this year to discuss issues such as how to deliver educational programs effectively with reduced resources. In other departmental meetings we have been discussing options such as streamlining the resource demands of certain courses and planning the responsibilities of future hires to meet multiple departmental needs.

For Recommendation 2, we would like to ask if there is a model of a program management plan used by other AAUs who have dealt successfully with the issues in (a), (b), and (d) that PDC could share with us.

PDC Recommended further actions to be taken (2013).

PDC recognizes that the area's Advising Team is a key component for addressing this recommendation and appreciates the Team's efforts. PDC notes that, under article 5 of the Collective Agreement, it is the responsibility of all faculty to provide academic and general program advising. PDC looks forward to a report next year on the involvement of all faculty in student academic advising.

Actions taken 2013:

Psychology believes this recommendation is satisfied. (Please see response to Recommendation 6 below)

PDC Comments:

PDC notes that this recommendation has been satisfied, having reviewed earlier responses. PDC agrees that the question of advising is best answered under recommendation 6.

Status: ahead of target on target behind target recommendation satisfied

Recommendation 3: That the Department review its curriculum and consider the following:

- a. making the second-year statistics and methods courses prerequisites for all third-and fourth-year Psychology courses;
- b. decoupling the second-year courses in abnormal psychology and in clinical psychology;
- c. consolidating 46-229 (experimental psychology) and 46-230 (social science research methods) courses, and designating these courses as pre-requisites for all third-and fourth-year courses;

- d. providing a low-enrolment seminar experience to all 4th year majors by, for instance, placing enrolment restrictions on some fourth year seminar courses;
- e. ensuring that all majors have opportunities for hands-on research experiences in their 3rd year, including developing research questions, collecting data, and writing lab reports;
- f. increasing opportunities for small group experiences in courses;
- g. avoiding the practice of substituting a third-year course for a fourth-year requirement (for which PDC notes that the Department agrees)

Agent: AAU Head, Departmental Council

Completion by: Fall 2011

Actions taken 2009:

The following actions have been undertaken:

- a. The Undergraduate Studies Committee has not acted on this, because it poses a number of complications. For example, students in our General BA programs are not required to take the 2nd-year methods course, and must be allowed to register in 3rd year courses to complete their degrees. The 2nd-year statistics course fills up quickly, and students also have more limited course options in any given semester due to the impact of cutbacks that have reduced our course offerings. It seems an ill-advised time to create even more enrollment frustrations for students, so we would ask that this recommendation be withdrawn.
- b. The courses Abnormal Psychology and Introduction to Clinical Psychology have been decoupled and the order of offering these courses has been altered, in line with recommendations from our UPR site visitors. This change has been approved by our Departmental Council and the FASS FCC, and should be in place by our target date of Inter/Summer session 2010.
- c. After the current semester, 46-229 (Experimental Psychology) will no longer be taught, and 46-230 (Social Science Research Methods) will be the only 2nd-year methods course offered. This will greatly assist us in planning the appropriate number of sections and labs.
- d. We agree with the need for more small-enrollment senior-level classes. Most of our 400-level courses are now restricted to 4th year Psychology majors only, with other students being enrolled by permission of the instructors. However, in light of budgetary cuts that have forced us to reduce the number of course offerings, we cannot in good conscience deploy enough of our full-time faculty resources to provide a large enough pool of 400-level courses to place small enrollment caps on these courses, while taking resources away from 2nd and 3rd year students who also need to be taught. We would very much appreciate PDC input on how this recommendation might be achieved.
- e. Majors in all of our 4-year programs are required to take a lab course in their 3rd year (i.e., one of 46-335, 46-353 or 46-358) that develops their skills in developing research questions, collecting data, and writing lab reports, and involves significant hands-on experience, so this requirement is satisfied.
- f. Some large classes do not lend themselves to the provision of small-group experiences, especially when taught in classrooms that have rigidly fixed seating that does not allow students to move or swivel their chairs for group work. Many of our senior-level classes now involve small-group work on projects and presentations. We will compile information about how many courses provide small-group experiences.
- g. We no longer follow the practice of substituting 3rd year courses for 4th year requirements when 4th year classes are unavailable, so this requirement has been satisfied. The reduction in the number of required 4th year courses for our Honours Psychology students will also help to reduce the number of students who are unable to complete their 4-year degrees in four years because of unavailability of places in 4th year classes. In order to facilitate timely degree completion, we will also continue as necessary to direct students to online courses at other universities that are equivalent to our 4th year courses, which is an imperfect solution, but in some cases our only option.

PDC recommended further actions to be taken (2010)

PDC understands that there are practical difficulties in making the 2nd year statistics course a prerequisite for all 3rd and 4th year courses. Pedagogically, however, the reviewers felt strongly that this should be implemented. PDC therefore does not believe that this portion of the recommendation should be withdrawn, at this time.

PDC appreciates that financial constraints are a concern and encourages the area to consider placing enrolments caps on some, rather than all, 4th year courses as recommended by the reviewers may be more feasible. PDC also notes that there appears to be a wide disparity in enrolments for 4th year classes, with three 4th year courses in Fall 08/Winter 09 falling within the range of 51-100 enrolments, and the majority within the 26-50 range. PDC requests that the area report more fully on enrolment distribution in 4th year

courses, in its next annual status report.

PDC looks forward to receiving the report on how many courses provide small group experiences and on how this number may be increased. PDC encourages the area to consult with the Centre for Teaching and Learning on ways of incorporating small group experiences in large classrooms.

PDC notes that the need to direct students to online courses offered by other universities to ensure timely degree completion is a concern, brought about in large part by the current financial situation. PDC requests that the area report on the prevalence of this practice in the department.

PDC notes that Psychology has opted to remove the 46-229 course offering in favour of the 46-230 which introduces students to both experimental and non-experimental research methods. In light of this, PDC consider paragraph (c) of this recommendation to be satisfied. PDC also notes that paragraphs (b) and (e) have been satisfied.

Actions taken 2010:

a. We continue to question this recommendation on both practical and pedagogical grounds. As noted previously, our 2nd year methods course is not required by students in our General BA programs, so we cannot make it a prerequisite for all 3rd and 4th year courses. With regard to the statistics course (Basic Quantitative Methods, 02-02-250), we have no control over the number of sections offered or the enrollment caps on this course, since it is a FASS course. Since this course always fills up immediately, we are reluctant to subject students to the frustration of not being able to get into the statistics course, which will then mean they have to delay their enrollment in **all** 3rd and 4th year courses in their major because of their inability to get this prerequisite before their 3rd year. The statistics course is currently a prerequisite for a number of key methods courses (Advanced Statistics, Tests and Measurement, and Conducting Research in Psychology), and this is appropriate. We can also consider making it a prerequisite for our other 3rd year lab courses (Human Sensation and Perception, Cognitive Processes, and Learning and Behaviour), but we fail to see how it is a vital prerequisite for courses that are less related to methodology issues (e.g., Psychological Perspectives on Parenting, Health Psychology, Culture and Psychology). We have serious concerns about a scenario that places students who are already frustrated by lack of access to needed courses having to wait out a semester before they proceed to take 3rd year Psychology courses which really don't require the statistics content as a prerequisite.

b. satisfied

c. satisfied

d. **All** of our 4th year courses have enrollment restrictions (majors only) and enrollment caps on them. The caps vary, with practicum courses currently capped at 12, seminar courses capped at 30, and most other 4th year courses capped at 50 students. While it would be optimal to have all 4th year courses with caps no higher than 30, this is simply not feasible given our existing faculty complement.

e. satisfied

f. A large number of our senior-level courses provide small group experiences in the forms of group projects, discussion groups, and group presentations. A detailed report on this issue would require the Undergraduate Chair or members of the Undergraduate Committee, all of whom are seriously overtaxed, to relinquish other tasks vital to the current operations of the program (e.g., extensive academic advising duties, curriculum reform, dealing with students' difficulties accessing courses they need, etc.), and is not seen as a priority at this time.

g. We have ceased the practice of substituting 3rd year courses for 4th year requirements; thus, recommendation 3g has been satisfied.

PDC recommended further actions to be taken (2011)

PDC thanks the area for its efforts and updates on each section of this recommendation. PDC notes that this recommendation has been satisfied.

Recommendation satisfied (2010-2011)

Recommendation 4: That the Department:

- a. develop a mechanism to ensure that repetition of course content is avoided between developmental courses; and
- b. develop a mechanism to ensure consistency in the implementation of department guidelines for writing and oral presentation experiences.

Agent: AAU Head, faculty members

Completion by: Fall 2011

Actions taken 2009:

- a. We will review coverage of material in developmental and other courses to examine areas of possible overlap in coverage, although students rarely appreciate how important a certain amount of repetition and consolidation of basic concepts is in related courses. In addition, most teaching faculty have observed that the areas of overlap in coverage do not result in student testing results that would suggest that the “redundant” coverage was unnecessary in the second course. The Undergraduate Program Chair reviews course outlines to ensure that each course is appropriate in its content coverage, and the Developmental Psychology Coordinator is currently reviewing and revising calendar descriptions for some of our senior-level Developmental Psychology courses. We will continue monitoring this situation.
- b. The Psychology Department has an existing policy that establishes minimum writing requirements in courses in each year of study, with these minima increasing by year. Psychology faculty consistently adhere to this established policy. Our review of course outlines allows us to monitor this adherence, and to take corrective action as necessary. We will compile information about oral presentation requirements in our courses.

PDC recommended further actions to be taken (2010)

PDC looks forward to next year’s report on the area’s efforts to develop a mechanism to ensure that repetition of course content is avoided between developmental courses.

PDC thanks the area for reporting its mechanism to ensure consistency in the implementation of department guidelines for writing experiences. PDC looks forward to hearing more on the mechanism for ensuring consistency in oral presentations.

Actions taken 2010:

A review of course outlines from Developmental and other Psychology courses indicated no serious concerns about unnecessary redundancy across courses, and we have heard no recent concerns on the part of students about any excessive repetition of course content. We believe that this is no longer an issue of concern. The size of many of our 3rd year courses makes it difficult to provide opportunities for individual or group presentations, but many courses require regular in-class participation. Some instructors have provided creative opportunities that enhance oral presentation skills (e.g., in our current offering of our required Tests and Measurement class, students engage in group debates about controversial issues in measurement, as well as group presentations). In the current semester, the majority of our 4th year courses require group presentations, and nearly all 4th year courses allocate marks for class participation.

PDC recommended further actions to be taken (2011)

PDC thanks the area for its update on oral presentations and notes that the area’s significant revisions to its curriculum would, among others, have addressed any redundancy between courses. PDC agrees that this recommendation is satisfied.

Recommendation satisfied (2010-2011)

Recommendation 5: That, to the extent possible, the Department consider integrating more field placements/community service learning opportunities into courses, other than just within the practicum courses, to ensure that the applied focus of the curriculum is a part of every major’s program.

Agent: AAU Head, Departmental Council

Completion by: Fall 2013

Actions taken 2009:

The Department wishes to expand these field placement opportunities, and is exploring means by which this might be achieved. However, given the need for careful oversight and supervision of students in field settings, we are unable to expand our field experiences unless we are provided with additional resources to do so.

Actions taken 2010:

Our existing practicum courses (46-428 Practicum in Developmental Psychology and 46-429 Practicum in Psychology) continue to be very successful, and the recent double credit-weighting in these courses means that enrollment in one of these courses can fulfill the requirement for two 400-level courses for students in our Honours Psychology programs, and is an efficient use of faculty resources. In order to increase the field placement experiences for our senior students, we are currently reviewing a proposal from a group that is funded by the Strategic Priority Fund to deliver a FASS practicum course that could be cross-listed with Psychology. This course, "Practicum in Social Change", will educate peer trainers about sexual assault and prepare them to deliver the Bringing in the Bystander program developed by psychologists, sociologists, and women's studies researchers at the University of New Hampshire. The course draws heavily on theory and research from Social Psychology. Subject to review and approval by the Psychology Undergraduate Studies Committee and our AAU Council, the course could contribute more field placement experiences for students in Psychology as well as other academic disciplines.

PDC recommended further actions to be taken (2011)

PDC commends the area and FASS on the initiative to develop a "Practicum in Social Change" and looks forward to receiving the course proposal. In light of current resource constraints, PDC notes that further action on integrating more field placements/community service learning opportunities into courses, other than just within the practicum courses, is not feasible at this time. In light of this, PDC would consider this recommendation satisfied with the receipt of the new course proposal.

Actions taken 2011:

The Practicum in Social Change course proposal (see description below) was approved, and the course was offered in Fall 2011 (enrolment: 9 students). Therefore, it is assumed that the PDC would consider this recommendation satisfied.

46-450. Practicum in Social Change

Supervised practicum in a university setting. Students consolidate and enhance their knowledge of sexual assault and bystander intervention. Students co-facilitate the *Bringing in the Bystander™* program for one or more small groups of students on campus. The practicum experience equips students to deliver educational content on sensitive issues. (Prerequisite: 02-350 and permission of the instructor.)

PDC recommended further actions to be taken (2012)

PDC commends the area on the development of this new course and notes that the recommendation has been satisfied.

Recommendation satisfied (2011-2012)

Recommendation 6: That the Department report on its ability to provide effective student advising, particularly with regard to program choice (General vs Honours).

Agent: AAU Head

Completion by: Fall 2010

Actions taken 2009:

The Psychology Department attempts to meet the advising needs of our more than 1000 undergraduate students each year through the extraordinary efforts of our Academic Advising GA, Undergraduate Program Chair, Recruitment and Retention Coordinator, and Developmental Psychology Coordinator, all of whom contribute a considerable amount of time, energy, and expertise to the advising enterprise. Academic advising in Psychology goes well beyond advice on program choice or course decisions, in that we attempt to provide an integrated source of information and support to students throughout their years of undergraduate study. We are doing as much as we can, with the resources currently available to us. We note that the External Reviewers recommended that we be given a half-time permanent student advising position to better meet the needs of Psychology's large undergraduate student body, and we agree with this recommendation. If framed in this way, we are "behind target", and will remain there until the University can provide us with such a resource to augment our existing advising efforts.

PDC recommended further actions to be taken (2010)

PDC notes the area's on efforts with regard to this recommendation and encourages it to continue them. PDC encourages the area to make application to the Excellence Fund, in consultation with the Dean, for additional resources to help meet this recommendation.

Actions taken 2010:

The Psychology Department Advising Team includes the Academic Advising GA, Undergraduate Program Chair, Recruitment and Retention Coordinator, Developmental Psychology Coordinator, Undergraduate Secretary, and President of the Psychology Students' Association. This team devotes an enormous amount of time and energy to meeting the advising needs of our more than 1100 majors and other students requiring advice about Psychology courses. In April, 2010, our team gave a presentation about our advising model at the National Academic Advising Association Region V Conference. This presentation was very well received by an audience that was primarily comprised of professional academic advisors, who were impressed by our resourcefulness at meeting academic advising needs that are met by professionally trained academic advising staff at many universities. The Honours Thesis Coordinator, Introductory Psychology Coordinator, and other Psychology faculty members also contribute to the advising effort. We believe that we have provided ample evidence of academic advising effectiveness and will pursue opportunities to augment our existing advising efforts. However, at the present time, these efforts depend to a large extent on individuals who are willing to give more time and energy than can be expected of colleagues who at some time in the near future will replace them. Therefore, without additional resources, or a move to a more centralized advising system that could reduce the burden on individual departments, we will not be able to sustain our current level of advising. Thus, although we are currently satisfying this recommendation, it is likely that we will fall behind target in the near future.

PDC recommended further actions to be taken (2011)

PDC commends the area on its efforts with regard to this recommendation and encourages it to continue them.

Actions taken 2011:

Until July 2011, the Psychology Department Advising Team continued to function with its full complement (Academic Advising GA, Undergraduate Program Chair, Recruitment and Retention Coordinator, Developmental Psychology Coordinator, Undergraduate Secretary, President of Psychology Students' Association). As of July 2011, the Undergraduate Program Chair and Developmental Psychology Coordinator started their sabbaticals along with five other psychology department faculty. From July to December, 2011, one faculty member has served as both Undergraduate Program Chair and Recruitment and Retention Coordinator, and the Developmental Psychology Coordinator position has been occupied by a half-time faculty member. Also, the Undergraduate Secretary position was occupied by a temporary staff member for two months during that time. However, in anticipation of continued resource difficulties, and with no indication that the university plans to move to a more centralized advising system in the foreseeable future, we engaged in some departmental succession planning activities. We hired one additional Academic Advising GA who has now been trained by the more senior Academic Advising GA and will be able to continue in this role in Fall 2012. We also hired one half-time GA to prepare an Academic Advising Manual so that we will be able to maintain our high standard of advising despite changes in the individuals making up the Psychology Department Advising Team.

PDC recommended further actions to be taken (2012)

PDC notes the increase in GA Advising support. PDC request that next year's update also include a report on how the area will provide appropriate faculty advising support for students.

Actions taken 2012:

The Psychology Department Advising Team has remained committed to continuing the highly effective student advising model first described in the 2009 update. Team members have devoted a considerable amount of time and energy to recruitment efforts and weekly academic advising for Psychology majors and non-majors to ensure that students have access to advising resources. They also have provided extra counseling opportunities to students during periods with greater advising needs, such as the semester enrollment period. During the 2011-12 academic year, this team was in a time of transition, as two of its members were on sabbatical, one was taking on two heavy administrative positions, and two members were new to the team. Despite this, the team was able to maintain a high standard of academic advising, particularly with the help of a new half-time Academic Advising GA and the development of an Academic Advising Manual.

Since July 2012, the previous Developmental Psychology Program Coordinator has taken over the role of Undergraduate Program Chair, and we have been fortunate to be able to continue with the same number of advisors as last year, including the two Academic Advising GAs. However, it is uncertain if we can maintain this level of GA advising support in future years. The three faculty members of the Advising Team provide

complementary advising expertise. All faculty advisors offer general academic advising for Psychology majors and non-majors seeking advice about Psychology courses and program choices (e.g., choosing the General degree vs. Honours degree), but each advisor also has an area of expertise. Transfer credits and joint programs are the expertise of the Recruitment and Retention Coordinator, Developmental Psychology program requirements and career options are the specialties of the Developmental Psychology Coordinator, and the Undergraduate Program Chair deals with course- or program-related student concerns. This advising model has worked well in the past and we expect this to continue in the upcoming year. Looking to the future, however, it is unrealistic to expect that faculty members can devote the time necessary to provide advising to the increasing number of undergraduates without burning out. At present, we do not have the faculty resources available to provide additional faculty academic advising. We have lost 5 faculty members since this recommendation was first made, and with two recently-developed joint programs (Disability Studies and the Master of Arts in Social Data Analysis programs) and initiatives to provide more psychological services to the community, each faculty member is already engaged in relatively heavy administrative and/or clinical supervisory duties. An additional challenge for effective advising that started late August 2012 has been a change to SIS access that prevents faculty advisors from accessing the academic records of students who are in majors outside the department. This has hindered our ability to provide fast, effective advising for students who are considering switching their major to Psychology because there are now additional procedural steps for advising these students (e.g., e-mailing them reminders to bring a copy of their DARS, e-mailing instructions for viewing and printing their DARS for different major requirements, etc.) that aren't required for advising Psychology majors.

Given these challenges, the Psychology Advising Team maintains an ongoing effort to have periodic discussions about ways to streamline academic advising and will be constantly updating advising materials on our website, as necessary. Furthermore, the establishment of the Academic Advising Manual will help ease the transition when new advisors take over these positions. We are hopeful that in the future, the administration will revisit the recommendation of a more centralized advising system (emerging from the 2007 program evaluation of the university advising system) as part of the University of Windsor's commitment to providing excellent service to students.

We feel that over the past few years the Psychology Advising Team has become a highly effective departmental model of advising, and colleagues from other departments have acknowledged this, as well. Therefore, we believe that these previous efforts and ongoing commitment to advising excellence meet the requirements for satisfying this recommendation. If the PDC does not agree, we would be grateful if the PDC could pass along information about a model of academic advising used by another AAU that would satisfy this recommendation.

PDC Recommended further actions to be taken (2013).

PDC recognizes that the area's Advising Team is a key component for addressing this recommendation and appreciates the Team's efforts. PDC notes that, under article 5 of the Collective Agreement, it is the responsibility of all faculty to provide academic and general program advising. PDC looks forward to a report next year on the involvement of all faculty in student academic advising.

Actions taken 2013:

Article 5.25(q) of the collective agreement reads: "The responsibilities of a faculty member in respect of teaching and counselling shall be as follows: to accept a fair and equitable share of student academic advising responsibilities." This article does not specify that all faculty provide general program advising, nor does it specify that all faculty must provide academic advising to undergraduate students – only that they share in an equitable advising load. We assume that the open-ended language of this collective agreement article is to allow necessary flexibility for each department to define their own model of academic advising that they find to be the most effective.

In Psychology, we have explored different models of academic advising. Several years ago, all faculty were required to do general program advising for a set number of undergraduate students. This model turned out to be ineffective because faculty members found the counselling tools, such as the DARS, to be difficult to use and were often confused about the complex set of policies surrounding common advising questions. As a result, students were sometimes provided unclear or inaccurate information, or they were sent to one of a small group of faculty members who had more experience with university policies and counselling tools. Furthermore, this model of shared general academic advising is not possible with the SIS access restrictions that came into effect in fall 2012. These restrictions prevent most of the Psychology faculty members from accessing students' DARS or transcripts. Without this access, faculty could not provide adequate guidance for

students seeking advice about common advising questions, such as planning what courses to take or the impact of switching majors.

The model of undergraduate academic advising that we have found to be most effective is one in which a small group of advisors engage in both general and specific domains of advising and who keep up to date with the complexities of academic advising. This team approach was even the subject of our presentation at the 2010 National Academic Advising Association annual conference. Other Psychology faculty members not specified as general program academic advisors share in academic advising duties in other ways. For students, both at the undergraduate and graduate levels, they provide career-related advising, and serve as consultants when the general advisors need help with student questions about the faculty member's specific area of expertise. Furthermore, all faculty members provide their undergraduate honours thesis students with advising about graduate school-related issues, which can include course-related suggestions, advice about selecting and applying to graduate school, etc.

We believe that the key to equity in counselling responsibilities lies not in having more faculty doing general program advising (that has shown to be ineffective), but rather in reducing the obstacles that contribute to increasing workloads for the general program academic advisors. We would welcome any efforts by the PDC or other administrative bodies to consult with departmental academic advisors about ways to make the advising process better for both students and advisors.

PDC Comments:

This recommendation stems from concerns raised with the external reviewers over academic advising services in the department during the last review. While the department is reporting that its model is sufficient, PDC notes that the recommendation and the subsequent "further actions to be taken" by the department have not been fully addressed. PDC is also concerned with an advising model that relies on a small group of five general academic advisors for an undergraduate student population of approximately 900 full-time and 235 part-time students. In order to best address whether the current model is the optimal one for the department, Psychology needs to consider other models of academic advising. PDC notes that the Centre for Teaching and Learning is mandated to assist areas and faculty members with all aspects of teaching (which includes advising), and is well equipped to assist in researching and identifying best practices in academic advising models. PDC also reiterates that all faculty members are required to share in academic advising under the Collective Agreement.

PDC therefore directs the area to consult with the Centre for Teaching and Learning for assistance in identifying other academic advising models (e.g., group advising sessions on one or two key topics), conducting an analysis of the various models, and determining the best fit for Psychology. PDC directs the area to address this issue prior to Psychology's next cyclical program review.

PDC notes that, in prior years, the area reported on the use of Academic Advising GAs. While PDC supports using graduate students to provide administrative assistance to faculty academic advisors, PDC notes that students should not be providing actual academic advising given liability concerns. PDC also reminds the area that under the GA/TA collective agreement, any funding for such positions must not come from GA assistantship funds.

Status: *ahead of target* *on target* *behind target* *recommendation satisfied*

Recommendation 7: That the Department provide a graduated teaching experience for graduate students, which could begin with them marking tests and assignments, progress to supervised lecturing and co-teaching, and end with independent responsibility for course development and delivery.

Agent: AAU Head, faculty mentors, Centre for Teaching and Learning

Completion by: Fall 2010

Actions taken 2009:

The assignment of GAs to courses is now overseen by a committee consisting of the Department Head, Graduate and Undergraduate Program Chairs, Clinical Training Director, and the administrative secretary, in order to match GAs to appropriate assignments based on their developing skills. GAs are typically assigned to marking duties first, followed by opportunities to lead labs and tutorials in courses such as 115, 116, and 230 when they are more senior. Students are not eligible to teach independent courses as sessional

instructors until they have their Master's degree. We encourage all GAs to take advantage of professional development opportunities, such as the GA/TA Academy.

PDC recommended further actions to be taken (2010)

PDC notes that this recommendation has been satisfied.

Recommendation satisfied (2009-2010)

Recommendation 8: That Psychology increase its efforts to integrate sessional instructors into the department. Possible actions include:

- a. representation at departmental council meetings;
- b. orientation workshops;
- c. common office space;

Agent: AAU Head, Departmental Council

Completion by: Annual Review

Actions taken 2009:

- a. Representation at departmental council meetings is based on criteria outlined in Senate Bylaws 30 and 40. Since many of our sessional instructors are current graduate students, they sometimes serve on the departmental council as student representatives. Other sessional instructors would be ineligible to serve on our Departmental Council.
- b. Members of the Undergraduate Studies Committee have sometimes provided orientation workshops to new teaching faculty (including both new full-time faculty and sessional instructors), but given increasing demands related to student advising, recruitment and retention activities, we can no longer guarantee the provision of these workshops without additional resources. We can encourage all sessional instructors to avail themselves of workshops offered by CTL.
- c. Some common meeting space is available for sessional instructors and GAs in Rm. 181 CHS. This space is limited, and is only suitable for meetings with students or with groups of students, rather than being office space. We agree that having more space for sessional instructors is a worthy goal, but space in the Psychology Department is fully utilized, and does not even meet the needs of all of our full-time faculty members. Without additional resources, this recommendation cannot be fulfilled.

Given that these recommendations require resources or changes in policy that are largely out of the control of the Psychology Department, we would ask that this recommendation be withdrawn if University resources cannot be provided to address these issues.

PDC recommended further actions to be taken (2010)

PDC notes that Bylaw 40, 4.1.4, allows for the appointment to Council of "such other persons related to the functioning of the unit, whether or not holding an appointment in the University, as the Council may admit to membership". Such persons would be voting members of the Council, with the exception of voting on appointments, promotion, tenure and renewal matters.

PDC notes that the purpose of the workshops was to orient new sessionals to the workings and policies of the department and the University. PDC encourages the area to consider other ways of achieving this goal, perhaps through the provision of a handbook.

Actions taken 2010:

We have not engaged in any further actions to include sessional instructors as representatives on our departmental council. Many of our sessionals are current graduate students in our program who can seek positions on our council as student representatives. Others work full-time in community settings and are only available to attend their classes and office hours on campus. None has sought to participate on our council, to date, and if they do seek to attend our meetings, we will make every attempt to integrate them. We were unable to provide sessional orientation sessions or to produce a sessional manual this year due to time constraints. We routinely make all teaching resources (e.g., FASS procedures manuals) available to all teaching faculty (full-time and sessional instructors) via email. An exciting recent development is the provision of a shared office space for sessional instructors.

PDC recommended further actions to be taken (2011)

PDC urges the area increase its efforts to provide annual orientation sessions for sessionals and notes that

the provision of two-hour or half-day sessions focusing on the most important policy and procedures information could be extremely helpful to sessionals.

PDC is pleased to hear that shared office space for sessionals has been acquired and notes that section (c) of this recommendation is satisfied.

Actions taken 2011:

The Department Head revised the sessional manual and held a very well-received two-hour orientation session for Fall 2011 sessional instructors focusing on the most important policy and procedures information.

PDC recommended further actions to be taken (2012)

PDC commends the area on its efforts with regard to this recommendation. PDC encourages the area to offer orientation sessions to sessionals annually or biannually. The area might also consider focusing the first part of the session on new sessionals and the second part on new and experienced sessionals, which may maximize participation.

Actions taken 2012:

In 2011-12, the Department Head held a two-hour orientation session in fall semester; however, because faculty and the Department Head had to assume greater responsibilities during a year with a large number of sabbaticals, this orientation session was not able to be offered in winter semester. For the current year, we plan to reinstate sessional orientation sessions each semester and continue to update and refine the sessional manual. However, given that many of our sessionals have incompatible schedules, we expect that it will be challenging to have the orientation session at a time when all sessionals can attend.

PDC Recommended further actions to be taken (2013).

PDC commends the area for establishing an orientation sessions for sessionals and would appreciate receiving a report on the success of the 2012-2013 orientation sessions. The area is also encouraged to consider assigning a tenured or tenure-track faculty member mentor to each sessional.

Actions taken 2013:

The past year proved difficult to hold group orientations for sessionals because of difficulties obtaining information about materials used in previous orientations and because of scheduling conflicts. Instead, the Undergraduate Program Chair individually contacted sessional instructors who were new to teaching in the department to provide them with materials about policies and to answer any questions they might have. New and returning sessionals who were teaching courses that were new to them also were contacted to see if they would like to speak to a faculty member who had taught the course before, and some faculty members shared their course materials with sessionals to help them prepare the courses.

The Undergraduate Program Chair is in discussions with the new Psychology Department Head to develop revised procedures for providing sessionals with general orientation sessions combined with a more formalized faculty mentoring system. Because of the work involved in developing this new procedure, we expect that it will not be ready to be implemented until at least the fall 2014 semester. Until the time that the new orientation procedure is in place, the Undergraduate Program Chair will continue to contact individual sessionals each semester.

PDC Comments:

PDC notes that the orientation session held in 2011 received positive feedback from sessionals and encourages Psychology to re-introduce this session annually. PDC also directs the area to consult with the Centre for Teaching and Learning and to look to successful models developed by other Faculties (e.g., Nursing) for the orientation of sessionals.

Status: ahead of target on target behind target recommendation satisfied

Recommendation 9: In undertaking its curriculum review, that the Department work with the Leddy Library to incorporate information literacy into its curriculum and course assignments. This could be fashioned as a graduated learning experience over the course of students' undergraduate program.

Agent: AAU Head, Departmental Council, Leddy Library

Completion by: Fall 2012

Actions taken 2009:

Some course instructors currently use the services of the Leddy Library to incorporate information literacy into their teaching and course assignments. We will review our courses to determine which courses provide these experiences, and will work with the Leddy Library to incorporate more information literacy into the curriculum.

PDC recommended further actions to be taken (2010)

PDC looks forward to hearing the results of the deliberations with the Leddy Library.

Actions taken 2010:

As noted previously, many of our instructors engage representatives from the library to make presentations about information literacy. In reviewing course outlines, the Undergraduate Program Chair noted that a number of courses include assignments which require students to engage in literature searches and information retrieval. Some course instructors (e.g., in Advanced Statistics, Conducting Research in Psychology) routinely bring in specialists from the library's Academic Data Centre to address their classes about their services and resources.

PDC recommended further actions to be taken (2011)

PDC notes the area's efforts with regard to this recommendation and looks forward to hearing of more on new initiatives to integrate the critical evaluation of research literature (information literacy) into the curriculum.

Actions taken 2011:

Psychology Department instructors have continued the individual initiatives described above, and the Undergraduate Program Chair contacted the Leddy Library Academic Data Specialist at the Leddy Library Data Centre to discuss the extent to which psychology department instructors utilize the Data Centre services. It appears that a significant percentage of psychology department instructors are accessing these services and integrating this aspect of information literacy into the curriculum. However, the retirement and non-replacement of two faculty members, the large number of faculty members on sabbatical, the concomitant large number of sessional instructors, and the increasing size of psychology courses has precluded our pursuit of new information literacy initiatives during 2011.

PDC recommended further actions to be taken (2012)

PDC recognizes that this is a long-term project and encourages ongoing relationships between the Department and the Leddy Library to achieve this recommendation.

Actions taken 2012:

Psychology Department instructors have continued to make use of the Leddy Library resources and Leddy staff presentations as part of their course learning goals of teaching students how to engage in information retrieval and literature searches. During the review of course outlines two years ago, the Undergraduate Program Chair used the information about how different courses incorporate information literacy in their course assignments to create the Psychology Undergraduate Program learning outcomes grid (discussed in the response to Recommendation 1). This process revealed how information literacy progresses from a novice level in 100- and 200-level courses to an advanced level in 300- and 400-level courses. We are committed to maintaining this graduated approach to incorporating information literacy throughout our programs and plan to engage in periodic reminders to instructors and assessments of course outlines. However, we also recognize that with pressures to increase our course enrollments, maintaining this standard is becoming a challenge.

We feel that we have satisfied this requirement with our ongoing commitment to information literacy; however if the PDC recommends further action, we would request specific information about what would be needed to satisfy this requirement.

PDC Recommended further actions to be taken (2013).

PDC notes that this recommendation has been satisfied.

Recommendation 10: That the Department and the Dean, in consultation with the Space Allocation Committee, review FASS's space inventory to determine how space might be optimally used or re-configured through renovation.

Agent: AAU Head, Dean of FASS, Space Allocation Committee

Completion by: Fall 2013

Actions taken 2009:

The Psychological Services Centre currently is undergoing renovations and reconfiguration of space in the two houses on Sunset that currently are in use. This will make better use of rooms for scheduled use by faculty members to conduct research and applied training that involves both graduate and undergraduate students. A third house on Sunset also is being renovated and will accommodate a large meeting room and three new offices for faculty members and their students (graduate and undergraduate) who, to date, have not had research space or have had insufficient space. We also will be freeing up one additional large office in CHS (which had been used to store archival clinical data) for use as a shared research lab. Apart from these initiatives, it is unclear how space could be more optimally used or re-configured to meet the space needs of Psychology without additional resources allocated by the Dean or Space Allocation Committee.

PDC recommended further actions to be taken (2010)

PDC commends the area on its efforts to deal with its space needs. PDC encourages the area to meet with the Dean and the Space Allocation Committee to determine how space might be optimally used or re-configured through renovation, and to report on these meetings in its next annual status report.

Actions taken 2010:

All of the renovations and re-allocations of space listed in "Actions taken 2009" have been completed. As a result, there are fewer unmet needs for teaching, research, or applied training space than was true in previous years. Planned renovations to our graduate student lounge and meeting space will help to serve both graduate students and the undergraduate students that they work with as teaching assistants. The recent conversion of a former secretary's office (left vacant when we lost a departmental secretarial position) to a well-equipped shared office space for sessional instructors will benefit sessional instructors and their undergraduate students.

PDC recommended further actions to be taken (2011)

PDC thanks the area for its update and agrees that this recommendation has been satisfied.

Recommendation satisfied (2010-2011)