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SIMON FRASER UNIVERSITY
Senate Committee on University Priorities
Memorandum

TO: Senate
FROM: Jon Driver
Chair, SCUP and
Vice President, Academic
RE: Department of Psychology
DATE: April 8, 2009

The Senate Committee on University Priorities (SCUP) has reviewed the External Review Report on the Department of Psychology, together with responses from the Department and Dean of Arts & Social Sciences, and input from the Associate Vice President, Academic.

Motion :

That Senate approve the recommendations from the Senate Committee on University Priorities concerning advice to the Department of Psychology and the Dean of Arts & Social Sciences on priority items resulting from the External Review.

The report of the External Review Team* for the Department of Psychology was submitted in July 2008 following the review team's site visit. The site visit took place early April 2008. The response from the Department and the response from the Dean of Arts & Social Sciences were received in December 2008 and March 2009, respectively.

The Review Team believes that "The Department has many outstanding attributes, and it is competitive at the national and international level."

A number of recommendations were made by the Team which may further strengthen the Department of Psychology.

SCUP recommends to Senate that the Department of Psychology and the Dean be advised to pursue the following as priority items.

1. Programmes

1.1 Undergraduate Programme

- Continue to seek ways of offering courses more often to ensure students are able to complete both introductory and advanced courses within a reasonable amount of time.

- Consider establishing learning outcomes for the undergraduate programme and determine appropriate course structures and instructional formats to support these outcomes within the fiscal resources of the Department.
- Review the workload of faculty associated with the delivery of writing intensive courses.
- Develop objective and publicly accessible indices of course and programme quality and teaching excellence.

1.2 Graduate Programme

- Strive to make competitive financial offers to prospective graduate students.
- Continue to improve the application and admission process by enhancing communication between the Department and graduate students and by better understanding and serving student choices and preferences.
- Comparatively review the course requirements against other clinical and experimental psychology programmes within Canada.
- Review possible programme options that could attract premium fees.

2. Governance

- Consider developing an administrative model that includes a distinct Clinical Area and that facilitates interaction across all areas, particularly between clinical and experimental researchers.
- Continue to seek ways of encouraging wider participation of faculty members in the governance of the Department.
- Ensure the lines of communication between the Department and the Chair, the Department and the Dean's office and the Department and the students are open and clear.

3. Infrastructure

- Continue to monitor the space requirements of the Department and develop contingency plans which accommodate the future expansion of research programmes.

4. Research

- Continue to work with the Dean's office to facilitate grant applications and research support; pursue externally funded research opportunities and set the goal at 75% of funding from tri-council agencies.
- Work with the Dean to develop clear faculty renewal goals 2010/11 for consideration by the Vice President Academic.
- Continue to build relationships with the Faculty of Health Science to develop joint research initiatives.

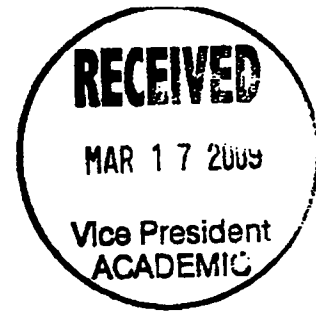
* Review Team

Alison Sekuler (Chair) – McMaster University
Clive Seligman – University of Western Ontario
Shelagh Towson – University of Windsor

CC L Cormack, Dean, Faculty of Arts & Social Science
D Weeks, Chair, Department of Psychology



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MEMO

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ATTENTION Bill Krane, Associate VP Academic

FROM Lesley Cormack, Dean, FASS

RE Response to Psychology External Review

DATE March 16, 2009

I am very pleased to receive this external review of the Department of Psychology. This review demonstrates that the Department is very strong, both in terms of teaching and research, and I second the sentiments of the review committee that FASS, Psychology and SFU work together to ensure that it continues in this strong position.

I will not respond to each recommendation of the report, most of which I agree with and commend to the Department. I see that the Department is open to the suggestions of the review and indeed has begun to implement some of these changes. In general then, I recommend to the Department that they take the observations and recommendations of the committee seriously, as I believe they are doing, and continue to strive for excellence in their teaching and research programs.

Let me highlight a few aspects of this report.

Undergraduate Program

I note with approval that the quality of this program is seen to be excellent. The Department is obviously appropriately concerned with maintaining this quality and I support them in this endeavour. With regards to their concerns with the W courses they are now offering, I urge them to make use of the resources now available in the Dean's office for help, suggestions, and the training of TAs in this enterprise. Further, while I appreciate the fact that budget cuts will create challenges in the delivery of an excellent undergraduate program, I urge the Department to develop priorities and to work on curriculum and pedagogical revisions, in order to preserve what is fundamental to the curriculum and, if possible, to improve course delivery and student experience. I have every confidence that this process is already underway within the Department.

Graduate Program

I am sympathetic to the Department's concerns with regards to competitive offers and TA funding. I believe that the Dean's office has provided as timely resourcing as possible within a shifting and tight budget situation. I particularly point the Department to the Review recommendations that speak to equity and openness with respect to different requirements in different

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graduate streams. I would urge the Department to strive for transparency and fairness, while acknowledging that this is a more nuanced issue than might be thought. I would also suggest to the Department that they continue to ensure that communication is sufficient and clear to graduate students.

With regards to the discussion about the relative merits of new premium fee graduate programs, I have no opinion on this but would simply urge the Department to make sure they have considered all the issues before proposing to move one way or the other in this direction.

Governance

In this area, the External Review suggests that more and wider participation of faculty members in the governance of the Department would be beneficial, particularly through the revitalization of a number of departmental committees. I strongly agree with this recommendation and note with approval that the Department is already beginning to implement this. I also agree with the recommendation that open communication is fundamentally important, especially in as large and complex a department as Psychology. Of course, this also applies to communication between the Department and the Dean's office, which should also be as open and complete as possible.

Research

I applaud the research success of Psychology and encourage the benchmarking suggested by the external review of 75% external grant funding. Of course, some areas have more access to grants (and larger grants) than other areas. (This is also true within FASS more generally, cautioning against too direct a comparison, as is made in this external report.) On the other hand, grants received are only an input measure, and so I advise as we read this external review and other similar reports that we should all be working to develop more robust output impact measures.

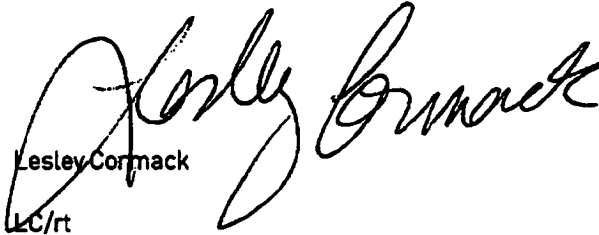
The Dean's office has worked with and will continue to work with Psychology to facilitate grant applications, space allocations, and research support. Within our limited resources, I believe we have been doing an excellent job, just as I believe that Psychology has made great success with limited support services. Most external reviews point to the need for new faculty positions and this one is no exception. Indeed, Psychology has been suffering from attrition for several years (including through death), made worse since this external review by the fact that 3 people have taken the voluntary exit package. I am therefore aware that Psychology has some serious needs in a number of areas, not limited to the neuroscience area mentioned in the review. That said, we are in a budget situation in which only a minority of such positions will have any possibility of being filled, and I therefore urge the Department to develop clear priorities with regards to their greatest needs, which I can then take to the VPA in the yearly faculty renewal exercise for 2010/11.

Faculty of
Arts and Social Sciences

Finally, I want to agree with the external review that better cooperation between Psychology and the Faculty of Health Sciences is highly desirable. I urge FHS to find ways to include Psychology in its programs and to ensure that there is not unnecessary duplication with programs already in existence in Psychology.

Conclusion

This is a strong external review for the Department of Psychology. They are to be commended for the excellent work they have been doing in undergraduate and graduate teaching and in world-class research. Most of the suggestions of the external review committee are reasonable and easily implementable and I see the Department already taking steps to do so. The most intractable issues have to do with funding and I urge the Department to develop strategies to continue to aim for excellence in a time of contracting budgets.



Lesley Cormack
LC/rt

Cc: W. Turnbull, Acting Chair, Dept. of Psychology

FACULTY OF ARTS
AND SOCIAL SCIENCES

MEMORANDUM

DEPARTMENT OF PSYCHOLOGY

DR. DANIEL J. WEEKS, CHAIR

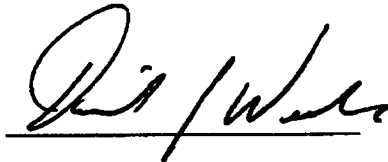
Office: RCB 5245
Phone: 778-782-3358
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Email: dweeks@sfu.ca

Attention:	Dr. Lesley Cormack, Dean	Date:	December 9, 2008
	Faculty of Arts and Social Sciences		
Re:	External Review Response		

MAILING ADDRESS

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Please find attached our response for the external review.

Daniel J. Weeks
Department Chair

cc: Glynn Nichols

PSYCHOLOGY DEPARTMENT
RESPONSE TO EXTERNAL REVIEW

Overall, we were encouraged by the extremely positive tenor of the External Review. With only a few exceptions, we felt that the review team formed accurate impressions of our Department and we found their feedback to be constructive and thought provoking. Our response will follow the list of recommendations in the External Review.

Recommendation 1: The Department should review and modify its undergraduate curriculum to ensure that all courses are offered every year or every other year, while preserving thematic structuring so that all students are able to complete both introductory and advanced courses in their areas of interest. Reducing the number of thematic areas, by combining some of the smaller themes, may help students feel they are able to take courses in their core area.

In numerous public meetings, both the Dean's Office and the Office of the Vice-President Academic have made it clear that course availability is both a Faculty and University-wide concern. Budget pressures have made the matter even more salient at the level of the instructional unit and the Department of Psychology is committed to addressing the issue in a timely manner. At the time of the on-site review, the Department had already charged the Undergraduate Studies Committee (UGSC) with the task of reviewing the existing processes and we expect to prepare specific recommendations early in 2009. These recommendations will be designed to make it more likely that more students will complete their undergraduate degrees in a reasonable amount of time. The UGSC met on Sept. 18, 2008. Both faculty and students identified some of the issues related to course availability. It is obvious that the matter is complex and involves the interplay amongst prerequisites, corequisites, course availability, and course scheduling. Although it is still premature to respond here with a specific action plan, we have resolved to produce one in a timely manner.

We agree that core courses and courses required for graduation must be offered in a regularized and predictable manner. However, we believe that it is necessary to retain a limited number of specialty courses that may be offered less frequently for a number of reasons. For example, faculty attrition with out replacement may make it difficult to offer all courses annually or even biennially. It is our position that we would not be servicing our undergraduate students if we simply deleted all courses that were offered less frequently than every two years. The less frequent offering of these specialty courses is not a barrier to graduation for students.

In the preamble to Recommendation 1 the External Review Report highlighted a few perceived deficits in undergraduate course offerings for the current academic year. Specifically, it was noted that there are 16 courses listed in the calendar that will not be offered during the 2008-2009 academic year. It can be misleading to base general conclusions on a review of a single year. Temporary circumstances arise. We respond to the particular courses discussed in the Review. *Perception* is not being offered because the instructor (Dr. Spalek) is on Study Leave: we fully expect this course to be offered

twice a year when he returns. Similarly, *Introduction to Abnormal Psychology* had been taught by a long-term sessional instructor who recently became unavailable. Clinical faculty are investigating alternatives. Finally, *Introduction to Cognition* is now offered twice in the 2008-2009 academic year.

The External Review Report highlighted three courses that are either not offered or offered too infrequently. *Perception* is not offered "sporadically," as stated in the Report. Indeed, until this year it was offered twice a year for the past 6 years. As indicated above, when Dr. Spalek returns from Study Leave, we expect to resume the previous schedule. *Sensation* has been offered 3 times in the past 6 years, and it is being offered in the current semester. We agree that *Theories of Personality* should be taught more frequently and the UGSC is currently discussing this course with Social and Clinical faculty to develop a strategy to regularize this offering.

Finally there is a minor error in the preamble to Recommendation 1. The report states that in second year all Major and Honour's students must take at least one course in *biological* or *perception/cognition* areas and at least two courses in *developmental, social, personality/abnormal/clinical* and *law and psychology* areas. In fact, such students must take one course from each group and at least one other course from either group.

Recommendation 2: The Department should continue to work with Introductory Psychology lecturers to maintain the quality of the introductory psychology courses, including tutorial sections, albeit with reduced resources.

We appreciate that the Review Team recognizes the quality of our Introductory Psychology experience. We fully agree that PSYC 100 and 102 are core strengths in the Department and we are proud of the courses. It should be noted that at the time of the review, all students in these courses were still involved in small-group tutorials (19 students per tutorial). However, as a result of a significant cut to the TA budget coupled with a substantial increase in enrollment, we have been forced to move to "open labs," wherein students attend a lab that is supervised by a Teaching Assistant or the Course Instructor. Unfortunately it is clear that budget allocations are not likely to return to levels that are even close to that required to maintain our Introductory Psychology courses even in this modified pedagogical format. As a consequence, we have decided to take this dilemma as an opportunity and a challenge to consider new course structures and instructional formats that are even more challenging and engaging for our undergraduate student while at the same time are more fiscally realistic given our current and projected budget situation. The current structure of the UGSC includes representation from all sectors of the Department and is examining the delivery of PSYC 100 and 102, and the level of support they are receiving, and are preparing recommendations regarding the future of Introductory Psychology at SFU. We expect that they will bring these recommendations forward early in 2009 for full consideration by the Department as a whole.

Recommendation 3: The Department should review the workload associated with the delivery of writing intensive courses and make appropriate adjustments in the teaching assignments of faculty members who teach the course, and in the appropriate assignment of teaching assistants to those courses.

Without question the introduction of the WQB requirements at SFU has created difficulties for Department Chairs with respect to the allocation of equitable workloads and with distribution of teaching resources. The differential formula for additional financial resources for the offering of writing intensive courses was developed by a committee without specific input from the teaching units (or at least Psychology). The review document addresses three specific points to which we respond. First, the review document alleges that conversion of the second-year research methods course into a writing intensive course has resulted in added workload that makes it difficult to recruit faculty to teach it. This is clearly the case. Fortunately there are some faculty who enjoy teaching this course and choose to remain involved in its delivery. As well, we have attempted to share the offering of this course by having area coordinators include it within their respective areas on a rotating basis. However, the reviewers are correct in suggesting that this scenario may not service us well into the future. Indeed, the fact is that since Psychology 201 became a writing-intensive course, the teaching work load has increased substantially. The course currently requires the instructor to manage up to 6 or 7 TAs and to supervise students through the execution and write-up of a research project. This is likely to be compounded by the fact that further cuts to our budget will mean that the TA support necessary to mount these writing intensive courses will not be sustained in the future. As well, should we experience any further reduction in the number of faculty (without replacement) then future offerings of these courses will have to come at the expense of specialized courses offered within our thematic streams. Clearly, we cannot expect faculty to continue to offer writing-intensive courses without adequate support and resources. Consequently, unless the budget situation improves the Chair will have to take concrete steps to establish differential weighting of individual faculty workloads that include writing intensive courses.

Second, the review notes problems with our current practice of reliance on faculty to volunteer as guest lecturers in our third year writing intensive course, PSYC 300. Since the inception of this course the Chair has maintained a list of "volunteers". To date, the uptake has been broad and balanced such that nearly all faculty have participated at least twice. However, we do recognize that this cannot continue in such an ad hoc manner and at a recent Department meeting we approved the distribution of participation in this course as part of the Chair's assignment of workload.

Finally, the reviewers note the difficulties associated with maintaining an adequate pool of TAs who have the requisite skills for assignment to these writing intensive courses. This again is a complex problem that was not adequately foreseen by the architects of the WQB scheme. Specific TA assignments are done by the Department Assistant, Bev Davino. She is sensitive to the needs and demands of writing-intensive courses and makes every effort to ensure that students who apply to TA and who have the expertise to TA writing-intensive courses are assigned to those courses. Nevertheless, the

Department is exploring a number of options for the future preparation of TAs within the strictures of future budget constraints.

Recommendation 4: The Department should consider restructuring the third year writing intensive course so that guest lecturers are not required; alternatively, faculty teaching assignments should be structured such that the responsibility for providing a guest lecture in this course is distributed evenly across all faculty.

We have addressed this recommendation in our response to Recommendation 3.

Recommendation 5: The Department should assign office space to Lecturers equivalent to that provided to tenure-stream faculty and work with Lecturers to identify other ways in which the Department could support and recognize their contributions.

This is somewhat difficult to respond to given that we are unaware of any instance where this has not been done. Within the Department the distinction between Tenure-stream faculty and Lecturers is effectively one of terminology only. Generally, Lecturers' offices are comparable to tenure-stream faculty offices. It is unfortunate that one Lecturer was in an office that was substandard. That individual was offered office space equivalent to most other tenure-stream faculty but declined that option and chose to remain in his (less than adequate) space until a larger office became available. Such space has since become available and the Lecturer has moved offices. We are fortunate to have Lecturers who are highly qualified in their own fields and they are excellent teachers. We agree that it is important to recognize their abilities and to draw on their expertise. Currently, two of our Lecturers are members of the Undergraduate Studies Committee and as such have a strong voice in the continued development of the Undergraduate program. In the broader context, all faculty, staff and students are considered valued members and the Department of Psychology regularly seeks out tangible ways to recognize the contributions of all sectors of our community.

Recommendation 6: The Department should establish overall learning outcomes for its undergraduate program, use these outcomes as the basis for course-specific learning outcomes and determine appropriate structures for specific courses on the basis of these learning outcomes.

This recommendation will be discussed and reviewed in the UGSC. In particular, we agree that we need to clarify the objectives of the introductory psychology courses and the 200-level courses that serve as an introduction to the main areas in psychology. At issue here is the extent to which we value cumulative learning and course prerequisites. Throughout this review process the UGSC remains sensitive to the fact that it is important to allow some flexibility for instructors to determine how to deliver their courses to achieve the stated learning outcomes. In the past few years, with the recent, rapid, and generally unanticipated budget cuts, the manner in which courses are delivered in the Undergraduate program had to be modified quickly. For example, tutorials in our *Introductory Psychology Courses* and in our *Statistics* courses were retained, but

converted to open labs, as they were considered essential to student learning. Across our entire program it is critical that we make every attempt to maintain the integrity of our academic experience within the context of our budget reality.

Recommendation 7: The Department should develop objective and publicly accessible indices of course and program quality and teaching excellence.

We agree that it is important to assess the quality of our courses, programs, and instruction in a transparent and objective manner. Indeed, this External Review itself is an objective and publicly accessible indicator of program quality. Consistent with SFU policy most instructors obtain student evaluations of the quality of their courses, and the quality of faculty members' teaching is evaluated every two years by the TPC. However, the *Freedom of Information and Protection of Privacy Act*, sections 22(3)(d) and 22(3)(g), prevent disclosure of instructor/course evaluation ratings. On our own initiative we recently implemented a Teaching Award in the Department of Psychology in memory of our late colleague, Dr. Barry Beyerstein. It will be awarded annually and the recipient will be publicly acknowledged within and outside of the department.

Recommendation 8: The Department should strive to make competitive offers to its prospective graduate students. To this end, the University should endeavour to provide the Department with more detailed, advance information about the funding situation for graduate students, even if the information is simply a minimum that could be expanded later.

The budget cuts of recent years have had a serious impact on our ability to fund the tutorial system that has historically been used in the instruction of our undergraduates. This, in turn, has been used to provide funding support to our graduate students through Teaching Assistant/Tutor Marker (TA/TM) contracts. Although many of our students have funding through scholarships, many find it necessary to supplement their income through TA/TMships or RAships. The decreased TA/TM support is resulting in decreased attractiveness and viability of enrolling in and/or continuing studies in the psychology graduate program at SFU. Additionally, the reduced availability of opportunities to lead tutorials has the potential to further reduce the attractiveness of graduate school training at SFU, since these opportunities were welcomed by students eager to develop their instructional skills for future academic positions and appreciated by prospective employers.

In order to maintain our commitment for ongoing funding to our continuing graduate students in the face of budget cuts, the number of new offers extended (and subsequently accepted) was set to that of approximately 5 years ago. However, the offers that were made were comparable if not more generous than offers extended by other psychology departments in British Columbia. Although other departments make mention of funding possibilities beyond the 2nd year they qualify those with caveats of pending funding availability. We chose to not make offers of 2nd year TA or fellowship funding because budgets for future years are not known and we thought it prudent not to mislead applicants when several years in a row we have faced major cuts to our budgets. The lack

of competitiveness of offers that can be extended by psychology departments in British Columbia vis-à-vis departments from some other provinces in Canada or from other countries is a major issue that must be combated with senior administrative leadership in the procurement of graduate funding.

Recommendation 9: Applicants to the graduate program should be asked to list 1 to 3 cognate areas of interest, and rank order potential supervisors within those areas. Application files should be shared across the different areas to maximize the chance that there will be optimal student/supervisor matches, and to increase the intake of excellent graduate students

In meetings over the past several months, the newly constituted Graduate Studies Committee (GSC) of the Department and subcommittees (e.g., Clinical Program Admissions Process Review Subcommittee) have initiated and will continue to review and endeavour to improve the application forms for admission to the Psychology Department graduate program and the process of evaluating applications across the Department. The suggestion by the external review committee for changes to our admissions forms and process are appreciated and will be incorporated where possible.

Recommendation 10: The Department should keep records of its offers of admission and yield, including information about each student's origin (i.e., SFU or elsewhere), broken down by cognate area.

Although at each admission cycle, the Department has all of the information on offers and acceptances and maintains overall summaries of offers and yield (e.g., Clinical Program admission statistics over the previous seven years are posted on our website), we have not maintained detailed annual summaries of the type suggested (i.e., offers and yield by origin and cognate area) which can be easily accessed for review. The Department Graduate Studies Committee appreciates the suggestion of the external review committee and will maintain detailed annual summaries for historical review.

Recommendation 11: The Department should be more explicit in articulating the overall and area-specific goals of the graduate program, and determine whether there is a need/desire for similar breadth requirements and modes of training across the areas. Assuming there will be a diversity of approaches, the Department should ensure that students and faculty have a full understanding of the differences, and that the basis for the differences is well defined.

Area faculty regularly discuss and update curriculum goals. At a recent department-wide retreat (spring 2008), the issue of diversity of curricular expectation across areas was raised. The areas and the newly constituted Department Graduate Studies Committee have reviewed and will continue to revisit the pedagogical goals of the graduate program in general and as pertains to breadth requirements. The Department and the course calendar provide explicit definition of what constitutes satisfaction of the breadth requirement for students in the clinical program which are consistent with APA/CPA guidelines. The broad definition of what constitutes satisfaction of the breadth

requirement for the other graduate students in the Department (i.e., satisfactory completion of a course outside of the student's area) is indicated on the Department website, and was incorporated in recent changes to the course calendar. The explicit specification of the breadth requirements for all our graduate students has been incorporated into course calendar changes to be reviewed October 2008 by the FASS GSC.

Recommendation 12: The Department should determine a system to balance the workload (real and perceived) for faculty in terms of undergraduate and graduate courses (and upper-level and lower-level courses within the undergraduate program).

The Chair of the Department works very carefully to address workload equity for faculty while endeavouring to meet the instructional needs of the undergraduate and graduate students within the guidelines set forth by the University and the needs to meet undergraduate enrollment targets. It is not clear how developing a "system" aimed at achieving these outcomes would be advantageous. For example, graduate courses within the Clinical program (most of which are open to Experimental students) are program requirements within the guidelines for APA/CPA accreditation. Faculty workload is therefore impacted by specific expertise, which faculty are on study leave, the availability of sessional instructors, and a host of other factors. Consequently, developing balanced workloads across the Department is a far more nuanced process than it is systematic. Consequently, the Chair takes a very open approach to the allocation of workload to minimize any misperception of unfairness.

Recommendation 13: The minimum number of students required for a graduate course should be set explicitly to 3, especially in the context of required graduate courses (e.g., in the clinical program).

Generally, minimum class sizes are set forth by the University and adhered to by the Department. Moreover, specifying an enrollment of 3 as sufficient for a graduate course would make the workload balance of graduate and undergraduate teaching assignments referred to in Recommendation 12 even more difficult to achieve.

Recommendation 14: The Department should move forward on developing a fast-track system for promotion from the MA to PhD program.

A fast-track system is already in place through a mechanism provided by the University. To increase awareness for this option, the Department has ratified changes to the course calendar describing the availability of this option. It is important to note that the fast-track option is doable only for the Experimental program as the requirements for APA/CPA accreditation do not make this possible for the Clinical program.

Recommendation 15: The Department should reconsider the course requirements in the context of clinical and experimental psychology programs across Canada, and

determine what the requirements should be in terms of the pedagogical goals of the program.

The area faculty and GSC regularly review and discuss course requirements. At a recent department retreat (spring 2008), the question of what constitutes core curriculum was discussed broadly, with a wide variety of opinions expressed. As detailed in the self-study, the GSC has compared our graduate program across North America with regard to core curriculum. However, we have not specifically compared ourselves with all Canadian universities, only with some of the leading ones. We should also point out that our Clinical program was recently re-accredited, with the evaluation of course requirements being part of that process. Nevertheless, the suggestion of considering our requirements explicitly in contrast with requirements across Canada is an excellent suggestion, and we will contact CPA for such summary information.

Recommendation 16: The Department should ensure that students receive funding at a level that enables them to focus on their studies, rather than having to supplement their income by taking jobs external to the University. At a minimum, the Department should gain a better understanding of the financial pressures faced by students, and the conditions leading students to take outside positions that slow down their progress in the program.

It is important to note at the outset that in some cases the external work taken on by graduate students can have high value in terms of providing students with skills that will be relevant to jobs that they may ultimately be seeking (some work is policy oriented and some is research based). Nevertheless, as evidenced in minutes of monthly Department meetings, the Department is keenly aware of the general financial pressures faced by the students. At every opportunity, the Graduate Program Chair and the Chair of the Department makes a case for the necessity of improved graduate student funding to senior administration in one-on-one meetings as well as in public forums. Nonetheless, the suggestion from the review committee that the "Department should gain a better understanding of the financial pressures" is reasonable, and an explicit survey of graduates regarding perceived barriers to their educational progress will be considered. We think that it is important to note again that the recent dramatic reduction in funding for TAs is a major contributor to these problems. However, we also think it is important to point out that, beyond just the obvious financial consequences, the almost complete switch to the tutor/marker model has appreciably reduced the opportunity for graduate students to obtain valuable teaching experience as discussion leaders. Given that many of our students will end up in teaching roles, we see the reduction in direct teaching experience as a disappointing trend.

Recommendation 17: The Department should determine the feasibility of course-based (differential fee) graduate programs. They should be implemented only if they are pedagogically sound and sustainable. Ideally, such programs would provide additional resources to support the PhD program, while providing important educational opportunities to MA level students.

The Department has variously discussed mechanisms to increase funding to our graduate program. This matter will be further discussed and opportunities considered where appropriate. However, the opportunity for such programs within psychology departments is generally limited. One notable exception is the "Doctor of Psychology" program, commonly referred to as the PsyD. The possibility of developing a PsyD program has been previously considered by the Clinical program and a Departmental Task Force report on PsyD programs was written by Clinical faculty at the request of the senior administration some time ago. The conclusion was that this was not a viable option for our Department at this time due to concerns such the availability of faculty and the significant costs involved in establishing such a program. This suggestion was not raised with the Review Team by Clinical faculty who would have provided the Team with the history of a possible PsyD program in our department. It is also of some concern that the requirements of a PsyD program are often viewed as being "less onerous" than those of a research-based clinical program.

In the preamble to Recommendation 17, it was specifically suggested that the Department explore the feasibility of launching a program in Analysis, Theory and Methods. The claim is made that "Given the relatively small number of graduate students in the Theory and Methods Area, this sort of program would not strain resources in the same way that a PsyD might." Again, while we are most certainly open to considering such a program, it would be a mistake to assume that a smaller number of graduate students in the Theory and Methods Area means that the Area is less taxed resource-wise. In particular, in addition to supervising their own students, faculty (and their students) in this area provide extraordinary service to students in all areas of the Department with respect to the methodological and statistical challenges they face in their research.

Recommendation 18: The Department should ensure that students are aware of the role of the graduate chair, and that information relevant to their programs is conveyed in a timely, clear, and accessible manner.

The Department graduate student handbook is available to all students on the Department website, and a hardcopy is distributed to incoming students in their first semester of their enrolment. The Department Graduate Program Chair also has a copy of it posted on the bulletin board outside her office. As such, it is surprising that students are not aware of the handbook. In order to remind students of its existence, the graduate program chair or secretary will send out annual reminders of its location, and notify students and faculty whenever it is updated.

The Department graduate student caucus, annually, holds a first year student orientation at which the Department Graduate Program chair is introduced and a summary of the activities of the graduate program chair provided. Additionally this year, the role of the Department Graduate Studies Committee was detailed. This year, in another effort to increase visibility and awareness of the role of the Graduate Program Chair and the Graduate Studies Committee, an email to new and current students was sent out to welcome everyone to the new academic year, stating the Graduate Program Chair and secretary's continued service, and introducing the new members of the GSC. The

Graduate Program Chair and the graduate program secretary regularly email students about deadlines (e.g., registration, scholarship), relevant training opportunities, etc. Furthermore, they each regularly process paperwork for all of the students including annual progress evaluations.

Recommendation 19: The Department should implement an administrative model that includes a distinct Clinical Area, but that facilitates and encourages interaction across areas and between clinical and experimental researchers.

The Department has agreed, in principle, to move in such a direction.

Recommendation 20: The Department should consider restructuring the non-clinical research areas so that graduate programs have critical mass and/or ideally should hire additional faculty members in groups that are relatively small after the restructuring of a separate Clinical area.

This recommendation anticipates the difficulties in achieving Recommendation 19. Any reaffiliation of faculty to a new Area will have implications for our efforts to build concentrations of expertise within the research foci of the Department. We are not sure that the desire of the Department to support the evolution of a Clinical Area should come at the expense of restructuring the non-clinical areas. In the preamble to this recommendation the authors indicate, in a parenthetical example, that restructuring might involve the merger of the social and developmental areas and/or that new hires "work at the intersection of two or more areas." Not surprisingly, the members of the Social Area would strongly support (as would any Area) the suggestion that the Department give priority to hiring additional faculty in areas like developmental and social; areas that might be left much smaller by the formation of a Clinical Area. However, the notion that combining the Social and Developmental Areas would address the situation is far too simplistic. The work and approaches of current faculty in these two areas are very different. It would take careful planning and likely require additional strategic hiring to create a social and developmental area. Indeed, any move to restructure the non-clinical areas would require careful consideration regarding whether there are potential links between the interests and approaches taken by faculty members in the respective areas, and in terms of whether there are any advantages to graduate students and faculty in the areas to be combined.

Clearly, we would favour a solution to this concern that is consistent with the alternative provided by the reviewers – that the Department seek to strengthen those areas impacted by restructuring of a separate Clinical Area. However, given the current budget situation, it is unlikely that this solution is a serious alternative. Consequently, the Clinical Program coordinator and the Chair's Advisory Committee will work to develop a mechanism that will achieve the administrative and scholarly benefits for a distinct Clinical Area but respects to desire of many faculty to remain closely tied to the research foci of the established thematic areas within the Department.

Recommendation 21: The Department should establish distinct Appointments, Tenure and Promotion, Graduate Studies, and Undergraduate Studies Committees, and ensure broad faculty area representation on each of these committees.

The Department has recently approved the establishment of distinct Graduate Studies, and Undergraduate Studies Committees. Those committees are up and running with broad representation from all constituencies in the Department. The annual establishment of the Tenure and Promotion Committee is determined by University policy to which we will continue to adhere. For the past several years, the work of the Appointments Committee has been conducted by the Chair's Advisory Committee. We intend to maintain this arrangement until we have completed a revision to our Department Constitution.

Recommendation 22: The Chair's Advisory Committee should review the Psychology Department Constitution, propose appropriate revisions to the Constitution, and ensure that the faculty, staff, and students are engaged in the revision process.

That work is currently ongoing.

Recommendation 23: Care should be taken to ensure that the lines of communication are open and clear between FASS and the Department, between the Chair and the Department, and between the Department and students.

Obviously we concur with the need to ensure that all lines of communication remain open and clear. Indeed, the success of a large Department such as ours hinges on our ability to do so. Generally, all Department Meetings are open with the need for closed sessions kept to those instances for which confidentiality is absolutely required. The minutes of all open meetings are available to all members of the Department. Further, there is both graduate and undergraduate student representation at Departmental meetings, with the goal being that student needs and concerns are brought to the Department, and that issues discussed at Departmental meetings are communicated to the student body by their representatives.

Recommendation 24: The Department should continue to monitor space needs, and the University should respond appropriately, including developing contingency plans for future events that could delay research programs.

Generally we have been pleased with the efforts of the Dean's Office to ensure adequate research space for new faculty. Most recently we expanded into new space resulting from the reorganization of units within R.C. Brown Hall. This allowed us effectively to address the needs of our most recent hires as well as some current faculty who, to date, have had no research space. However, once again the Department has exhausted all options currently within the Psychology footprint in the R.C. Brown Hall.

The reviewers note that "A major concern was that temporary space does not seem to have been made available to house the students and faculty whose space was flooded during the 2007-2008 fiscal year". That is not entirely accurate. For the most part we had outstanding and very timely cooperation from the Department Chair and the IT staff, in securing temporary space for some research activities (analysis, office space for students). This is not to say that research activities and student projects have not been substantially delayed. Some faculty had no opportunities for data collection during that period because the electrically shielded booths for EEG acquisition could not be moved.

Recommendation 25: Administrative support staff and IT support staff should be commended for their work, and their complement should not be reduced below their present levels.

We recognize that the Department of Psychology enjoys the finest administrative and technical staff teams at SFU. We regularly seek out occasions to celebrate and commend them for their contributions. In fact, the Optimal Working Environment Committee is specifically charged with organizing such events. Perhaps most importantly, these individuals are regarded as colleagues rather than staff. Coping with the challenges facing our unit would not be possible without their support and we hope that the senior administration similarly recognizes that maintaining (if not expanding) the current complement level is critical if we are to survive the current fiscal situation and still remain a Department with vital research and teaching mandates.

Recommendation 26: The Department should be commended for its contribution to research at SFU to date, and it should look to expand its research success where possible. Specifically, the Department should aim for a goal of at least 75% funded researchers from tri-council agencies, with particular growth potential for clinical researchers and for researchers applying to CIHR.

We think that this is an appropriate target and one that we should embrace. The reviewed team noted that the overall figure for externally determined tri-council funding sits at 55%. However, if one considers these data in a slightly different way it would suggest that we are well on our way to achieving the recommended target. Specifically, of the 15 faculty that have joined our Department during the tenure of the current Department Chair, 14 have been successful in obtaining tri-council funding (one was on maternity leave during and postponed her first submission). Further, 4 of these individuals hold clinical certification. As well, the success of our faculty in receiving MSFHR Scholar Awards is a major source of pride to the Department.

Recommendation 27: The University should re-examine the system of mentorship, interval reviews, and grants facilitation to ensure that Psychology researchers are provided with the assistance they need to increase their foothold in external funding, particularly CIHR funding.

We appreciate the extensive consideration of data undertaken by the review team in order to make the case for our remarkable success in securing research funding over the past 5

years. However, we think it important to expand on the comments concerning grants facilitation and mentorship/guidance. First, faculty concerns surrounding these matters should not be taken as a criticism of the grants facilitators themselves. To the contrary, the individuals who hold these positions are outstanding; both in terms of the quality of their work and their dedication to assisting in the success of faculty grant applications. In some ways it is unfortunate that the grants facilitation system is formally decentralized at SFU. Consequently, in the specific context of FASS, it is impossible for a single individual to serve the breadth (not to mention the volume) of scholarship that exists within the FASS with uniform effectiveness. Fortunately, the grants facilitators across the University are able to coordinate themselves outside of the formal decentralization and work collaboratively and frequently share their expertise. Indeed, the extraordinary success that the Department of Psychology has enjoyed with respect to securing research chair positions would not have been possible had we not been able to reach out to grants facilitators from other Faculties to supplement the strengths of the FASS facilitator. We are hopeful that the current academic reorganization of SFU will make it even more possible to match the specific expertise of grants facilitators from across the University to the specific scholarly focus of individual faculty.

Recommendation 28: The Psychology Department should hire one additional faculty member in the behavioural neuroscience area, to maintain its strong position in this area, and to ensure that emerging connections and interdisciplinary interactions across SFU departments continue to mature.

We obviously agree. The senior leadership of Simon Fraser University has made considerable mention of its interest in developing greater interdisciplinary research and academic themes. Interestingly, neuroscience is widely considered to be one of the best examples of the benefits of an interdisciplinary approach. Although the review team notes our already strong position from which to expand neuroscience at SFU, a clear mandate for expansion from the senior administration would allow for broader engagement and participation of other outstanding neuroscientists in the biological sciences at SFU.

In addition to that important area for the Department, we would be remiss if we did not point out that, since the external review, Joan Foster retired as Lecturer in the Theory and Methods Area. There is a significant loss to an area that is not only responsible for a heavy load of required courses, but is a productive, unique, and developing program area. It is within Theory and Methods that the foundational issues of the discipline are addressed. Indeed the area is engaged in profound scholarship that is the source of Departmental pride. The Department Chair has clearly outlined to the Dean the impact of not filling that position at the earliest possible opportunity.

Recommendation 29: The senior administration should facilitate the establishment of formal links between the Psychology Department and the Faculty of Health Sciences, with the goals of helping groups already involved in interdisciplinary health research expand their success and facilitating the developments of new groups as appropriate.

The new Dean of Health Sciences seems genuinely committed to lifting whatever impediments to facilitating interaction with the Faculty of Health Sciences that may have existed in the past. Consequently, we look forward with optimism. One specific opportunity might involve our current efforts to attract an outstanding candidate for our LEEF Chair in the Prevention of Youth Violence. The candidate has expressed considerable interest in developing a Centre that would have formal connections with members in the Faculty of Health Sciences.

Recommendation 30: The Psychology in the City initiative should receive financial support as a significant outreach and undergraduate student recruitment tool for SFU, and Public Relations should work with the Department to determine other ways in which the Department can contribute to raising the profile of research and education at SFU.

We appreciate that the review team recognizes the value and unique character of "Psych in the City". Planning for the 2009 event is already underway and we will intend to make efforts to continue to develop this initiative. We have been discussing several possibilities for future development including evenings devoted to psychological aspects of contemporary events (e.g., violence, terrorism, racism), publishing an annual volume of the series, bringing in high-profile speakers to anchor our in-house presenters, even the possibility of "for credit" attendance. The public response has been overwhelming and we hope that the University will seek out opportunities to assist us in making Psych in the City even an greater success.

DEPARTMENT OF PSYCHOLOGY REVIEW
SIMON FRASER UNIVERSITY
July 2008

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Department of Psychology, Neuroscience and Behaviour
Associate Vice-President (Research), McMaster University*

CLIVE SELIGMAN

Professor, Department of Psychology, University of Western Ontario

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DAVID GOODMAN

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INTRODUCTION

The present review was initiated by the office of the Vice-President (Academic), as part of a regular system of comprehensive departmental reviews at Simon Fraser University. Prior to our visit, we received an extensive set of documents, including the Department of Psychology's Self-Study Report (2008), the clinical program's Self-Study Report (2008), the Three Year Plan for the Faculty of Arts and Social Sciences (October 16, 2006), the University's Five Year Strategic Research Plan (September, 2005), and the University's Three Year Academic Plan (March 20, 2007). During and subsequent to our visit, we requested and were provided with additional information as needed by Departmental and University staff. We also received several private emails, some quite detailed, from individuals in the Department either emphasizing issues that had come up at our meetings or raising new issues.

We would like to thank the SFU senior administration and the Department of Psychology for their cordial and efficient hosting of our review. Our visit took place from April 9-12, inclusive. At the beginning and end of our visit, we met with senior administrators in two small group sessions, including the Associate VP Academic, Bill Krane; the Dean of Graduate Studies, Jonathan Driver; the Director of Academic Planning, Glynn Nicholls; the VP Research, Mario Pinto; the Associate Dean, Faculty of Arts and Social Sciences (FASS), Tom Perry; and the VP Academic, John Waterhouse. We also met individually with the FASS Associate Dean and with

the Associate Dean of Graduate Studies, George Agnes. During our visit, we met with the Chair's Advisory Committee, the faculty of the Department in a large group, and in separate meetings with each of the five cognate areas as well as with the clinical area, with the lecturers responsible for teaching the introductory psychology courses, the IT manager, Richard Blackwell, and IT staff, the Manager of Academic and Administrative Services, Bev Davino, and her staff, and graduate and undergraduate students. We met individually with the Department Chair, Dan Weeks; the Director of Clinical Training, Arlene Young; the Director of the Clinical Psychology Clinic, Rene Weideman; the Graduate Associate Chair, Rachel Fouladi; and Urs Ribary, who gave us a tour of the Down Syndrome Research Foundation. Because of time constraints, we were not able to meet in person with the Associate University Librarian, Collections Services, Gwen Bird; and the Liaison Librarian for Psychology, Percilla Groves, but we received a Report prepared for the External Review by Gwen Bird and Percilla Groves. Although we clearly cannot have as thorough an understanding of the issues and culture of the Department as someone who is immersed in the environment for a longer period of time, we were impressed with the candour with which faculty, staff, and students spoke to us, and the breadth of issues that we discussed during our short visit.

Our comments here are guided by the Terms of Reference provided as part of the review materials. Specifically, we have endeavored to assess and comment on the Department's strengths and weaknesses, opportunities for change, and the quality and effectiveness of various aspects of the Department: undergraduate and graduate programs, departmental governance, infrastructure, and research. Where appropriate, we have provided specific recommendations.

UNDERGRADUATE PROGRAM

The structure of the undergraduate program described in the Psychology Department self-study and in the SFU Calendar is consistent with that offered in other Canadian psychology programs, starting with a required introductory psychology course, and courses in research methods and data analysis. A course on the history of psychology is also included in this initial requirement cluster, which we think is a good idea to provide students with context for their field of study. We were also pleased to see that the Department has been innovative in dealing with the great demand for courses in introductory psychology, creating an alternative first year course for non-psychology majors, first offered in Fall 2006. The presence of that course shows that the Department understands that different students have different needs and desires, and that the Department has worked to accommodate different groups of students. At the second year level, all students in both Major and Honours programs are required to take at least one course from the biological or perception/cognition areas, and at least two courses from the developmental, social, personality/abnormal/clinical, and law and psychology areas. This requirement ensures that all students are exposed to both the NSERC and SSHRC aspects of psychology, and also provides an introduction for the more advanced third and fourth year courses in the seven areas identified in the self-study as reflecting faculty expertise: biological, perception/cognition, developmental, social, personality/abnormal, theory and methods, and law and forensic.

Although the undergraduate calendar lists a diverse range of courses, examination of the 2008-2009 course offerings indicates that 16 of the courses included in the psychology undergraduate curriculum will not be offered, including one of the core second year courses, *Introduction to The-*

ories of Personality, which has not been offered since Spring 2006. Two other second year core courses, *Introduction to Cognitive Psychology* and *Introduction to Abnormal Psychology*, were offered twice in 2007-2008 but will be offered only once during 2008-2009. Several other courses in key areas (e.g., sensation and perception) are offered only sporadically. Only seven undergraduate courses are scheduled to be offered during Summer 2009, compared to 11 in Summer 2008. Enrolment in undergraduate psychology courses has not decreased, and it is our understanding that this significant reduction in course offerings is due in large part to budget constraints leading to the reduction of the number of sessional instructors.

The 2006 Survey of 2004 Baccalaureate Graduates indicated that 57% reported encountering course availability problems, and this concern was also expressed by the undergraduate students whose comments were included in the Self-Study and by the undergraduate students with whom we met. The reduction in number of courses offered reduces the integrity of the curriculum and will increase course availability problems.

Recommendation 1: The Department should review and modify its undergraduate curriculum to ensure that all courses are offered every year or every other year, while preserving thematic structuring so that all students are able to complete both introductory and advanced courses in their areas of interest. Reducing the number of thematic areas, by combining some of the smaller themes, may help students feel they are able to take courses in their core area.

With regard to course and program quality, we concur with previous external reviews that have identified the Introductory Psychology course as one of the Department's strengths. Despite the budget constraints that have led to a decrease in the number of Teaching Assistants, the introductory psychology course still includes a tutorial component, although the tutorial size has increased beyond optimal levels. From our discussion with students, it is clear that they appreciate the opportunity to engage in a tutorial in the class, and that it is one of the more enjoyable experiences for them in first year. Our review of the Introductory Psychology syllabi and related materials indicates that students are provided with more challenging learning outcomes and assignments than is usually the case in first year introductory psychology courses in Canada, and the Department should be commended for its efforts.

Recommendation 2: The Department should continue to work with the Introductory Psychology lecturers to maintain the quality of the introductory psychology courses, including tutorial sections, albeit with reduced resources.

The Psychology Department also should be commended for converting the second year introductory research methods course into a writing-intensive course and developing a new third year writing-intensive course. Information provided in the Self-Study suggests that both these courses have been well-received by students. However, the added workload associated with the second year course makes it difficult to recruit faculty members to teach it. In the case of the third year course, this problem seems to have been avoided to a certain extent by hiring a Lecturer to coordinate this course. However, the current reliance in this course on faculty to volunteer as guest lecturers has been somewhat problematic. A further concern is that these courses require substantial support

from TAs with the requisite skills to mark the writing assignments. Formerly, graduate students completed their first TA assignment in the introductory psychology course sequence and acquired the skills necessary for competence in more advanced courses. The reduction in the number of TA positions means that the TAs assigned to these writing intensive courses may not have had any prior marking or teaching experience.

Recommendation 3: The Department should review the workload associated with the delivery of writing intensive courses and make appropriate adjustments in the teaching assignments of faculty members who teach the courses, and in the appropriate assignment of teaching assistants to those courses.

Recommendation 4: The Department should consider restructuring the third year writing intensive course so that guest lecturers are not required; alternatively, faculty teaching assignments should be structured such that the responsibility for providing a guest lecture in this course is distributed evenly across all faculty.

We note that two of these three courses, central to the undergraduate curriculum, are the responsibility of non-tenure stream Lecturers, one of whom is also responsible for the development and delivery of the new introductory psychology course for non-majors. The undergraduate program could not function without these teaching faculty, and the Psychology Department should ensure that their contributions receive tangible recognition, that they are fully integrated into departmental activities, and that concerns about job security are addressed.

Recommendation 5: The Department should assign office space to Lecturers equivalent to that provided to tenure-stream faculty and work with Lecturers to identify other ways in which the Department could support and recognize their contributions.

The overriding issue of concern to both faculty and students with reference to course and program quality was the elimination of lab and tutorial components from courses other than the introductory psychology and writing intensive courses. It is our understanding that prior to the 2007-2008 academic year, the tutorial system was an integral part of all SFU programs, and was, in fact, one of the hallmarks of a Simon Fraser undergraduate education. Consistent with that vision, most SFU psychology courses included both large lectures and small tutorial groups. Now, because of the reduction in the number of TAs, faculty have had to choose between replacing the tutorial component of their course with a lecture or assuming some lab or tutorial sections themselves. In the current financial climate, the reinstatement of tutorial sections in all undergraduate courses is unlikely in the foreseeable future, and we would suggest that the use of a lecture or tutorial model should be determined by pedagogical considerations rather than instructor preference. Specifically, introductory level learning outcomes differ from advanced learning outcomes and may be best achieved by different instructional approaches.

Recommendation 6: The Department should establish overall learning outcomes for its undergraduate program, use these outcomes as the basis for course-specific learning outcomes, and determine appropriate structures for specific courses on the basis

of these learning outcomes.

All the materials we reviewed and all our conversations indicated that faculty care passionately about their teaching, and that this passion is conveyed to their students. However, access to objective measures of teaching excellence would have been helpful to us, and we believe such measures would be helpful to the Psychology Department in its efforts to improve the quality of undergraduate education, and to secure the funding it needs to sustain its undergraduate program. At our universities, student evaluations of teaching provide useful ammunition in budget wars, but it is our understanding that at SFU, even summary evaluation data are unavailable due to privacy legislation. We would suggest that the Psychology Department consider the creation of its own measures; after all, as psychologists, we know how to measure!

Recommendation 7: The Department should develop objective and publicly accessible indices of course and program quality and teaching excellence.

GRADUATE PROGRAM

The graduate program trains students at both the Masters and PhD levels, in both experimental and clinical training environments. The program traditionally has handled a large number of graduate students for the size of its faculty complement (98 graduate students currently enrolled). From 2002-3 until 2006-7, overall graduate enrolment increased by about 27% in Psychology, in line with an overall increase of about 30% in FASS generally; PhD enrolment is growing more slowly in Psychology than MA enrolment (in contrast to FASS overall, where the growth at MA and PhD levels is relatively balanced). However, in terms of total enrolment figures, Psychology appears to have a more balanced combination of MA and PhD level students than most other FASS departments, which tend to be heavily biased toward MA level training. Although growth has been strong in recent years, there are some concerns that decreased certainty of funding will lead to a decline in graduate enrolment.

With respect to funding of graduate students, it is clear that the recent budget cuts have had a significant impact on the way the Department funds and admits graduate students. Although Departments in non-FASS faculties seem to have been given flexibility in terms of how they can deal with the budget cuts, FASS seems to have allocated the cuts specifically to the budget impacting on TAs and sessional teaching. This has made it more difficult for the Department to plan appropriately for admissions. For example, although the Dean of Graduate Studies is able to provide some information about graduate fellowships, information about TAs (which comes from FASS) has been slower to come, making planning quite difficult. Even providing the Department with partial information about a minimum number of TAs could be provided to the Department, that would be a tremendous help for planning. As it stands, the Department is making quite limited offers to prospective graduate students, both in terms of the numbers of offers going out and the value and guaranteed duration of each offer. Although that conservative approach may be fiscally responsible, it will likely lead to difficulties in the recruitment and retention of graduate students, which will have a downstream negative effect on the Department's ability to

bring in research funding, recruit and retain strong faculty, and recruit and retain undergraduates.

Recommendation 8: The Department should strive to make competitive offers to its prospective graduate students. To this end, the University should endeavour to provide the Department with more detailed, advance information about the funding situation for graduate students, even if the information is simply a minimum that could be expanded later.

In addition to funding problems impacting of graduate student recruitment, it was clear that there also are some inefficiencies in the process of admission, related to the structure of the department at the graduate level. Students currently are aligned with one of 5 cognate areas: Biological/Cognitive, Developmental, Forensic, Social, and Theory & Methods (TAM), where each area contains both experimental and clinical focused students and faculty. This structure is, as described below, transitioning from the 5x2 model to a 6x1 model, in which Clinical becomes an area in its own right. It appears that when students apply to the program, they specify one area of interest, and in some cases only faculty within that area (or even only specific faculty members within the area) vet the application. We were surprised that there was not a more explicit system for sharing information about graduate applications; when such sharing occurs, it appears to be on an ad hoc basis. There is also great concern that with Clinical becoming a separate area, faculty within the Experimental areas will no longer have access to the files of students who apply to Clinical as their first choice, even if the Clinical area does not accept the students. Clearly, this is not in the best interest of the students or of the Department. It was, however, difficult for us to gauge the extent to which areas historically were able to admit the numbers of students they wanted, as admissions/yield information was not available for areas other than Clinical.

Recommendation 9: Applicants to the graduate program should be asked to list 1 to 3 cognate areas of interest, and rank order potential supervisors within those areas. Application files should be shared across the different areas to maximize the chance that there will be optimal student/supervisor matches, and to increase the intake of excellent graduate students.

Recommendation 10: The Department should keep records of its offers of admission and yield, including information about each student's origin (i.e., SFU or elsewhere), broken down by cognate area.

All of the areas have some form of breadth requirement, although the issue of breadth is not addressed in the same way across the cognate areas. Additionally, there are several different models of graduate training across cognate areas: course-based, apprenticeship, and hybrid. Such diversity of approaches may not be inappropriate, given the norms in each of the areas of research, but care should be taken to ensure that there is transparency within the program so that students and faculty have a good understanding of what the requirements are and why they differ from one area to the next.

Recommendation 11: The Department should be more explicit in articulating the overall and area-specific goals of the graduate program, and determine whether there is a need/desire for similar breadth requirements and modes of training across the areas. Assuming there will be a diversity of approaches, the Department should ensure that students and faculty have a full understanding of the differences, and that the basis for the differences is well defined.

The diversity of areas and approaches to training has led to some perceived inequalities in terms of the relative balance of contributions to undergraduate and graduate teaching. There is, for example, some perception that Clinical faculty are advantaged in terms of teaching primarily graduate courses, whereas other faculty teach primarily in undergraduate courses (in their words "subsidizing" the clinical program). There is some perception that moving to a different administrative model (from the 5x2 to the 6x1 model) may increase the stresses in both graduate supervision and the ability to offer graduate courses.

The perceived inequalities are compounded by confusion among the faculty regarding the minimum enrolments for graduate courses, and the repercussions associated with offering a course that does not reach that minimum enrolment. For example, some faculty stated that they were required to teach (sometimes substantially) higher loads in later terms to make up for graduate courses cancelled because fewer than 5 students enrolled; other faculty stated that they were allowed to teach graduate courses with just 3 students enrolled; and still others said that even when courses were cancelled their later loads were not increased. Clearly, regardless of ground truth, there is a good deal of confusion with respect to this issue. This serves as a deterrent for faculty to offer graduate courses, and makes it more difficult for graduate students to take courses required for their program.

Recommendation 12: The Department should determine a system to balance the workload (real and perceived) for faculty in terms of undergraduate and graduate courses (and upper-level and lower-level courses within the undergraduate program).

Recommendation 13: The minimum number of students required for a graduate course should be set explicitly to 3, especially in the context of required graduate courses (e.g., in the clinical program).

One concern that needs to be addressed across all areas is that the time-to-completion for MA students is higher in Psychology than in other FASS departments (median terms-to-completion 10.5 in Psychology versus 5.0 in FASS), and in comparison with other Canadian Psychology departments. The time-to-completion for MA students has been increasing over recent years, and may partially explain delays in the growth to the Ph.D. program. The time-to-completion for Ph.D. students does not seem excessive in comparison with other FASS departments or Psychology departments nationally. Interestingly, time-to-completion did not seem an issue of importance to most faculty or students, as neither group perceives financial consequences to taking longer in the MA program. However, we think there may be financial and other consequences, including the fact that this delays the time to move into the workforce and PhD programs, and it may make SFU's students less competitive in terms of entry to other programs. The excessive duration of the MA program may be viewed (rightly or wrongly) as a red flag to institutions not familiar with

the SFU program. Fewer transfers within SFU to the PhD program also mean decreased funding to FASS internally (as we understand it, in the internal system, a PhD student is worth 6 BIUs compared to 3 for MA students).

In understanding why the MA program takes so long for students to complete, three potential factors stand out to us: 1) students may be working outside their program to help make ends meet, delaying their time-to-completion, 2) students may require extra time to complete internships and/or community service aspects of the program, 3) the program is extremely course heavy (especially the clinical program), which makes it more difficult to balance course requirements and research (especially when graduate courses may not be offered, as discussed above). Clearly, there are special concerns when designing a program that requires APA/CPA accreditation, or when internships are involved. However, a cursory review of MA course requirements in other SFU FASS departments suggests that Psychology students are required to take several more courses in their MA, compared to other research-based MA programs, which may contribute to additional time-to-completion in the SFU context. The department voted recently to develop a fast-track system for promotion from the MA to PhD program, which is increasingly common at research universities around Canada. There was, however, some disagreement within the Department regarding the viability of that approach.

Recommendation 14: The Department should move forward on developing a fast-track system for promotion from the MA to PhD program.

Recommendation 15: The Department should reconsider the course requirements in the context of clinical and experimental psychology programs across Canada, and determine what the requirements should be in terms of the pedagogical goals of the program.

Recommendation 16: The Department should ensure that students receive funding at a level that enables them to focus on their studies, rather than having to supplement their income by taking jobs external to the University. At a minimum, the Department should gain a better understanding of the financial pressures faced by students, and the conditions leading students to take outside positions that slow down their progress in the program.

Another trend in graduate education across Canada is the introduction of course-based graduate programs where appropriate. It had been suggested by some faculty during our visit that the Department should consider a PsyD program, with the assumption that the requirements of a PsyD program would be less onerous than a research-based clinical PhD program, and might reduce the strain between clinical and non-clinical faculty. In our view, however, based on our experiences with PsyD programs elsewhere in North America, the PsyD program could be more costly to support and more labour intensive, and, consequently be more disruptive than useful. If the Department were to consider a PsyD option, a careful and thorough analysis should be done beforehand to determine the relative costs and benefits, both in terms of financial obligations and

faculty resources.

A course-based program that seems more likely to succeed and to benefit students and the Department is an MA in Analysis, Theory and Methods. Such a program would be both extremely useful for and attractive to students, providing them with critical skills that would enable them to move onto standard PhD programs and/or to move into the workforce (e.g., as statisticians, or public policy workers). If students in the program paid their own tuition, and did not receive TAships, the Department could potentially use the additional income to support the PhD programs. Given the relatively small number of graduate students in the Theory and Methods area, this sort of program would not strain resources in the same way that a PsyD might. The Department was open to this possibility, and had discussed it in some form in the past. As with a PsyD program, a full analysis should be done beforehand to ensure the feasibility and sustainability of this sort of program, but we believe it is more likely to succeed.

Recommendation 17: The Department should determine the feasibility of course-based (differential fee) graduate programs. They should be implemented only if they are pedagogically sound and sustainable. Ideally, such programs would provide additional resources to support the PhD program, while providing important educational opportunities to MA level students.

Whatever adjustments are made to the graduate program, the issues of communication and transparency need to be addressed. Only 9 graduate students out of a possible 93 attended the meeting with us, and about half of those were on the graduate student caucus. It is not clear why the turnout was so low (we experienced something even more extreme for undergraduates, with only 2 students attending our meeting), but we certainly did give the students' comments cautious consideration. As described above, students were concerned with factors such as the range of course offerings, sequencing of courses, and their funding. In general though, it was clear in our discussion that the graduate students who attended the meeting (whom we presume are among the most engaged in the Department), had relatively little knowledge about and understanding of the structure and governance of the graduate program. For example, although the Department has a handbook for graduate students, these students seemed unaware of the handbook or simply did not make use of it, despite the fact that many of their questions and concerns were addressed in the handbook. More puzzling to us, they claimed not to know what role the graduate chair played; some of them claimed not to know that there even was a position of graduate chair. The graduate chair herself, and the graduate secretary seemed surprised by such comments, and the graduate chair (who has only recently taken over the role) seemed eager to connect better with the students. Regardless, it is clear that there is a level of disconnection between students and the Departmental administration.

Recommendation 18: The Department should ensure that students are aware of the role of the graduate chair, and that information relevant to their programs is conveyed in a timely, clear, and accessible manner.

GOVERNANCE

For several years, the Department has organized itself into five cognate areas, reflecting the sub-disciplines of psychology represented in the department: Biological/Cognitive, Developmental, Forensic, Social, and Theory and Methods. The novel aspect of this organization, as far as we know unique in Canada, is that each of these areas included faculty members from both the experimental and clinical psychology programs, and has therefore been characterized as a 5 x 2 model. This approach appears to have been successful in increasing research collaboration across experimental and clinical psychology, increasing participation of faculty members in two or more areas, strengthening the graduate programs of the sub-disciplines by offering more faculty personnel and thus more variety in research, and demonstrating the unity of the basic and applied aspects of psychology.

We note that the 2001 external review of the Department, while applauding the new direction, cautioned that it should not become an organizational straitjacket, and that the organizational structure would need to be reviewed. In fact, our conversations with faculty in the existing five cognate areas indicated mixed perceptions, both within and between areas, of the utility of the 5 x 2 model. Recently, the Department has decided to return to a more conventional 6 x 1 model, in which the Clinical area becomes an area in its own right. Although the rationale behind the 5x2 model is strong from a pedagogical perspective, the model may have been inherently unstable for a number of reasons: clinical psychology is a genuine sub-discipline of psychology, not all of the ten cells of the 5 X 2 were filled, some collaboration felt forced, and so on.

We take the view that organizational structure is not destiny, and we urge members of the Psychology Department to regard the 6 x 1 model primarily as a way to facilitate departmental administration that does not preclude the continuation of valuable cross-area research collaborations. For example, both the clinical and experimental members of the the Forensic group made it quite clear to us that they were happy to continue working together and intended to do so. In that regard, we note the 7 x 1 undergraduate curriculum template presented in the Department's self-study document: biological, perception/cognition, developmental, social, personality/abnormal, theory and methods, and law and forensic. This is not to suggest that the appropriate model is therefore a 7 x 1, but to illustrate the fact that the division of the Department into areas for administrative convenience does not have to be consistent with its division according to disciplinary content.

Recommendation 19: The Department should implement an administrative model that includes a distinct Clinical Area, but that facilitates and encourages interactions across areas and between clinical and experimental researchers.

Of course, while the proposed restructuring solves some problems, it leads to others. Most critically, without formal association of some of the clinicians, the Social and Developmental areas of the Department shrink to about 3 faculty members each. Such small numbers of faculty may not provide the critical mass required for maintenance and strengthening of graduate programs in social and developmental psychology. Therefore, the Department might consider restructuring the non-clinical areas (e.g., potentially merging the Social and Developmental areas) and/or increasing

the faculty complement in areas that may not be able to run viable graduate programs with small complements. Given the small numbers of new hires expected over the next few years, it would be advantageous to ensure that new hires work at the intersection of two or more research areas, providing multiple strengths to the department and increasing the level of collaboration across areas.

Recommendation 20: The Department should consider restructuring the non-clinical research areas so that graduate programs have critical mass and/or ideally should hire additional faculty members in groups that are relatively small after the restructuring of a separate Clinical area.

Our understanding is that the main committee responsible for decision making is the Chair's Advisory Committee (CAC), which consists of the coordinators of the different cognate areas of the Department, the Chair of the Department, the Associate Chairs for the Graduate and Undergraduate programs, and student representatives. This organizational structure is found in many psychology departments and appears to have worked well in many respects. The description of the CAC, and other Departmental decision making bodies, is contained in a Department constitution that was last revised in 1997. However, the constitution was not mentioned to us in any of our meetings, a silence that may imply lack of familiarity with the document.

Although, theoretically, there are a number of self-contained committees in addition to the CAC, the self-study document (2008) indicates that for the past several years, the duties of four other key committees (Appointments, Tenure and Promotion, Graduate Studies, Undergraduate Studies) have been assumed by the CAC. Although this change in committee structure may have been perceived as an efficient way to deal with a wide range of Departmental concerns, it is clear from our discussions with faculty and students that there are a number of drawbacks to this approach. The feedback we received during our visit suggested that decisions made at the level of the CAC did not always flow evenly from the committee to professors and students in the various areas, that the rationale behind the CAC's specific decisions was not always transparent, and that there was some confusion regarding the nature of the decision-making process itself. We were informed during our visit that the Department was creating (or perhaps resuscitating) the separate Undergraduate and Graduate Studies Committees to deal with the implications of the budget cuts for these programs, to ensure that more individuals are engaged in the decision making processes, and to facilitate the timely and efficient transfer of information about decisions and policies. We applaud this reorganization and suggest that the Appointments and Tenure and Promotion Committees also be re-established. Among other advantages, the diffusion of decision-making across several committees provides younger faculty members with the opportunity to assume some administrative responsibility and experience, which is important in ensuring the sustainability of Department leadership.

Recommendation 21: The Department should establish distinct Appointments, Tenure and Promotion, Graduate Studies, and Undergraduate Studies Committees, and ensure broad faculty area representation on each of these committees.

Recommendation 22: The Chair's Advisory Committee should review the Psychology Department Constitution, propose appropriate revisions to the Constitution, and ensure that the faculty, staff, and students are engaged in the revision process.

The proposed creation of distinct Departmental committees addressing different areas of concern should also go a long way toward addressing the recurring communication problems we saw throughout our visit. In the current climate of ongoing and pending budget cuts it is essential that the lines of communication improve. For example, many members of the Department did not know that Psychology receives double the number of teaching credits as do other FASS departments, and they have little understanding of how FASS allocates money to the Department. There is a great deal of confusion over whether the funds from awards, such as the Michael Smith Awards, return to the Department; there was also some suggestion by faculty that the University is not in compliance with the requirements of the Michael Smith foundation. Our understanding is that the University is in compliance, but clearly there needs to be better communication around this issue. Currently, winners of the Michael Smith Awards have sometimes been made to feel that their achievements have harmed their own area's teaching program or added to the teaching load of their colleagues. There also was some confusion and concern about how some recent hires came about, and such concerns likely will increase as the rate of future appointments slows given current budget constraints. Budgeting decisions are rightly the purview of the chair. However, as the Department works its way through the budget cuts it is critical that the Chair keep the Department aware of the budget constraints and the difficult choices he faces. Fortunately, the Chair is generally perceived as having done a good job, and he has the credibility to lead the department in implementing the needed governance changes suggested by the faculty and identified in our report.

Recommendation 23: Care should be taken to ensure that the lines of communication are open and clear between FASS and the Department, between the Chair and the Department, and between the Department and students.

INFRASTRUCTURE

[NB: During our visit, we were shown very little research space, so our assessments in terms of the quality and quantity of that space are based on what little we did see, on our reading of the advance materials, and on our conversations with faculty, students, and staff.]

Another area in which the Chair has shown strong leadership, is in terms of ensuring that the Department has appropriate space and infrastructure. Over the past five years the Chair has worked hard with his colleagues to rationalize and expand space for teaching and research. It appears that this effort has been largely successful. All faculty who want a lab have one, and these labs seem sufficient for present needs; all graduate students have offices (typically shared), and private space has been arranged for students who are teaching assistants to meet with their own students. There is a computer lab for graduate students, and access to computers for undergraduates as well. Animal laboratories are located with other such labs in a central building. The

clinical psychology clinic is modern and spacious, with appropriately designed space for individual and group therapy sessions. The Psychology Department shops and technical services are modern, and do a good job of meeting the research needs of the faculty and students.

However, the creation of adequate space for research has left at least one faculty member with substandard office space (windowless, poorly ventilated, furnace pipes on ceiling). Even in some of the more typical offices, there is virtually no room for students to sit and meet with faculty. Faculty also had concerns about the adequacy of space in the Department for departmental colloquia and meetings. Although there is a boardroom, it is badly in need of updating, and our understanding is that the Department has had a difficult time arranging for this to be done because they do not directly control the scheduling or maintenance of the room. It also is not clear what facilities are used by faculty and students who wish to administer experimental measures to groups of research participants. A major concern was that temporary space does not seem to have been made available to house the students and faculty whose assigned research space was flooded during the 2007-2008 academic year. The lack of alternative, adequate space resulted in delays in ongoing research, could jeopardize faculty's competitiveness in obtaining NSERC and CIHR grants, and will likely further delay the time-to-completion for graduate students training in those labs.

Recommendation 24: The Department should continue to monitor space needs, and the University should respond appropriately, including developing contingency plans for future events that could delay research programs.

Faculty and students alike viewed the administrative support staff to be efficient, pleasant, and dedicated. Our own interactions with the staff, to whom we continually made requests for new information or for old information recoded in different ways, led us to conclude that the Department is exceptionally well served by its administrative support staff. The staff in turn reported that they enjoyed working with the faculty, and that their office space and equipment were adequate.

We were equally impressed with the calibre of the IT support staff. These department members fulfill a critical function in the Psychology Department. Without their expertise and, in particular, their ability to innovate in creating purpose-built IT equipment for faculty, much necessary research would not be carried out.

Recommendation 25: Administrative support staff and IT support staff should be commended for their work, and their complement should not be reduced below their present levels.

RESEARCH

The faculty in the Psychology Department are productive and well-respected. According to information in the self-study document, the faculty publish on average 2 books a year and over 100

journal articles, chapters, reviews and reports, and give over 160 presentations at scientific meetings, nationally and internationally. In the 2001 external review of the department it is reported that the department earned \$407 thousand in research grants. In 2007, 163 projects were funded to the sum of \$4 million. This is a remarkable increase, attributable, in part, to excellent hiring during this century, and increased granting opportunities that have been acted upon by Psychology faculty. The latest statistics show that 55% of the faculty have externally determined tri-council funding, and 90% have research funding of some sort. There are discrepancies among the funding for different areas - ranging from a high of 86.4% tri-council funding for the non-clinical biological/cognitive group down to a low of 30.8% tri-council funding for all Clinical faculty. The SSHRC supported faculty seem to have a higher success rate than the average SSHRC success rate for Canadian psychology departments, and the NSERC faculty also seem very well funded. Although the department has relatively fewer CIHR grants, this is an improvement over zero CIHR funding noted in the 2001 external report, and recent hires in the broad area of health (as defined by CIHR) certainly increase the opportunities for researchers to expand their research funding base. It was clear from speaking to faculty that there is a need for more mentorship/guidance in helping some of the faculty move into fundable positions from the tri-councils and/or to expand their funding possibilities. Although there is a system of grants facilitators in place, the faculty expressed some concerns that the system was not optimally designed to help them branch into new granting areas (e.g., CIHR).

A comparison of the Psychology Department with the rest of FASS indicates that, overall, Psychology brings in about 18% of all of the grants, and 25% of all funding in FASS, including 28% of all external funding. These are impressive statistics, especially in light of the fact that Psychology accounts for only about 11% of the FASS Faculty FTEs. Another useful comparison involves the calculation of research intensity, or dollars per researcher. This comparison indicates that, over the last four years for which we had data, Psychology faculty had a research intensity of \$63,028 for external funds, compared to non-psychology FASS faculty with a research intensity of \$20,148 for external funds. In other words, Psychology faculty are bringing in 3 times more money per person than other FASS faculty, and they are also bringing in about 72% more grants per person (Psychology has almost 2 grants per person, whereas non-psychology FASS faculty have just over 1 per person).

In addition to funding and publication indicators, other indicators of research prominence include: four Michael Smith Awards, two CRCs, one Leading Edge Foundation Chair, one Burnaby Mountain Chair, one University Professorship, and the Saleem Shah Award for Early Career Excellence in Psychology and Law. Clearly, this is a strong department overall.

Recommendation 26: The Department should be commended for its contribution to research at SFU to date, and it should look to expand its research success where possible. Specifically, the Department should aim for a goal of at least 75% funded researchers from tri-council agencies, with particular growth potential for clinical researchers and for researchers applying to CIHR.

Recommendation 27: The University should re-examine the system of mentorship, internal reviews, and grants facilitation to ensure that Psychology researchers are

provided with the assistance they need to increase their foothold in external funding, particularly CIHR funding.

In our initial discussions with senior administrators at SFU, it was clear that a University-wide goal is to increase collaboration among researchers both across the university and with external partners, as appropriate. The Psychology Department is well positioned to make a strong contribution toward this goal; it already has a history of interdisciplinary and collaborative research, and faculty in the Department clearly are motivated to do even more. Several areas that stand out on this front are neuroscience, health science, and forensics.

There are ongoing collaborations of Psychology researchers with faculty in Biology and Kinesiology, and this group jointly created a new BSc program in neuroscience. This is an extremely timely addition to the undergraduate program at SFU, as it will be one of only a few coherent undergraduate neuroscience programs in Canada, and this is an area of great and increasing demand. There also is interest in forming a graduate neuroscience program and an Institute of Neuroscience. These would be natural next steps, and would act to increase the visibility of the neuroscience group in Psychology and across the campus. In terms of external partnerships, preliminary discussions have taken place to consider developing a formal connection with the Hotchkiss Brain Institute at the University of Calgary, whose expertise in animal neuroscience nicely complements SFU's strength in human neuroscience. The Department's strength and breadth in neuroscience suffered a recent setback with the death of Professor Barry Beyerstein, whose position should be replaced as soon as possible. Professor Beyerstein's research involved cellular and molecular techniques, and, consequently, he was a natural link to neuroscientists working at a range of levels across the campus. The behavioural neuroscience group is strong in neuroimaging and a leading expert in imaging research, Professor Urs Ribary, was hired recently to help lead the effort to increase the collaborative links in neuroscience among SFU researchers, hospitals and other research labs.

Recommendation 28: The Psychology Department should hire one additional faculty member in the behavioural neuroscience area, to maintain its strong position in this area, and to ensure that emerging connections and interdisciplinary interactions across SFU departments continue to mature.

Psychologists play a large and obvious role in the health sciences, especially in a department with an excellent clinical psychology program. In the past, before a Faculty of Health Sciences (FHS) was established, the psychology department played a large role in health research with other researchers on the campus. However, based on our discussions with faculty, these earlier associations seem to have been severed when the FHS was established. The involvement of psychology faculty members with FHS is now perceived to be increasingly difficult and based on personal initiative rather than on a formal connection. The failure to maintain and strengthen ties between the Psychology Department and the FHS does not make logical or strategic sense, as significant expertise within the Department is being missed. We understand that there has been a recent leadership change within the FHS, and we are hopeful that this will lead to a reconsideration of the links between FHS and Psychology.

Two areas that are particularly ripe for increased interactions with FHS are the behavioural neu-

rosience areas, through its connections with the Downs Syndrome Research Foundation (DSRF), and the forensic area, through its leadership in the the Institute for Law and Mental Health. The DSRF is a compelling story of how the University can partner with external groups to advance undergraduate and graduate education, research, and public service. DSRF's MEG system provides a unique regional facility, which could be a centrepiece for the University and aid tremendously in raising the Department's and the University's profile, and in helping to establish new collaborations. Although the facility already attracts collaborators from around Canada and internationally, there is clearly room for expansion on this front, and the DSRF and the Department are eager to work toward that expansion. Overall, the Department's research at the DSRF is an excellent example of the synergies between basic and applied research. In a similar vein, the Department is fortunate to have an extremely strong forensic and law group, which is a leading partner in the Institute for Law and Mental Health, an interdisciplinary effort with worldwide reach and impact. It is particularly impressive that this group has been so successful even though SFU does not have its own law school.

Recommendation 29: The senior administration should facilitate the establishment of formal links between the Psychology Department and the Faculty of Health Sciences, with the goals of helping groups already involved in interdisciplinary health research expand their success and facilitating the developments of new groups as appropriate.

There is tremendous potential for positive public relations work related to these interdisciplinary interactions and to other research in the Department. We note that the Department has been proactive in spreading the "good word" about its research, with the introduction of the *Psychology in the City* program. This year's version of the outreach program consisted of four evenings in April when faculty presented highlights of their research to the general public, with each week focusing on a different theme of research. The lecture given during the week we visited drew about 150 people, many of them high school students. Obviously, this program is not only a wonderful way to disseminate the interesting and important findings of modern psychology and to provide more accountability to the general public, but it is also an invaluable tool to recruit new undergraduate students. This program should be commended and supported, and could serve a model for other departments in FASS and around the University.

Recommendation 30: The *Psychology in the City* initiative should receive financial support as a significant outreach and undergraduate student recruitment tool for SFU, and Public Relations should work with the Department to determine other ways in which the Department can contribute to raising the profile of research and education at SFU.

SUMMARY

Overall, the Psychology Department at Simon Fraser University is quite strong. The faculty care deeply about the quality of education of their undergraduate and graduate students, and the Department is clearly one of the strongest, if not the strongest department, in FASS in terms of

research funding and research quality. The Department has been forward thinking with respect to interdisciplinary research and outreach, and has a clear desire to build on its successes. There are, as in many departments and universities, areas that can be improved, primarily related to the (real or perceived) level of communication and to related issues of governance. The Department seems aware of some of these problems already, and has made some initial plans to address them. The Department is also struggling to maintain its commitment to teaching and research in the face of budget cuts, the effects of which seem to be compounded by the particular constraints placed on the Department in terms of budget lines from where the cuts must come. Clearly, in the current budget climate, some reduction in sessionals and TAships is likely, but it would be useful for the Department to have more flexibility in how their cuts are implemented (as is the case for Departments in non-FASS Faculties). In determining which courses will have reduced support, the Department needs to give serious consideration to the pedagogical role of tutorials in undergraduate education, and determine where that approach would be most useful. Additionally, a system needs to be implemented to ensure that the Department can continue to attract strong graduate students, including a mechanism to provide competitive and long-term funding in recruiting students. The Department and the University need to ensure that a cycle of decline is not started, with a decline in graduate students leading to a decline in research productivity and funding and undergraduate education, leading to a decline in the ability to recruit and retain outstanding faculty. The Department currently has many outstanding attributes, and it is competitive at the national and international level. However, the Department and the University are at an important crossroads, and care must be taken to ensure that Psychology remains strong for the future.