

S.02-64

SIMON FRASER UNIVERSITY
Senate Committee on University Priorities

Memorandum

TO: Senate

FROM: John Waterhouse
Chair, SCUP
Vice President, Academic

RE: Department of Psychology
External Review

DATE: August 22, 2002

The Senate Committee on University Priorities (SCUP) has reviewed the External Review Report on the Department of Psychology together with the response from the Department and comments from the Dean of Arts.

Motion:

That Senate concurs with the recommendations from the Senate Committee on University Priorities concerning advice to the Department of Psychology on priority items resulting from the external review as outlined in S.02-64

The report of the External Review Committee for the Department of Psychology was submitted on June 5, 2001 following the review site visit April 17 – 19, 2001. The response of the Acting Department Chair was received on March 8, 2002 followed by that of the Dean of the Faculty of Arts on May 3, 2002.

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

1. Faculty Hiring

The Department of Psychology is encouraged to continue to seek opportunities to increase the complement of CFL faculty members appointed at a senior level within the Clinical Program. Hiring practices should continue to emphasize the pursuit of candidates who would contribute to the development of academically strong collegial subgroups across disciplines and who would have significant potential for research and scholarship.

2. Faculty Research

Faculty members are urged to proactively pursue additional funding opportunities from the granting councils, particularly the CIHR. Continued collaborative efforts with the Institute for Health Research and Education should be considered by all appropriate research areas within the Department. The concerns about inadequate funding and housing provided for the animal-based research within the Department should be addressed without delay.

3. Faculty Teaching

The Department needs to address workload issues and their impact on teaching within the constraints of existing resources. Any selective changes to an individual faculty member's workload must be done equitably and with the application of clear criteria so as not to adversely impact enrolments or the departmental budget.

4. Academic Programs

With respect to the Clinical Program, the Department should examine and address concerns raised by the External Review Team around issues such as the number of practicum hours available to students, the feasibility of increasing the clinical case training opportunities, the assignment of teaching credit and the over-reliance on external community-based supervisors.

In terms of new program development, the Department is advised to continue its examination of potential opportunities with respect to the introduction of a Doctor of Psychology degree program (Psy.D.) as well as a B.Sc. degree offering.

5. Administrative Structure

The Department is urged to continue its use of the 5X2 administrative model which has served it so well, but also to be flexible in order to take advantage of opportunities that can arise in the areas of faculty hiring, research and program development.

6. Resources

The Department is advised to comprehensively survey its existing space inventory, rank its needs and priority areas, and develop a strategic plan with which to incrementally address the issue as space becomes available.

encl.

- c: R. Blackman, Acting Dean of Arts
- K. Bartholomew, Acting Chair, Department of Psychology
- D. Weeks, Chair Elect, Department of Psychology

The Law and Forensic Psychology area is currently searching for a replacement for James Ogloff, at a senior level. Moreover, there is agreement within this unit and the department that this area needs to better integrate its functions with IHRE.

The Developmental Psychology area is considered to be strong and well functioning in both the clinical and experimental sides. The Social Psychology area is in the process of searching for a replacement for Neal Roese, the first Tier II CRC appointment to the University.

The Theory and Methods area has a very specific identity and role to play in both the teaching and research components of Psychology. It is the view of Psychology that department members of this group should retain their distinctive identity and not have it diluted by hiring individuals with specializations other than solely theory and methods. I support this position.

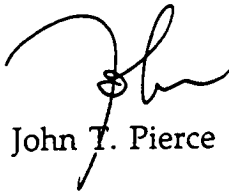
Clinical Program

The Clinical program with its 'scientist-practitioner model' was seen as a successful component of psychology. The program is accredited by both the CPA and APA. I believe that Kim Bartholomew has responded to the six concerns identified by the review team. I might add that the department will re-examine the relatively low clinical practicum hours, and is prepared to accommodate new clinical areas such as psychopathology, personality disorders and adult treatment. And lastly, the department will examine the efficacy/desirability of the heavy reliance upon external, community-based supervisors.

Specific Recommendations/Concerns

1. The review team proposed a reduction in teaching load from a standard of four to three courses per year in order to promote a more research-intensive environment and to bring it into line with comparable programs in Canada. While I support the necessity to adjust teaching loads to remain competitive, I do not support a change in the standard course load from four to three. The standard course load should remain at four with selective changes made to faculty workloads based upon clear criteria. The department has the authority to make workload changes but these must be neutral with respect to enrollments and demands upon the TI budget.
2. More grant money per faculty member should be generated from the granting councils, particularly the CIHR. The department recognizes the necessity of this change for the furtherance of its research mission. Marlene Moretti in the spring of 2002 won a \$1.2 million CIHR NET grant.
3. Closer ties to IHRE must be developed not only by the Institute for Mental Health, Law and Policy, but also by other research areas of Psychology such as the Cognitive and Biological area.

4. There should be more senior faculty in the Clinical side of the program. This will correct itself over the next five years through demographic change.
5. Space constraints are identified as a serious problem. As previously mentioned, this office will continue to work in an incremental way to improve and redesign existing space resources and where possible to find additional space.
6. The review team recommended against pursuing a Psychology D. program. The department has decided to explore the idea further, which I support.
7. On the other hand, the review team supported the development of a B.Sc. program. The department is examining the feasibility of this proposal.



John T. Pierce

JTP/rt

Cc: T. Perry, Associate Dean, Arts
K. Bartholomew, Chair, Psychology


Simon Fraser University
Department of Psychology
RCB 5245

Kim Bartholomew
Acting Department Chair
604-291-3094

MEMORANDUM

To: Laurie Summers, Director, Academic Planning
Date: March 8, 2002
Topic: Departmental Response to External Review

Please find attached our Departmental response to the 2001 External Review.


Kim Bartholomew, Ph.D.
Acting Department Chair



c.c. John Pierce, Dean of Arts

PSYCHOLOGY DEPARTMENT RESPONSE TO EXTERNAL REVIEW

Overall, we were encouraged by the 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 organization of the External Review, with particular attention given to areas of concern and to specific suggestions for improvement.

GENERAL IMPRESSIONS

The reviewers commented on the "solid qualities" of our educational and research programs.

Size and growth of the Psychology Department. The reviewers noted the relative youthfulness of our group and commended us on our hiring practices for new faculty.

Academic stature of the psychology faculty. The reviewers noted the relatively small proportion of full professors in our faculty group. We agree with their assessment that the recent and future hires will likely be faculty with productive research careers who will eventually be promoted to full professor. Thus, over the next ten years or so we expect that a much higher proportion of our faculty will attain full professor status.

Although the committee acknowledged the high levels of funded research activity of many of our faculty, they also indicated that there is room for improvement. In particular, it was noted that one third of faculty are not externally funded and that no faculty are supported through CIHR. In terms of research funding, as pointed out the proportion of funded faculty will increase with continued retirements and new hires. We would like to add that we have some faculty with active research programs which do not require major grant support. Nonetheless, we agree that we could do better in accessing various grant programs such as CIHR. In the past year, a number of faculty have actively pursued major funding from sources other than SSHRC and NSERC. For example, Thornton is a co-investigator on a CIHR grant under the Community Alliance for Health Research program (award \$1.35 million) and a CIHR New Emerging Team Grant, and Mistlberger has obtained a grant from the Workers' Compensation Board (award \$101,000). A number of additional applications are still in progress. For example, Mistlberger has resubmitted an application to CIHR. Moretti has applied to CIHR for a New Emerging Team Grants (NET), and Carpendale has applied for a health-related grant from HELP (Human Early Learning Partnership), a provincially funded partnership concerned with research on early child development and social policy implications.

Organizational features. The reviewers pointed out a number of departmental efforts that have increased productivity and morale (faculty recruitments, departmental restructuring, development of Optimal Working Environment Committee. etc.).

Educational success. The reviewers described the graduate program as “quite strong.” They commented favorably on our successful efforts to reduce the amount of time graduate students take to complete their programs. On the undergraduate side, they concurred with our self-evaluation as “one of the largest and most successful educational units at SFU.”

Specific indices of scholarly success. The reviewers noted our teaching efficiency (as indicated in our high weighted FTE enrollments), in particular noting the effectiveness of our Introductory Psychology course offerings. Finally, they commented positively on our record of research productivity.

DEPARTMENTAL RESOURCES

Basic finances. We agree strongly with the conclusion of the committee that although our budget has been adequate to meet basic needs, larger allocations would facilitate departmental teaching and research.

Staffing. The committee commented favorably on the competence and dedication of our clerical staff, technical staff, and senior lecturers and lab instructors.

Space allocation. Departmental concerns about lack of space were noted in the review, and the idea of an independent psychology building was suggested. However, we don’t feel that the external review gives sufficient attention to this critical issue. The department can operate adequately in our current allotment of space—assuming that lab renovation money continues to be forthcoming in the next couple years. However, none of the next group of four retirees have any lab space, and we will be hard pressed to find space for replacement CFL’s. We have converted much of our graduate student office space into research labs. After we provide lab space for this year’s faculty recruits, we will run out of options. Appropriate space and funding for renovations are critical if we are to be successful in our recruiting process.

The committee only noted in passing our need for better animal care facilities. This issue is taken up in more detail in the section on the Cognitive and Biological area.

Library resources. As expected, the committee noted that we could use larger library holdings, though they also commented on the conscientious efforts of the librarians to most effectively allocate library resources.

A REVIEW OF MAJOR ACTIVITIES IN PSYCHOLOGY PROGRAMS

THE DEPARTMENTAL REORGANIZATION (5 x 2 MODEL)

Intellectual life. The reviewers commended the heuristic value of the area reorganization, and the value of the organization in encouraging integration of research and clinical practice within the department.

They strongly endorsed the department's efforts to reduce faculty teaching loads from four to three courses per year, pointing out that the three-course level is standard in top-flight, research-intensive programs. We would like to emphasize the importance of this move for fostering the development of a top quality psychology department. Since completion of the external review, the department has experienced its first year in which most faculty are teaching three rather than four courses. This move has led to noticeably improved faculty morale. It is a concrete acknowledgement of the faculty's substantial contributions in the supervision (of graduate students, honours students, directed studies, etc.) and research domains. It is also clear from the 5 faculty searches that are currently underway that attaining a three course load for faculty with active research programs will directly impact on our ability to attract top new faculty.

Program development. Although the reviewers acknowledged the value of the reorganization in providing coherence and direction for the department in a period of change, they also expressed concerns that the organization could constrain development if it is imposed inflexibly. We are very aware of this potential drawback and believe we have, for the most part, been able to avoid such inflexibility. However, it is clear from various comments in the external review that the flexibility of the area structure was not effectively communicated to the review committee. For example, a number of faculty members (and students) participate in more than one area, areas have routinely cooperated in mounting courses and talks, and (as described below) areas have cooperated in hiring decisions.

Hiring. The reviewers urged us to take advantage of windows of opportunity that may arise in hiring exceptional candidates rather than adhering rigidly to job searches in particular areas. In fact, we have already shown such flexibility. For example, we had a potential opportunity to hire Dr. Ulrich Müller, an exceptional developmental psychologist with interests in theoretical psychology. To take advantage of this possibility, the Theory and Methods area agreed to postpone a position in favour of a developmental position. (Unfortunately, we were not able to recruit Dr. Müller.)

Effects of the reorganization on the experimental program. The reviewers noted the rejuvenating impact of the reorganization on the experimental program. They encouraged the use of new hires to strengthen experimental areas, even if such hires do not develop strength in the clinical stream. We are already taking such an approach, though we have tried to balance the needs of the experimental and clinical areas in our hiring plan.

Effects of the reorganization on the clinical program. The reviewers noted the value of the area structure for enriching the training of clinical students, but also noted potential tradeoffs such as restriction of coverage. These issues are dealt with in the section on the clinical program.

SPECIALTY AREAS

The Cognitive and Biological Area

This area encompasses two of the foundational areas of psychology, cognitive psychology and bio-psychology (or behavioral neuroscience). The reviewers note that although the experimental side of this area is able to offer sound research and graduate training, it does not yet have the critical mass needed "to create and sustain highly visible and influential research units." At present, there are 3 faculty with active labs in cognition and 2 faculty maintaining active labs in behavioral neuroscience. Since the review, we have undertaken a search for a junior faculty member in cognition/perception. We also will be undertaking a search for a Tier 2 CRC in cognitive-neuroscience later in the spring. We look forward to these new positions greatly strengthening the cognitive side of the area. However, additional positions are required in behavioral neuroscience to establish a strong research program.

On the clinical side, we are developing a program in clinical neuropsychology. The reviewers strongly supported the development of such a program, pointing out there is likely to be considerable student demand for such training. Since the review we have hired a part-time limited-term faculty in this area (a joint appointment with Riverview Hospital). It is essential that we gain at least one more faculty appointment to ensure the viability of this program.

Comments on infrastructure constraints. The reviewers pointed out the serious problems with the laboratory resources for the departmental animal researchers and the animal care costs. The Animal Care Facility is grossly inadequate; it is too small to accommodate the university's current needs and does not provide any dedicated lab or testing space. The exorbitant costs have never been justified, and they are a major impediment to these researchers being able to maintain competitive research programs. For instance, on average Watson has paid about 70% of his NSERC operating funds to the Animal Care Facility, even though he does not keep many animals. We have attempted to bring these concerns to the administration's attention for years, with no success. Relief from these charges would dramatically strengthen the research programs of our faculty in this area.

More generally, Cognitive and Biological Psychology are "hard" science disciplines, with heavier technological and infrastructure requirements than other domains of psychology. There is a serious need for more infrastructure support.

The Law and Forensic Psychology Area

The reviewers pointed out the strength, uniqueness, and international reputation of the Law and Forensic Psychology program. As recommended by the reviewers, we are currently conducting a search for a senior faculty member in the area of Experimental Psychology and Law to replace Dr. Ogloff. More generally, the reviewers encourage the protection and promotion of this program, as well as the encouragement of collaborations with the developing Institute for Health Research and Education (IHRE). Since the external review, Dr. Connolly and Dr. Roesch have become active members of the IHRE.

The Developmental Psychology Area

The reviewers consider both the experimental developmental and child-clinical streams to be strong and well functioning. They point out that the departmental reorganization has worked especially well in the developmental area.

The Social Psychology Area

The reviewers saw the experimental stream of social psychology as generally strong, especially given the hiring of Dr. Roesa as a Tier 2 CRC. Unfortunately, Dr. Roesa will be leaving the department. However, we are in the process of a search for a new Tier 2 CRC in this area.

The reviewers raised concerns about the viability of the social-clinical stream, given that only one faculty member clearly falls within this stream (see also comments in the section on the Clinical Program). In particular, they recommend that next clinical hiring, which is designated as falling within the social-clinical stream, consider individuals with expertise in topics outside of social psychology. The social area and department as a whole strongly agree with this recommendation. Our plan for the next position in this area is to advertise for a clinical psychologist with expertise in any area of clinical psychology.

The Theory and Methods Area

The members of the Theory and Methods area took exception to the reviewers' characterization of the area as an artificial union of domains (history, theory, and psychometrics) and as lacking a graduate program. They argue that Theory and Methods represents a natural union of sub-areas concerned with the fundamentals of scholarly activity in psychology. The area of Theory and Methods concerns itself with the legitimacy of the methodologies and practices employed in the various content areas of psychology. In terms of a graduate program, the area has only existed since 1998 and, therefore, it is premature to pass judgment on the degree of success of the graduate program. It is also important to point out that members of this area make very significant contributions to graduate training through teaching a number of core methods courses, research consulting, and committee work.

The reviewers suggested that the two new positions allocated to Theory and Methods (in 2003 and 2004) should be used to hire individuals with good quantitative skills, but research interests in one of the other areas. Area members feel that the many required Theory and Methods courses that comprise the core of the undergraduate and graduate programs cannot be adequately covered by individuals working primarily within other areas. They believe that only specialists in Theory and Methods are competent to teach such courses and to cover the statistical consulting load in the department.

Although there is some variability among faculty in their vision for the Theory and Methods area and in their conception of competence to teach methods courses, the department as a whole has clearly indicated their support for the maintenance of a fully functioning Theory and Methods area. We would like to take this opportunity to point out that the loss of Dr. Krane, one of three quantitative specialists in the department, has put an incredible strain on the Theory and Methods

area. Currently, area faculty are unable to meet the area's teaching obligations. This problem will be compounded when a second quantitative specialist (Koopman) retires in a couple years. If Dr. Krane does not return to the Psychology Department, it will be essential for us to replace him as soon as possible. As well, the area will require the immediate replacement of Koopman.

Clinical Program

Strengths. The reviewers noted a number of strengths of the clinical program: its strong reputation for training in clinical practice, its accreditation by the Canadian Psychological Association and the American Psychological Association, the number of graduate students served with limited clinical faculty, the services of the Clinical Psychology Centre, the availability of supervision by local practitioners, the research supervision of clinical students being shared by clinical and non-clinical faculty, its endorsement of the "Scientist-Practitioner Model" of clinician training (especially as supported by the 5 X 2 model), strong leadership, ample funding of graduate students, attention to the basics of professional training, and strong students with a good success rate in the program. The reviewers note that the clinical faculty graduate supervision workload appears to be disproportionately heavy within the department, with just 11 full-time clinical faculty servicing 63% of the graduate students in the graduate program.

Previous and current concerns with the clinical program

- (1) The reviewers found that previous allegations about impropriety which had resulted in low morale of department members (and especially clinical students) have been effectively dealt with.
- (2) Only 3 of 11 clinical faculty are full professors. Though the younger group of clinical faculty were seen as promising, the reviewers emphasized the importance of supporting and mentoring these faculty.
- (3) A large proportion of students' clinical supervision is done by external community-based supervisors. The reviewers felt that it was important that students be exposed to faculty supervisors who are able to blend the research and practitioner roles. Given the current heavy workloads of clinical faculty, it is not feasible for their supervisory loads to increase substantially (while maintaining research productivity) without some compensating decrease in workload. Therefore, we plan to revisit the question of how teaching credit may be assigned for clinical supervision hours.
- (4) The reviewers noted that our students accumulate relatively low numbers of clinical practicum hours. They suggest closely monitoring these hours to ensure that students are not disadvantaged in the search for quality internships. Although our students have not yet encountered any problem in being accepted into high-quality APA-accredited internships in either Canada or the US, we agree this is a matter that would benefit from more attention. Further, our stream in Clinical Neuropsychology represents a very competitive international career stream where more practicum hours will be needed in order for our students to compete successfully for Clinical Neuropsychology internships. To enhance the earning of

practicum training hours, we have recently proposed a way of giving course credit to students accumulating additional practicum hours through doing well-supervised off-campus clinical work.

- (5) The reviewers relayed the concerns of some older clinical students who found themselves placed in the social-clinical area by default when the 2 X 5 model was initiated (because they did not fit any other area). These placements were for administrative purposes and no students already in the program at the time of the change were required to change their programs. However, we are well aware of these students' concerns and we have worked with each student individually to allow them to develop an individualized program of study. By having students indicate their area of interest when they apply to the clinical program, this problem should no longer arise. We are monitoring the consolidation of the social-clinical area and have initiated course offerings that will meet the needs of students. For example, Dr. Bartholomew offered a course in interpersonal relations last year and this was well received by clinical students in the social area. Similarly, we have plans underway to mount a cognitive-behavior therapy course in 2002-3.
- (6) The reviewers were concerned that a number of important topics in clinical psychology may not be well-served by the new area structure, such as adult psychopathology, personality disorders, and treatment research. In terms of hiring new faculty, we are in agreement that future positions in the clinical area will not be constrained by the area structure (see Social area above). Moreover, the clinical faculty feels that our program can accommodate the topics noted by the reviewers within the area structure as follows:

Adult Psychopathology: For the major mental disorders, this topic fits well within the Clinical Neuropsychology stream. For example, our most recent addition to this stream (Torres) studies schizophrenia. Anxiety and mood disorders of a less severe nature may be studied within the neuropsychological model, or within the cognitive-behavioral model that is consistent with adult clinical research which we hope to cover within the Clinical-Social stream. The graduate course in adult psychopathology will continue to be offered as a foundation course in the program.

Personality Disorders: Research in this topic is already well-represented in the work of Steve Hart within the Law and Psychology Area, and it seems that student research in this topic falls within this Area in a rational way. Depending on the research approach it could also be studied within the Clinical Neuropsychology stream or in the Social stream.

Adult treatment: theory and outcome research falls within the Clinical-Social stream. The clinical program sees such topics as adult treatment using cognitive-behavioural and other approaches in a research-oriented model as a significant research and training gap that needs filling in our next search. As noted above, we will be mounting a course in cognitive-behavior therapy this fall.

DEVELOPMENT OF AN INSTITUTE FOR HEALTH RESEARCH AND EDUCATION

The review team was asked to comment on the potential role of the Psychology Department in the Institute for Health Research and Education (IHRE). They concluded that the IHRE initiative is a good fit with interests in Psychology and will likely attract considerable involvement from our department. Many faculty members have already become involved in various IHRE initiatives (e.g., Carpendale, Bowman, Kimball, Cox, Moretti, Iarocci, Beyerstein, Hart, Thornton, Watson), and this involvement will only increase over time. For example, Department members with an interest in child development (Carpendale, Connolly, Iarocci, Moretti, Turnbull, Young) have formed the Centre for the Advancement of Child Health (CACH) which will be funded by IHRE and HELP (Human Early Learning Partnership).

THE UNDERGRADUATE PROGRAM

The reviewers were generally impressed with our undergraduate program. In particular, they commended the extensive curriculum revisions which have given the undergraduate offerings a logical structure. They also commented favorably on the introductory psychology courses, the tutorial system, and the honours program.

Potential B.Sc. degree. The reviewers advocated that we consider establishing a B.Sc. degree in psychology, although they question whether we have sufficient faculty in the Cognitive and Biological area to cover the required courses. The department is generally supportive of this idea and the Cognitive and Biological area will be putting forth a proposal for such a degree.

Interactions with the undergraduate community. The reviewers were impressed by the department's Undergraduate Information and Resource Guide and by the representatives of the undergraduate Psychology Students Association (PSA). They recommended that the PSA be provided with an undergraduate lounge and office. We have had no luck obtaining such space from the administration. We will continue to support the PSA in the search for improved space.

CONCLUSION

Strengths

The major strengths of the department were summarized: a good administrative structure, the reorganization of areas within the department, a number of strong areas with active faculty, successful graduate students, a strong clinical program, the quality of undergraduate teaching, our commitment to the undergraduate program, the excellent staff, and our promising recently-hired faculty.

Areas needing improvement

Throughout the report the reviewers emphasized the need for us to work toward a higher proportion of full professors through actively supporting the research aspirations of more junior faculty. They also felt we need increased grants and better research resources (especially in the animal care domain). We are in complete agreement with these assessments.

The reviewers suggested building on areas of potential strength to obtain a critical mass, for instance, in the Cognitive and Biological area. Again, we agree. On the other hand, they recommended hiring researchers with strong quantitative skills and substantive research interests rather than hiring methodologists to future positions in the Theory and Methods area. As previously discussed, there is not general agreement with this point of view.

Also as previously discussed, we are committed to recruiting a clinical faculty member with research interests in some area of adult psychopathology or treatment. Although we have never had any intention to create a clinical-theory and methods stream, we are not yet sure how to handle the clinical-social stream. Over the next year, we will be evaluating how the clinical-social experiment has worked and considering whether we wish to continue with this organization.

We appreciate the reviewers' thoughtful discussion of the advantages and potential disadvantages of the 5 X 2 model. Although the model is considerably more flexible than understood by the reviewers, their concern that it could become inflexible and constraining is valid.

We couldn't agree more enthusiastically with the reviewers' recommendation that the department's infrastructure needs be reviewed.

Initiatives on the SFU horizon

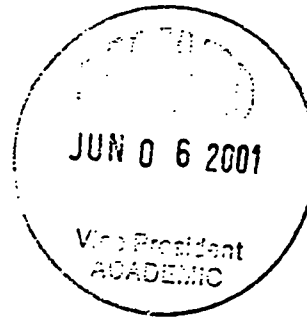
In addition to reiterating their support for the planned teaching reduction, a B.Sc. degree in Psychology, and the IHRE, the reviewers addressed the question of whether we should consider developing a Doctor of Psychology (Psy.D.) degree. Whereas the reviewers were quite strongly opposed to this proposition, psychology faculty are open to further exploration of the idea. Therefore, the clinical committee has obtained an internal IHRE grant to assess the feasibility of developing a Psy.D. degree. A review committee has been established and will undertake an assessment of the relative benefits and potential liabilities in mounting such a program.



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June 5, 2001

Dr. John Waterhouse
Vice-President, Academic
Simon Fraser University
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Burnaby, BC V5A 1S6

Dear Dr. Waterhouse:

On the behalf of the members of our "External Review Committee", I am pleased to submit the report detailing our review of the Psychology Department. As you will quickly see, there is a positive tone to our impressions of the work ethic and the morale of this unit, with only a few recommendations for change to fine-tune this group's scholarly efforts. Professors Jim Olson (from Western), Jane Stewart (from Concordia) and I (from Waterloo), along with internal member Larry Dill, send thanks for inviting us to assist your review process. We all enjoyed the opportunity to meet your people and to learn of their work.

Sincerely yours,

Richard A. Steffy

Richard A. Steffy, Ph.D., C. Psych.,
Professor and Director of Clinical Training

Report of an External Review
Of The Psychology Department
at Simon Fraser University

Submitted on June 5, 2001 by the committee of:

Larry Dill (SFU) Internal Representative
Jim Olson (UWO)
Richard A. Steffy (UW) - Committee Chair
Jane Stewart (Concordia U)

EXTERNAL REVIEW OF THE SIMON FRASER UNIVERSITY (SFU) PSYCHOLOGY DEPARTMENT

Submitted on June 5, 2001

OVERVIEW

As a part of its quality control procedures, administrators of Simon Fraser University arrange an "external review" of each department on a seven-year cycle. To accommodate this requirement for a review of the Psychology Department in 2001, the Vice-President of Academic Affairs John H. Waterhouse assembled a site visit team including three psychology professors from other Canadian universities and one faculty member from another SFU department. Representing the diversity of specialties within the psychology discipline, our team includes James Olson (a social psychologist from the University of Western Ontario), Jane Stewart (a behavioural neuroscientist from Concordia University), and Committee Chair Richard Steffy (a clinical psychologist from the University of Waterloo). The "internal" SFU member is Larry Dill, a behavioural ecologist from their Biology Sciences Department.

Our committee based its opinions on independent reviews of paper documents submitted to us by the Psychology Department, the Arts Faculty, the academic vice-president's office, and other university agents. Of particular use were the Department Self-Study, the three-year plans from the Department and the Arts Faculty, progress notes summarizing activities over the past seven years, curriculum vitae of each faculty member, and administrative statistics. The committee also conducted a three-day site visit extending from April 17th through 19th, 2001.

The committee wishes to express its appreciation to Vice-President Waterhouse, his staff (with special thanks to Academic Planning and Resources Director Sue Roppel), Dean of Arts John T. Pierce, and the many members of the Psychology Department (faculty and staff, under the direction of Chairman William Krane) who hosted us and gave freely of their time and energies to ensure our accommodations and a smooth review process. In our time on campus, meetings were arranged to allow us to hear the experiences and opinions of many individuals, including:

- university administrators;
- subsets of Psychology Department faculty members (for example, the most newly appointed faculty, faculty area groupings, members of the Psychology Department Senate, special services representatives [the department assistant, support and technical staff, as well as lecture/lab instructors]);
- representatives from the university library;
- representatives from the Clinical Psychology Centre (CPC);

- individuals at their post in various facilities (the Psychology Clinic, the Forensic Centre, special teaching facilities, animal laboratories);
- student representatives from both graduate and undergraduate programs of study.

A full roster of the meetings conducted over our three days at SFU is attached in the appendix.

THE TERMS OF REFERENCE

To ensure a clear focus in our review, we were provided a set of guides as described in the "Terms of Reference" (attached in the Appendix) and received instructions from Vice-President Waterhouse and Dean of Arts Pierce at an opening meeting.

In brief, our group was instructed to assess the quality of the Psychology Department's teaching, research, administration, and general work climate. We were asked, too, to forecast the department's long range development and to address a set of particular concerns arising from: recent changes in Psychology Department procedures, turnover in faculty, and the occurrence of various unfortunate incidents in the department's recent history. A number of these matters had surfaced in the previous review of the Psychology Department and therefore required follow-up. In this report, we give particular emphasis to:

- the success of the 2 X 5 model organization of the department, originating in 1998;
- curriculum reforms in the undergraduate program;
- a review of each of the five specialty areas and the clinical program;
- the extent to which the department might invest in the newly-initiated, university-wide Institute For Health Research and Education (IHRE);
- indices of productivity, such as faculty progress through ranks, grants, student completion and the like;
- the Department members' work satisfaction, given the demoralizing incidents in the previous years.

With these particular issues in mind -- over-riding distractions imposed by the magnificent scenery surrounding SFU buildings -- our committee went to work to provide its impressions from the review document and a three-day visitation.

GENERAL IMPRESSIONS

Our site visit team saw solid qualities in the SFU Psychology Department's educational and research programs. They have a curriculum that gives students (both undergraduate and graduate) a solid understanding of the field and that prepares students well for employment opportunities (with data available indicating that undergraduates rapidly access jobs). They have a number of admirable features, including solid levels of research productivity (papers and grants), a relatively large number of professional (Ph.D. level) clinical psychologists to enable the skill training goals, and identifiable areas of academic excellence. The psychology group at SFU may be characterized as a young and vital group of scholars, who pursue their initiatives and are capable of hard work and creative solutions. One sees youthfulness in the university at large. Figural in its history (reported on page 2 of the University Calendar), SFU accepted its first class of 2500 students in the fall term of 1965 and grew steadily over the next 34 years to an enrollment of more than 18,000 students; approximately 3700 degrees were conferred in 1999. As a part of its growth, SFU has opened a downtown Vancouver campus to which the various departments contribute.

Size and Growth of the Psychology Department. Although we have seen no exact history of the Psychology Department's growth, its current size and activity give the impression that it has kept pace with other campus developments. Indeed, the Psychology Department is now one of the largest academic units on the SFU campus, carrying an established faculty complement of 33.5 F.T.E. (noting that this level has shrunk over the past few years from a previous high of 35.0 F.T.E., because of university-wide budgetary constraints). An exact count of the Psychology Department faculty membership is hard to estimate because of the uncertainty of new hirings, part-time appointments, collateral faculty (e.g., an unfilled position funded by Riverview Hospital), and pending retirements.¹ Our count of contributors indicates that there are currently 38 individuals in positions (two of whom have half-time appointments). Adding to the count, one new person is due to arrive this summer (Arlene Young), and five other individuals hold adjunct positions (Postdoc Salmon, two part-time clinic staff [Bradley and Foster], a full-time lecturer [Russell Day], and a visiting faculty member [Doreen Kimura]). Collectively, 44 individuals assist the SFU Psychology Department's research, teaching, and clinical service/supervisory roles. With current recruitment underway to fill a CRC and a joint SFU-Riverview position, there is promise of two more individuals soon available to enrich the Department's scholarship and to share its teaching and supervisory needs, although some losses resulting from imminent retirement/resignations will alter these estimates.

Comments. In our interviews, we repeatedly heard that the department's hiring practices focus on the selection of individuals who show the most scholarly promise and who are most able to fulfill potential areas of growth, independently of areas of specialization. Hiring decisions sometimes lead to competition across units, but our team found that department leaders

¹ Several individuals (accounting for 3.5 F.T.E.) are slated for either retirement or resignation by August of 2001

(the chair, the associate chairs, the department senate) have evolved a sound decision process, are not especially fierce in their territorial behaviour, and have had a good track record in filling recent appointments. In our view, their manner of operating deserves commendation.

Academic stature of the Psychology Faculty. Although the average age of Psychology faculty members is 50.4 years, this faculty group is still "young" in its progress through the levels of academic rank; in fact, only 44% of the faculty group in 1999-2000 have achieved full professor status. Given the recent and upcoming retirements (four in the years 1998-99 and 1999-2000, and 10 more are planned over the next four years), replacement faculty could introduce as many as nine new faculty plus the six who have recently arrived or will soon arrive. These new hires will hopefully establish research careers that merit eventual promotion to full professor.

Comments. In our view, the department has a distance to travel in achieving the goal of having a group that has a high proportion of its members with full professorship status.

Pursuing further the impression of a "youthful" department, many of this group show high levels of activity and versatility. For example, 22 of its current faculty members are now receiving external grants, for a total annual funding of over \$400,000 (estimates provided by Vice-President of Research Bruce Clayman indicated that external grants in 1999-2000 netted \$407,200, or \$556,600 if external and SFU operating research funds are combined).

Although Psychology Department faculty have been awarded a respectable amount of grant income, there is room for growth. Approximately one-third of the psychology faculty do not hold external research grants. Also, we have the impression from a cursory inspection of CVs and from our discussions during the visit that there is unevenness in the grant support generated by members of the psychology faculty, perhaps because of the bulge of individuals facing retirement in the next few years. Whatever its cause, this variation represents a pattern that requires future monitoring, especially since the five-year trends (on page 12 of a statistical package we were given) show that the total grant intake declined by 35% over the four years from 1995-96 to 1998-99 (starting at \$522,000 and ending at \$341,000). As noted earlier, however, support reached \$407,200 in 1999-2000, suggesting some recent recovery.

Comments. In considering the SFU Psychology Department's productivity, our team concludes that this group is solid and shows promise, but there is room for improvement. Although many of the faculty have active research programs with research funding from federal agencies, it does not appear that any of the group are funded through CIHR, an agency that clearly supports research in both the experimental and clinical behavioural sciences. In order to maintain the viability of specific areas of research and to further develop present areas of strength, it will be necessary to achieve additional sources of funding. New faculty in both clinical and experimental streams

should be encouraged to develop projects-- independently and in collaboration -- capable of attracting strong support and given help to apply for funding from as many sources as possible.

Organizational features. Signs of the vigor and versatility of the Psychology Department are seen in recent departmental programming revisions. Within recent years, the Psychology Department has offered creative solutions to its problems and has thereby increased its productivity. Among its efforts:

- faculty recruitments have been successful in acquiring new faculty who appear particularly promising;
- the departmental restructuring (the shift to the 2 X 5 model to be described below) has many merits, and department members endorse the re-structuring (e.g., reducing the number of departmental committees by shifting much of the workload to members of the departmental senate);
- the morale of the department now seems excellent;
- special initiatives have been pursued to develop an Optimal Working Environment Committee (OWEC), an ethics committee, and to maintain an active colloquium series (at both the area and departmental levels);
- new facilities have been funded, particularly notable in the Law-Forensic Psychology area and in the undergraduate teaching domain;
- a healthy teaching assistantship program (with an enviably large \$900,000 per year budget for TAs) is available to maintain tutorial services to undergraduate students.

These and other features reflect the level of energy and the relatively high morale found throughout our visit.

Educational success. There are many sound features of the Psychology Department's educational training programs. We found that the number of undergraduate, M.A., and Ph.D. degrees has been stable over the years. In this past year, SFU conferred 269 Honours/Majors undergraduate degrees in psychology (with a range of 264 to 333 over the past five years); there were 12 M.A.s and 13 Ph.D.s awarded in psychology (with previous ranges of 9 to 15 and 8 to 21, respectively).

The graduate training program is quite strong. It is of interest to note that the number of graduates per year has remained constant despite the fact that the absolute number of graduate students in the program has dropped steadily over the past five years (from 114 in 1995/96 to a low of 87 enrolled in 1999-00). This 24% drop (steady in decline across those years) could be a cause of some concern. However, department officials tell us that this was a planned reduction, mainly reflecting a shift in the amount

of time that students linger in their graduate programs -- reducing an average of seven years in residence to five years. In fact, the intake of graduate students has been stable over previous years and so has the graduation rate (about 17% of the graduate degrees conferred at SFU). Recent graduation ceremonies also gave witness to a number of gold and silver medalists from the ranks of psychology students.

Comments. Shifts in the numbers of graduate students currently enrolled seems to reflect an improvement in the quality of graduate education, occurring as part of a "belt-tightening exercise".

Trends within undergraduate education (as will be described in greater detail in a later section) also show stability, despite the fact that there has been substantial tightening in the undergraduate curriculum. In contrasting the Psychology Department with the rest of the Arts Faculty, it can be seen that nearly 19% of the Arts Faculty Honours/Majors B.A. degrees have been conferred in psychology (representing 11% of the total university undergraduate degrees conferred). As has been documented by the most recent Psychology Department self-evaluation, it is one of the largest and most successful educational units at SFU.

Specific indices of scholarly success. Our impressions of the Psychology Department's vitality derive in part from its overall teaching efficiency. Twenty-one percent of the faculty's weighted F.T.E. enrollment is contributed by Psychology faculty, who constitute only 9.7% of the faculty's teaching resources.² Moreover, the labs associated with the Introductory Psychology course offer an ideal educational operation, with very good computer facilities and a rich tutorial system. In addition, the department's co-op program and its investment in the Continuing Studies Program reflect the department's good citizenship within the SFU community.

The Psychology Department takes great pride in its members' research record, citing 21 books and more than 300 journal articles, chapters, and presentations in the past three years. In brief, the SFU Psychology Department faculty are an energetic, maturing, and self-critical group.

DEPARTMENTAL RESOURCES

Several aspects of the Psychology Department administration deserve special comment and/or commendation.

Basic finances. From a meeting with the Department Assistant, Beverly Davino, we learned that the SFU Psychology Department is provided an operating budget each year of \$180,000 and a sizeable teaching assistantship budget of \$900,000 (allowing 80 TAs for each of the fall and winter terms and 20 more for the spring term.

² Although there may be some question about whether the use of a "weighted" FTE count (described in the department's "Three Year Plan" document) is appropriate (an exercise that tallies psychology course efforts on the same base as the science faculty's courses with laboratories), it is nevertheless a safe indication of the workload assumed by this department.

Comment. This budget has been adequate to meet the basic requirements of the department, but larger allocations in the future would facilitate both teaching and research in the department.

Staffing. We met with the secretarial and technical staff teams and found they have a high level of morale and are dedicated to their work. It is a mature group with readily apparent technical skills. They report a strong allegiance to the department, to Departmental Assistant Beverly Davino, as well as to Dr. Krane, the Department Chair. They proudly report that the campus Human Resources Department gives Psychology high marks for the quality of its work environment. In words echoing this view, one of the staff stated "...working here is a pleasure and I enjoy interactions with the faculty. We have great morale".

Our group was very impressed with the level of technology that the technical workers bring. The leader of this group, Stephen Stewart, a Ph.D.-level electrical engineer, and his technical support team are capable of equipping labs with hardwiring as well as software developments. Larger jobs, however, are contracted to other agencies on the campus.

A similar impression of strength arises from talking with the lecturers and lab instructors (particularly Dr. Day) who manage the Introductory Psychology courses. Once again, a mature and highly professional set of workers showed an obvious love of their job and the university.

Space allocations. As one might expect from a group this large and ambitious, we heard complaints about space. Although some faculty are satisfied with their accommodations, a few of the new faculty have not yet been assigned their own offices, and new hiring will only worsen the space problems. Given the overall mass of this group, a case could be made for an independent psychology building, although we understand that such a goal might be a distant one.

Library resources. With respect to library holdings, our interview with the librarian revealed a conscientious effort to cope with the rising costs of books and journals. The librarians forge direct relationships with each department and try to give a thoughtful dispersion of funds to the various areas and periodic evaluations of the journal holdings. We are also aware, however, that the size of SFU's holdings is smaller than many other equal-sized schools, so it is comforting to know that there are library loan arrangements with UBC and Calgary.

Comments. Although no administrator likes to hear requests for yet more money, it is important to put into the record that this department would make good use of greater space, better animal care facilities and a wealthier set of library holdings. Nevertheless, despite the restrictions, SFU faculty and staff get very good marks for what has been accomplished, even though "more would be better".

A REVIEW OF MAJOR ACTIVITIES IN PSYCHOLOGY PROGRAMS

To provide a more extensive analysis of the Psychology Department's functioning, the following sections give in-depth reviews of the department's administrative structure, the undergraduate education model, and the multifaceted graduate areas of study in both experimental and clinical program domains.

THE DEPARTMENTAL REORGANIZATION (5 X 2 MODEL)

Shortly after its last "external" review, the SFU Psychology Department underwent a major reorganization in an effort to better integrate faculty and graduate students into areas of research and teaching. Five academic content areas were created, viz., Cognition and Biological Psychology, Developmental Psychology, Social Psychology, Law and Forensic Psychology, and Theory and Methods. Two programs of faculty and student participation were also defined, viz., the Experimental and Clinical Programs.

The committee was asked to comment on the advantages and disadvantages of this organization. In this section, we share our observations about the value of these new structures for the intellectual life in the department, for program development, for future hiring, and for the functioning of the experimental and clinical programs.

Intellectual life. Although the area divisions in the 5 X 2 model at times appear to be artificial and forced, the committee recognizes the enormous heuristic value that this reorganization has had; we commend Dr. Krane and his administrative team for their role in developing this approach. It has led to a notable boon in the establishment of area seminars, bringing together graduate students and faculty interests in both theory and practice.

Comments. The integration of experimental and clinical programs afforded by the 5 X 2 model has helped to demonstrate the interrelationships between research and practice, and has helped to foster the integration of these activities within the department. These are admirable achievements that should be encouraged and protected.

In continuing the department's efforts to enrich scholarly opportunities for faculty and students, our committee strongly endorses the department's interest in reducing faculty teaching loads from four to three courses per year. A three-course level is regularly achieved in top-flight, research-intensive psychology departments, and is a credible goal for SFU faculty.

Program Development. It needs to be recognized that new program emphases may arise from changes in the field of psychology, requiring priorities to be reoriented on relatively short notice. For example, the addition of a single new faculty member may allow for the unanticipated emergence of a new research area. A case in point derives

from the recent addition of a neuropsychologist to the department and the clear impact that this hiring has had on the clinical program. This development, combined with the emergence of the Institute for Health Research and Education, may provide far-reaching collaborations and additional initiatives to strengthen the overall research capacity of department.

Comments. Our committee believes that the organization of the department into its five 'areas of strength' provides coherence and direction for the department through a period of rapid change. However, it may also constrain development in the future if its structure is imposed inflexibly and without the benefit of periodic review. It is to be hoped that the department will expand and divide emerging groups in ways that will take advantage of new research opportunities as they arise. Extending our caution, the committee warns against any policy aimed at developing or bolstering clinical or experimental themes within each of the five areas, for the mere reason of having every area represented or made equal in size. Some areas may naturally develop a theme that should be expanded, and other areas may need to be reduced or split. Some of our ideas concerning these possibilities and limits will emerge from the discussions of the individual areas.

One of the consequences of dividing the experimental and clinical programs into five areas is the natural tendency of areas to wish to expand -- adding more courses and struggling to make their programs appear truly specialized and comprehensive. Unfortunately, this tendency works against the goal of trying to give graduate students as broad and well-integrated an education as possible. Using rotating slots for seminars that cut across the boundaries of defined areas (or programs) would not only provide a means to expose students to a broader array of the discipline, but might also help to forge new research alliances.

Hiring. It is clear to the committee that the Department of Psychology at SFU is in a remarkable position to build and renew its faculty and to increase its research depth and capacity over the next few years. A plan has been drawn up for replacements, and several excellent appointments have been made in both 2000 and 2001. In view of the comments made in the above paragraphs, the committee was encouraged to note that SFU faculty seem committed to policies of hiring the best individuals who can be found, keeping the divisions between areas and themes as flexible as possible.

Comments. Our committee recommends against rigidly restricting any job searches to positions in particular areas, even though an equitable distribution might favour some areas over others. Windows of opportunity in finding "winners" need to be exploited whenever they arise in order to ensure the most advantageous hiring decisions.

Effects of the reorganization on the experimental program. As already noted, the reorganization has injected a new vitality into the experimental areas' seminars and programs. Over the next few years, several of these areas are slotted to hire new people

to strengthen, or rebuild, their experimental programs. We support these hires in the experimental areas.

Comments. It is the view of the committee that experimental areas should be allowed to hire even if they do not develop strength in the clinical stream. A major factor in the success of any program is its critical mass. The energy that is generated from the presence of a few, especially talented new faculty can increase remarkably both the visibility and the productivity of an experimental program.

Effects of the reorganization on the clinical program. Although the new departmental organizational structure is enriching the basic science and research training of students within the clinical program, it may be placing a heavy load on the shoulders of the clinical faculty and restricting the breadth of coverage available in the clinical program. In particular, it was noted that programmatic work in experimental (adult) psychopathology is underrepresented in the program. This is a field that is undergoing major development. It will remain to be seen whether the hiring in these areas can be made within current structures or whether the splitting of current areas (or the addition of a new areas of concentration) will be required in this program's pursuit of excellence. We elaborate these issues in our detailed discussion of the Clinical Psychology Program.

SPECIALTY AREAS

The SFU Psychology Department contains five specialties that serve as the bases for graduate student work. We comment on each area in the following sections.

The Cognitive And Biological Area

Cognitive psychology, cognitive neuroscience, and behavioural neuroscience (or psychobiology) are core areas of the discipline of psychology, witnessing rapidly expanding research horizons. These areas of scholarship contribute widely to other domains of psychology. Because of the growing multidisciplinary nature of the research in these areas, they also contribute to, and gain from, related fields such as computer science, brain imaging, robotics, animal behaviour, developmental biology, and the broad fields of neuroscience and medicine.

Although this group within the department appears to contain the largest number of faculty, the count may be somewhat misleading. At present, there are nine individuals listed in the cognitive and biological area within the experimental program, and two full-time and two half-time individuals serving within the clinical program. Of the nine in the experimental stream, Drs. Modigliani and Crawford will retire in 2001 and 2002 respectively; Dr. Blackman, who is now serving as a university administrator, will retire in 2003. Of the remaining six, Drs. Mistlberger and Watson (both behavioural neuroscientists funded by NSERC for the study of basic processes in laboratory animals) are publishing actively in their respective fields. Dr. Beyerstein has a strong background in psychopharmacology and brain behaviour relationships, but is no longer conducting

laboratory research. Drs. McDonald, Whittlesea and Wright work in the fields of cognition and perception, although in somewhat different areas. Although Drs. McDonald and Wright appear to have common research interests, Dr. Whittlesea works in a different domain. These individuals hold NSERC grants and publish regularly.

Comments. Although the experimental stream in this area has a sound basis for graduate studies and research in both the cognitive and biological fields, there is not yet a critical mass of research expertise to create and sustain highly visible and influential research units.

The clinical stream of the cognition and biological area has until very recently been made up of Dr. Bowman, who has a wide background in both cognitive impairments and emotional disorders. The hiring of Drs. Allan Thornton and Wendy Thornton (half-time) plus the additional half-time position now advertised has made possible the establishment of the clinical program in neuropsychology. In the view of our committee, this program is likely in the future to attract much student interest, increasing the demands for teaching as well as clinical and research supervision on the part of these individuals. The new knowledge, skills, and approaches to clinical work that these people bring to the clinical program are very valuable.

Comments on infrastructure constraints. Laboratory resources for the animal researchers in biopsychology are limited. There are problems with the adequacy of animal housing facilities for the circadian rhythm work of Dr. Mislberger, an area of research requiring housing that is well insulated from external lights and sounds so that ambient stimulation does not disrupt daily schedules. In addition, Dr. Watson requires a wet laboratory facility with work space for graduate students, as well as animal housing. From our visit to the animal laboratory and housing areas, we see that there is need to separate the experimental laboratories from the holding facility.

We note, too, that the animal researchers appear to be paying the university a considerable portion of their research grants for animal care costs. We were surprised to learn that the university was not making greater efforts to provide more infrastructure support for these researchers.

The Law and Forensic Psychology Area

The area of law and forensic psychology is a relatively new field of psychology, one that rarely is found in the core program of other psychology departments. Within the SFU department, however, it appears to be one of the strongest and best integrated of the five. It has few faculty members, but the research and clinical interests of the faculty have common goals. The intensity and enthusiasm expressed by the members for what they are doing and what they have accomplished was an exciting moment of our visit. The SFU program is unique in Canada and is well recognized internationally.

In the experimental stream, there are presently two faculty members, Drs. Ogloff and Connolly. Dr. Ogloff unfortunately will be leaving soon, and his departure will be a great loss to the program. Dr. Connolly is a new faculty member with degrees in both law and psychology. She is highly suited for her role, but will need at least one more colleague to meet the department's commitments to this area of education.

Drs. Hart and Roesch both work in the clinical stream and have strong records of publication and research. The establishment of the Mental Health, Law and Policy Institute has created a rich network of correctional, forensic services and provincial mental health systems, thus providing excellent opportunities for both research and practical clinical experience. The fact that the SFU group has made formal arrangements to work with the law school at UBC and to share courses with UBC students and faculty makes the program all the more attractive.

Comment: The major emphasis of this group on mental health and crime should make them prime candidates for collaborations within the developing Institute for Health Research and Education. Our committee urges that the Law and Forensic Psychology area should be protected and promoted by the university. One of the first steps we foresee is the replacement of Dr. Ogloff with a relatively senior appointment.

The Developmental Psychology Area

The Developmental Psychology Area consists of four faculty members in the experimental stream (Drs. Bartholomew, Carpendale, Kimball, and Strayer), four faculty members in the child clinical stream (Drs. Iarocci, Ley, Marcia, and Moretti), and one faculty member who will join the child clinical stream in 2001-2002 (Dr. Young). Some of the group have other major duties and interests; for example, Dr. Bartholomew is a member of the Social Area, and Dr. Kimball's responsibilities are split equally between the Psychology Department and the Women's Studies Department (where she is the Chair).

The experimental stream in developmental psychology is solid. Drs. Bartholomew and Carpendale are active scholars, and Drs. Kimball and Strayer are well-respected senior members of the Department. Members of the area are engaged in research collaborations with members of other departments (e.g., Education) and with developmental researchers at the University of British Columbia. Graduate students in the program are satisfied and active; at the undergraduate level, courses in developmental psychology have excellent reputations among the students. In the child clinical stream, Dr. Moretti is a particularly productive researcher, and the new members (Drs. Iarocci and Young) are good hires who will further strengthen the group's research base. Clinical training is thorough, as we discuss in the section on the Clinical Psychology Program.

The Developmental Area is one area where the departmental reorganization (5 x 2 framework) has worked very well. Within it, the interests of the experimental faculty

members mesh nicely with those of the clinical faculty members, and the biweekly research seminars have provided a venue for cross-talk and intellectual stimulation.

The Social Psychology Area

The Social Psychology Area consists of five faculty members in the experimental stream (Drs. Bartholomew, Krebs, McFarland, Roese, and Turnbull); one faculty member resides in the applied/clinical stream (Dr. Cox), and one new faculty member will join the experimental stream in 2001-2002 (Dr. Campbell). Dr. Bartholomew also belongs to the Developmental Area, and Dr. Turnbull's research interests align him with the Developmental Area as well. It should be noted that faculty in the Social Area have made important administrative contributions to the Department; for example, Dr. Turnbull is currently the Associate Chair of Undergraduate Studies, and Dr. Bartholomew is the Associate Chair of Graduate Studies.

The experimental stream in social psychology is generally strong. Drs. Bartholomew, McFarland, and Roese regularly publish in the best journals in social psychology. Although there are some interpersonal difficulties between certain of the older members of the group, basic duties are well attended, as reflected by the biweekly research seminar and the smooth running of the undergraduate program. The hiring of Dr. Roese as a Tier 2 Canada Research Chair significantly enhanced the research profile of the area for he is an emerging star in the field. The addition of Dr. Campbell, a newly appointed Assistant Professor, will further strengthen the area in 2001-2002. It is essential that these young faculty members receive the support they need from the University to achieve their research potential.

In the social psychology group, Dr. Cox is the sole representative of the clinical stream, owing to his interest in clinical service as well as in applied social psychology, with expertise in both health and sports psychology domains. Moreover, his interests seem compatible with the newly formed Institute for Health Research and Education (IHRE). As we note later in this report, the IHRE appears to offer excellent opportunities for psychology researchers, and the department seems to be encouraging such connections.

Comments on future developments in the clinical/social stream. As expressed in our previous comments about the Departmental reorganization (5 x 2 framework), and again in our subsequent discussion of the Clinical Psychology Program, we think that the department's plan to build a "clinical/social" stream may be shortsighted. We recommend that new hiring efforts within the clinical program consider individuals with expertise in other clinical topics (e.g., adult psychopathology and psychotherapy research). Of course, scholarly research accomplishments should constitute a major criterion in any clinical hiring decision.

The Theory and Methods Area

The Theory and Methods Area consists only of an experimental stream, which includes the services of five full-time faculty members (Drs. Alexander, Coles, Koopman, Krane, and Maraun), as well as one faculty member who is retiring in 2001 (Dr. Paranjpe). Dr. Krane is also the Chair of the Psychology Department.

The area brings together scholars interested in history, theory, and psychometrics in an unusual mix and varying markedly in their contributions. The publication records of members in this area are mixed; although some members have been particularly productive, others have modest research records. The members of this group feel that their area is functioning well, in the sense that its biweekly seminars have been lively and its undergraduate program has been running smoothly. There is currently only one graduate student in the area, so it does not really have a graduate program.

The quantitative specialists (Drs. Koopman, Krane, and Maraun) are hard worked -- often called upon for statistical advice and to serve on thesis committees; these consulting duties must be taken into account when assessing their performance and workload.

Comments on future developments in the Theory and Methods Area.

The hiring plan that has been developed by the Psychology Department calls for two new faculty members in Theory and Methods, one in 2003 and one in 2004. We recommend that, rather than looking for people active in general theory and methods domains (which seem to us to form an artificial union), searches should focus on individuals with good quantitative skills who also have substantive research interests in one of the other experimental areas. The relevance of particular quantitative methods varies across research domains, so it makes sense to have statisticians who are specialists in techniques that are used primarily in one or two areas of research. In a psychology department the size of Simon Fraser's, we do not think that there are enough resources to dedicate seven full-time faculty members exclusively to this area. Our suggested hiring plan would also serve to direct needed resources (faculty positions) to the other experimental areas of the department that have stronger research records.

Clinical Program

Like most applied psychology training programs in North America, Clinical Psychology training at SFU is a robust enterprise with substantial numbers of students, faculty, and adjunctive supervisory staff, who collectively provide seminars, research apprenticeship, and clinical skill training opportunities. Like graduate students in the experimental domains, clinical students are expected to complete an M.A. and a Ph.D. research project, but also to devote considerable time and effort to develop applied (practitioner) skills from coursework and from supervised work with clients in service settings. Consistent with the Psychology Department's "5 X 2" administrative structure, the clinical program offers education in parallel with the experimental program across

four of the five basic content areas (excepting the Theory and Methods Area, which is now dedicated to training solely within the experimental stream).

Strengths. SFU's clinical program is widely recognized to be successful and popular. It has a solid reputation for training applied practice skills. Its students acquire credible (and generally accredited) internship placements, obtain strong commendation for their skills (from placement agencies), and consistently gain post-degree employment.

Attesting to its value, the SFU clinical program has been recognized by both the Canadian Psychological Association (CPA) and the American Psychological Association (APA) Accreditation Panels, who conferred joint accreditation to this program in 1987, after independent certification had been obtained in 1984 (APA) and in 1985 (CPA). Accreditation practice requires reviews to be updated every year, and an extensive review of credentials (with a site visit) on a five year cycle. SFU's most recent full review and approval occurred in 1998. Insofar as SFU's clinical training effort had only begun in 1978, this is a fast rise to a respectable plane and deserves commendation.

There are many noteworthy features to this program. It now serves 63% of the graduate students of the department, despite the fact that only 11 of the total department faculty complement are now devoted exclusively to the clinical program (a twelfth member, Dr. Young, will join the group this summer). Typical of clinical training programs elsewhere, Ph.D.-level assistants (Drs. Bradley and Foster, each with half-time appointments) administer the Clinical Psychology Centre (CPC) services. Moreover, approximately twenty local practitioners in practice within the Vancouver community volunteer their time and energy to supervise students' work with clients. These practitioners collectively offer a large proportion of the load of graduate student supervision.

As is common to professional training programs elsewhere, the SFU clinical program requires its graduate students to enroll in a large set of courses pertinent to the understanding and remediation of client adjustment problems. Students also enroll in courses covering diverse practice issues (for example, courses in ethics, personality theory, psychopathology, assessment, and intervention topics). In servicing 55 graduate students' academic and research training needs, these faculty shoulder a heavy teaching and research responsibility. Clinical students' research can also be supervised by faculty working primarily within the experimental program, so the load of research supervision can be more evenly distributed. This arrangement brings benefits to all, i.e., by broadening students' training choices, relieving the research supervision duties of the dozen clinical faculty, and also enriching the work in the labs of the experimental program faculty.

Another strength of the SFU program is its endorsement of the widely accepted -- virtually an industry standard -- "Scientist-Practitioner (Boulder, Colorado Conference) Model" of clinician training. This model emphasizes the development and interplay of both research and practitioner skills in Ph.D. clinicians. The department's 5 X 2 model easily permits scientist-practitioner cross-fertilization to occur, by giving opportunity for

clinical students with interests in developmental, social, law/forensic, or cognitive/biological areas to participate in the theoretical and experimental aspects of those areas, as well as to establish practice skills. This is a clever arrangement that enables clinical students to have ready access to both the research and the practice components of their areas of scholarly interest.

SFU Clinical Program Accreditation Status. Our endorsement of the overall quality of the clinical skill training offered by this department reflects the 1998 CPA/APA site visit report authored by Dobson, Mayo, and Sandler (with a site visit in March and April of that year). Their report identified the various strengths of leadership in this program (including not only an established Director of Clinical Training [the DCT], a job now resting in the able hands of Marilyn Bowman, but also a CPC director and a Practicum Internship Coordinator). The 1998 evaluation noted that SFU training is enabled by:

- a well-equipped Clinical Psychology Centre for students to develop their practice skills;
- ample funding of graduate students (in 1998 estimated to be \$13,500 per year per student);
- a sensible track through the coursework and skill training experiences;
- attention to the basics of professional training (including a course in ethics, a background in the history and systems of psychology, and breadth courses -- although there was some uncertainty in the 1998 report about exactly how breadth training was to be ensured);
- an energetic pursuit of quality control strategies.

The training philosophy of this group offers students exposure to a range of diverse theoretical orientations; it is no longer a program known for adherence to one single school of thought (according to the Dobson et al. [1998] report, the SFU group previously was known to have primarily a psychoanalytic orientation). It has now matured to encompass cognitive-behavioural approaches and exposes its students to other orientations as well.

In summary, this clinical training program has many features to recommend it:

- 1) *We are impressed that it has been stable for a long period of time;*
- 2) *It has an excellent set of leaders and a sensible distribution of labour;*
- 3) *It has a sufficiently large set of faculty to run itself;*

- 4) *It has adequate budget and community resources to ensure students' exposure to a variety of cases and to diverse supervisors;*
- 5) *Supervisors are available from the ranks of the faculty as well as from the community pool of practitioners;*
- 6) *We find the coursework and skill training opportunities laid out in the curriculum to be sensible, extending from fundamental to complex skills;*
- 7) *Students enrolled in this program are talented; they enter with quite good grades and succeed in the program with a low withdrawal rate;*
- 8) *Although earlier evaluations indicated that clinical students were slow to finish their programs (approximately seven years in enrollment), it is clear that this group has worked hard to reduce that level to a five-year average by urging students to manage their program with greater dispatch.*

Previous and current concerns with the clinical program.

(1) In the previous reviews (both the SFU effort conducted seven years ago and the 1998 CPA/APA assessment), references were made to low morale in the clinical group that derived from allegations of impropriety, some of which surfaced in legal proceedings. Those events apparently had a long-lasting demoralizing effect on many members of the department (faculty, students, and staff), and we understand that the clinical students felt particularly compromised at the time these events became known. Our team was alerted to this history in order to ensure that our "ears were open" to understand any signs of lingering bitterness or turmoil. Indeed, we found those events have not been completely forgotten, although the sense of distress seems to be much reduced in intensity from the levels that other reviewers encountered. Contributing to an improvement in morale are the active interchanges of faculty and students in Departmental Senate meetings. Furthermore, the approachable quality of the department leadership and the energetic efforts of the Optimal Working Environment Committee (OWEC, as guided by Professor Cox) have helped to cope with tensions arising from those past events and serves as a watchdog to prevent future improprieties.

Comments. Our team believes these concerns are best regarded as "old scars", and we believe that the department can now take pride in its efforts to have recovered from those previously bleak moments.

(2) A concern that arises from a review of the clinical faculty listings is that only three of the group of 11 current clinical faculty have achieved Professor status, so it is still a young-in-ranks group. Although several in the group have

forged strong research programs, the group cannot yet be considered to have made its mark on Canadian scholarship.

Comments. Our team feels that this group has distinct promise, but efforts to nurture its development should continue to be a priority in hiring, in workload considerations, and in mentoring efforts, e.g., arranging visiting professorships from esteemed clinical researchers (much like the Cognitive/Biological group has attracted Dr. Kimura).

(3) A third concern pertains to standards of clinical skill training. In this program, a large proportion of the supervision of students' work with clients is conducted voluntarily by community-based supervisors who provide services. We were pleased to find a solid network of communications between community supervisors and the faculty. However, we learned that the external supervisors carry the largest portion of the one-to-one training of clinical skills, with most of the clinical faculty (except Dr. Ley's heavy supervisory load) carrying only a few case supervisions. Accordingly, there is an imbalance in the load carried by the internal and external groups, bearing in mind that many programs aspire to a 50-50 balance.

Comments. Student exposure to faculty supervisors of clinical cases better ensures that students' experience in working with clients will reflect the theoretical and research orientations of the faculty responsible for the program. Implicit in the conventional Boulder Model of "scientist-practitioner training" is the idea that students will apprentice with faculty who are able to blend both research and practitioner roles. If a large proportion of students' practicum hours reflect the work of full-time practitioners who are not on the frontier of research, the training will fall short of this ideal.

(4) The average number of "practicum hours" available to SFU clinical students is substantial (estimated to range in 1998 between 900 and 1300 hours of experience), but we note that these numbers nevertheless fall toward the low end of clinical psychology programs, many of which report student totals in the 2000 to 3000 practicum hour range.

Comments. Program faculty may wish to closely monitor these hours so that SFU clinical students remain competitive in achieving their most favoured internship placements.

(5) From conversations with the clinical graduate students, we learned that some of the older clinical program students who were in the program at the time the 2 X 5 model was initiated inadvertently found themselves placed in the Social Psychology Area, because their interests in the clinical program did not fit any of the other areas of scholarship that were available. In a sense, these students were located in the clinical-social cell of the model as a default decision. Although all students have the same clinical program training, 12 of the group

(approximately 22% of the clinical students at present) felt pressed into an area that had little personal interest to them and only one faculty member in it (Dr. Cox). It was clear to us during discussions with graduate students that a number of them felt that they had to "sleep in a Procrustean bed".

Comments. Insofar as the Social Psychology Area remains the expected location for clinical students (interested in adult work) who do not have another area focus, clinical student assignment will continue to require monitoring and negotiated placements until these unfortunate assignments are a thing of the past; we are told that students entering today are located in harmony with their academic interests.

(6) As noted in other sections of this report, the 5 X 2 model may undercut program developments, particularly in the clinical domain. We note that there are areas of active interest in the clinical academic spectrum that are not well-represented in the SFU curriculum and research portfolios.

Comments. Hiring of new clinical faculty dedicated to bolster particular pre-existing areas may constrain the clinical (adult) program from advancing in areas currently emerging in scientific clinical psychology, such as experimental psychopathology and treatment research. Prestigious journals devoted to these topics -- such as *The Journal of Abnormal Psychology*, *Cognition and Emotion*, and *Cognitive Therapy and Research* -- as well as scholarly organizations (e.g., the "Society for Research in Psychopathology") and the availability of research grants reflect "hot topic" interests in schizophrenia, depression, anxiety, and personality disorders. These, along with investigative efforts to study both the efficacy and efficiency of various therapy modalities, are growing in quality and quantity of research effort, so we caution SFU's group to be sensitive to these trends when they review future appointment decisions.

THE DEVELOPMENT OF AN INSTITUTE FOR HEALTH RESEARCH AND EDUCATION

With the enthusiastic leadership of the administration, SFU has embarked on a major interdisciplinary project to advance health studies, featuring research, teaching, and service goals. Its multi-disciplinary appeal will accommodate a wide range of scholarly issues ranging from the well-being of individuals to population health issues. An ambitious plan for an SFU Institute of Health Research and Education (IHRE) has been drafted, and directors recruited to foster this fresh initiative. This effort will recruit talent from across the campus and also in various partnerships with the Vancouver community.

In the minds of SFU leaders, members of the Psychology Department would be important players in this enterprise. The department already has program areas that train IHRE-relevant professional skills (clinical psychology, social psychology, biological perspectives, and statistical technologies) and a subdiscipline of health psychology. As part of our site visit mandate, we were asked specifically whether we felt this idea had a

good fit to the interests and needs of psychology. Our review of this question leads to a resounding "yes". Although the practical details have yet to be addressed, members of the department enthusiastically endorse this development.

Comments. From all signs, this initiative seems an excellent venture that will attract psychology faculty and graduate students' interest and cooperation. If successfully pursued, this project could enhance scholarship at SFU and bring new excitement to the campus.

THE UNDERGRADUATE PROGRAM IN PSYCHOLOGY

SFU has always prided itself on its undergraduate programs. The University has a reputation for providing excellent instruction, abundant small-group tutorial and laboratory opportunities, and a broad liberal arts education. In all of these respects, the Psychology Department conforms to the University's teaching mission.

The committee was generally impressed by the undergraduate program in psychology. The curriculum has undergone extensive examination and revisions over the last few years; its structure is logical and comprehensive. In addition to an introductory psychology course, students majoring in psychology must take courses that cover research, the history of psychology, and data analysis. These courses provide the fundamental knowledge that is necessary for advanced work in psychology, as well as training in critical analysis and writing.

The introductory psychology courses are well organized and well taught. The approximately 1400 students in the introductory psychology courses participate in computer labs with maximum enrollments of only 17 per tutorial section. It is unusual for introductory students elsewhere to have such intensive small-group opportunities. For their further benefit, the new computer laboratory facility is outstanding and utilizes a variety of computer-based instructional technologies.

Advanced courses in psychology are organized into five broad areas: biological psychology, perception/cognition, developmental psychology, social psychology, and personality/abnormal/clinical psychology. In each of these areas, there is a second-year course that introduces students to the field, and there are numerous third- and fourth-year courses in specialized topics. The offerings provide wide choice for students. Students majoring in psychology must take at least one course from the biological or perception/cognition areas (the NSERC side of psychology) and at least one course from the developmental, social, or personality/abnormal/clinical areas (the SSHRC – CIHR side of psychology). This breadth requirement is rather minimal – other universities often require two or three courses in each group of areas. Nevertheless, the structure of the program is defensible. All of the second- and third-year courses have associated with them labs or tutorials (again, with a maximum enrollment of 17) that permit students to discuss issues in a small-group format.

To enter the Honours program, students must achieve a high GPA in their lower level courses, complete a third-year course on research methods and data analysis, and attend an Honours Information Session where the goals and benefits of the Honours program are discussed. These prerequisites are appropriate and have produced an acceptable enrollment level in the program. Students from SFU's undergraduate program have gone on to be successful graduate students at many universities in Canada and the United States. It is widely recognized at Canadian universities that an undergraduate degree in psychology from Simon Fraser is good preparation for graduate training.

Comments re a potential B.Sc. degree. Some psychology faculty members suggested that a B.Sc. degree in psychology should be offered. We think that such a prospect is an excellent idea that deserves consideration. Because students would need to complete a variety of science courses in addition to their psychology courses, consultation with the Faculty of Science would obviously be necessary. Our only concern about introducing a B.Sc. program is that there must be a sufficient mass of faculty members with relevant expertise to teach the required courses. The faculty in the Cognitive and Biological Area are already extended in teaching and supervision, so additional faculty members would be necessary. There are two new positions envisioned in the Cognitive and Biological psychology area, but an additional one or two might be necessary if a B.Sc. degree is introduced.

The Psychology Department's interactions with the undergraduate community.
We were favorably impressed by the Psychology Department's Undergraduate Information and Resource Guide, which provides extensive information about the curriculum, the discipline of psychology, careers as a professional psychologist, and many other issues relevant to psychology majors. We were also impressed by the clear and mature understanding expressed by the representative from the undergraduate Psychology Students Association (PSA), who told us about the various activities sponsored by the association.

Comment. We hope that the Psychology Department will continue to offer any support it can to the PSA. In particular, that group should have available an undergraduate lounge and office. Insofar as an ideal location has been found in a hallway corner, our committee gives a resounding endorsement of this goal, feeling that the space is available and cinder block walls could satisfy the demand quite handily, giving the students a much-needed facility comparable to those of other campuses.

CONCLUSION

In order to comment on the Psychology Department's programming, facilities, personnel, visions, and concerns, this report was presented in several major sections. We reviewed its administrative structure, its undergraduate and graduate programs (5 areas plus special attention to the clinical program), as well as many collateral features that make up the life of such a complex organization. Our report described the strengths and

weaknesses as we see them on these major and many minor features, with evaluative comments sprinkled throughout (generally titled as “comments” indented and italicized for ease of reading). However, our team has compassion for the reader in recognizing that our opinions are distributed widely and appear in a piecemeal fashion, since each of these particular units of action is discussed separately. This section, therefore, draws together, in a brief summary, the various strengths, weaknesses, and new initiatives that we detected.

Strengths

The SFU Psychology Department has a very good administrative structure. The 1998 experiment of the 5 x 2 model seems to have worked well and served its purposes. We give special credit as well to efforts the department has made to overcome weak morale, with much credit going to its leadership and to the reformulation of a “workhorse” Departmental Senate that has obviously had a positive impact.

In our view, this department is blessed with a number of strong areas, composed of many faculty with great promise who have achieved a satisfactory research and grant record. The area seminars seem vital and stimulating.

Students show many signs of educational success. The graduate program has produced successful academics and successful applied practitioners. The clinical program seems to deserve fully the continent-wide recognition that is conferred by its CPA and APA accreditation. Our committee was struck with the quality of undergraduate teaching and notes that SFU’s educational philosophy and investments in the undergraduate program have led to students who are successful in applying to graduate school and/or in obtaining employment.

Finally, we give special credit to the high level of staff who work in harmony with faculty to cobble together a good working environment and a solid level of productivity. The SFU future looks good to us in that its department members appear vigorous and energetic. There is hope for further recruitment of young researchers as retirements occur, and the hiring practices seem to be succeeding on all fronts. Recently-hired faculty look energetic and creative. Although our detailed review gave note of other strengths in this program, we conclude with these particular highlights as the primary impressions of the assets of the Psychology Department.

Areas needing improvement

For example, the percentage of full professors within the group is somewhat light. Our group saw need for increased grants and better resources for research (particularly in the animal care domain) that would foster a yet brighter and more vigorous academic climate. New hiring will help, especially if it is judiciously directed to building on strengths and creating good working teams. For example, our report highlighted the need for a critical mass of cognitive and biological scientists, and we also recommended that planned hiring in the Theory and Methods domain should be directed at individuals with

strong quantitative skills who also have substantive research interests in one of the other experimental areas.

Within the adult clinical domain, some students who were placed into the clinical-social cell do not have their heart in the topics of that area. In our view, the department should consider recruitment in newly-emerging areas of clinical psychology in North America (particularly studies of psychopathology and therapy outcomes), rather than attempting to artificially create clinical-social or clinical-theory/methods programs.

In our view, the benefits of the 5 X 2 model (most notably, the integration across experimental and clinical areas) may, in the future, be outweighed by the costs of restricting faculty collaborations, versatility of graduate student programming, and research. If narrowly applied, the model may become a set of cells rather than a simple administrative convenience. This is the question for the future. At present, the advantages are substantial; hardening of lines is the worry for the future.

Our thoughts about this department's needs extend to some of the infrastructure issues (office space for new faculty, the animal lab facilities, the heavy per diem rate for animal care, a small piece of territory for the undergraduates' office or lounge, and various other space needs). We realize these are much constrained by the budgetary nightmares that universities face these days, but we feel that the items we highlighted are worthy of administrative review.

Initiatives on the SFU horizon

These include a planned reduction from a teaching load of four to three courses per year, an Honours B.Sc. Degree, and an Institute of Health Research and Education (IHRE). These all would be excellent developments, and everything we heard about them is encouraging.

One initiative suggested by Vice-President Waterhouse, however, is the development of a Doctor of Psychology (Psy. D.) degree program to be affixed to the IHRE. Our committee has a fairly strong prejudice against that approach. Although the Psy. D. is upon us (it is already a big player in U.S. professional training, and there have been recent efforts to franchise Psy. D. education across the U.S.-Canada border), the idea of reducing or eliminating the research commitment at this state in the development of our discipline strikes us as misguided. This prejudice grows from our personal experiences with the dilution of standards that often occurs in Psy. D. programs. Added to our concern is a recent (1997) review summarizing the EPPP registration exam results across North America, which found graduates of Psy. D. programs consistently fell in a below-median range of scores, suggesting that the educational products of Ph.D. and Psy.D. programs vary considerably. As such, we fail to endorse this development. On the other hand, our committee feels that it is fair to point out that there are many other psychologists on the continent who feel that this is a reasonable direction to follow, and there are instances of high quality Psy. D. training programs that would serve as models for such a development. Much to its advantage is the fact that the rather expensive

research apprenticeship costs would be shorn from the budget and make the training potentially much less expensive than the average, research-based Ph.D. training Program. Our point is to make clear that a Psy. D. development (proposed to us by Vice-President Waterhouse) is a controversial topic and would need to be reviewed carefully before any steps were to be made in that direction.

RECOMMENDATIONS

The opinions distributed throughout the report (in italicized "comments") are summarized and emphasized in this "recommendations" section. We respectively submit this summary (with relevant pages of the report noted in bold) to the SFU Administration and hope that our comments will assist the Psychology Department to extend its already very good work. Our list first of all identifies special strengths that need to be protected, and then gives a prioritized set of concerns that may be targeted for change.

I. Assets To Be Vigorously Protected

1. This department currently enjoys very good morale. Its committee structure, its energetic leadership, and its harmonious relationships among areas and programs are to be commended. Our committee could not tell whether this department profits mainly from the administrative structure, the personal qualities of those in charge or a combination of structure and people. Whatever its source, we consider the high morale of the department leaders and members to be a praiseworthy achievement, and we recommend a public commendation. (See **Pages 4, 8 and 22.**)
2. Continue full support for the elegant undergraduate training program at SFU. We are particularly impressed with the tutorial programs and the excellent teaching assistantship arrangement for graduate students. (See **Pages 6 and 20.**)
3. Continue the support of the first-rate teaching facilities, including the undergraduate labs, the CPC, and the Law/Forensic area centre. (See **Page 7.**)
4. Continue to enforce limitations in graduate students' time in program. Even though this effort has reduced the graduate student census, it is a worthwhile effort to tighten the educational standards. (See **Pages 5 and 6.**)

II. Support of New Initiatives Being Considered

1. The university's IHRE plan is an excellent project. Our committee and many of the SFU faculty we interviewed are intrigued by this program and feel that it could be a real winner. (See **Pages 19 and 20**)
2. An undergraduate Bachelor of Science degree makes good sense, given the department's commitment to the "experimental stream" of investigations, particularly in the cognitive/biological areas. (See **Page 21.**)

III. Quality Aspirations

As noted in the text, the SFU Psychology Department has a keenly developed sense of excellence and is well-esteemed among SFU departments. However, it falls short of being one of the most prestigious psychology departments in Canada. One area of need is for a higher proportion of its faculty members to achieve full professor rank,

thus reflecting international recognition of its members' research accomplishments. (See **Page 4.**) To help achieve this goal, the following actions (given in rank-order of importance) need to be pursued:

- 1) Hiring priorities should emphasize the development of academically strong collegial subgroups, rather than attempting to give equal coverage to all areas in the department's 5 X 2 model of subdisciplines. We recommend building on strengths. (See **Pages 9 and 10.**) For example, the law/forensic area offers one of the most valuable and well-known programs to this campus. The loss of Professor Ogloff needs to be filled by an appointment of a senior member in this area, so that the department does not let this vital subgroup wither because of a reduction in its critical mass. (See **Pages 11 and 12.**)
- 2) Hiring practices need to emphasize candidates' potential for research and scholarship. Furthermore, the research commitment of all faculty should be fostered by departmental leaders. The department's interest in reducing its members' teaching load from a standard of four to three courses per year would go a long way in making research time more available. (See **Page 8.**)

Systematic mentoring efforts would also be useful. We assume, for example, that the presence of retired Professor Kimura enriches the cognitive/biological area such an enriching influence, and the enthusiastic broad-ranging scholarship of Crawford has been a department-wide asset. However, senior faculty members or visiting professors need not be the sole property of any one subdiscipline area, but may instead stretch their scholarly influence as mentors across the department.

- 3) More grant support per faculty member is needed. Although the department has an adequate level of grant support, it is not exemplary. The variation in grant awards reflects an uneven distribution across faculty members. (See **Page 4.**)
- 4) The department infrastructure needs more support for animal labs and care. We feel that the animal research facilities are inadequate, and we found it particularly unfortunate that the faculty members active in animal lab work assumed the burden of the animal care costs. That expense needs to be augmented by university support. (See **Page 11.**)
- 5) The department needs to solve its faculty office space problems. Lack of office space will likely discourage recruitment of new topflight faculty members. (See **Page 23.**)
- 6) Our visiting team feels that the department should not pursue the development of a Psy.D. program. Even though such a program would likely attract many graduate student applications, Psy.D. programs (relative to Ph.D. programs)

tend to undervalue research training. In our experience, they often drift toward mediocre academic standards. (See Page 23 and 24.)

- 7) Within the clinical domain our group noticed that the number of "practicum hours" achieved by clinical students might be beneath the levels expected in Canadian clinical programs and may hazard students' internship placements. (See Page 18.)
- 8) We were concerned that within the clinical training program, community-based supervisors carry a larger proportion of the case supervision load than do full-time faculty, thus risking a departure from the Boulder Model standard. The clinical group should strive to increase the proportion of each clinical case training experience with full-time faculty members in order to better ensure students' exposure to the research/theoretical orientation that represents the "scientist" pole of the scientist-practitioner model. (See Page 18.)

IV. Concerns With The Current Administrative Structure

The department's 5 X 2 model has served well in bringing coherence to the program. It has prompted an enviable level of interaction between members (faculty and students) with both applied and theoretical interests. However, our team was concerned that the model might be pursued in an inflexible manner. In our view the departmental leaders should not feel obliged to fill all cells of the model with an equal faculty complement. Instead, we feel that the department should build upon strengths in its hiring policy. Some areas need to achieve excellence, even though other possible specialty interests might not prosper. (See Pages 11, 12, 13 and 23.) For example:

- a) within the cognitive/biological domain, there are a wide number of areas represented and it may be better that some concentration is allowed to evolve.
- b) in the clinical domain, our group felt that the empty social psychology/clinical cell should be regarded only as a candidate for a new position, rather than a necessity. If treated as a necessity, that decision would overlook a number of other domains that are currently being given emphasis in many clinical programs (for instance, the experimental psychopathology domain and the therapy research domain). Although the idea of having a social psychologist with clinical interests has merit, hiring practices should not overlook other alternatives that have currency in today's clinical research and service literatures, and are basic to a well-balanced program. (See Pages 18 and 19.)
- c) Hiring faculty directly into the Theory and Methods domain places an unnecessary constraint on the department's need for statistical expertise. Instead, we suggest that hiring individuals with quantitative skills and interests, who also have companion interests in an existing content domain, should be given priority. Having a statistical specialist in each content area is

attractive because the data analysis problems areas encounter are often specific to each research domain. We can see some advantage in quantitatively-skilled individuals continuing an association with a "Theory and Methods" group (as a means of mutual enrichment and enjoyment); however, because this group does not successfully attract graduate students, and has such a remarkable diversity of interests (some of them qualitative rather than quantitative), new appointments holding statistical competence should be hinged to other areas for their primary affiliation. (See Page 14.)

We trust that our suggestions will be of benefit to the future development of this very good academic group.

APPENDIX

Department of Psychology
Simon Fraser University
Site Visit Schedule
April 2001

Note: All meetings to be held in RCB 5202 unless otherwise noted.

Tuesday, April 17

- 8:00 - 8:45 Breakfast meeting with VP Academic, VP Research/Acting Dean of Grad. Studies, Dean of Arts, & Director, Academic Planning & Resources in *President's Conference Room*
- 8:45 - 9:00 Meeting of committee members in *President's Conference Room*
- 9:00 - 10:15 Tour of facilities and meeting with Department Chair
- 10:30 - 11:30 Meeting with Department Senate
- 11:30 - 12:15 Meeting with Department
- 12:15 - 1:30 Open lunch in Department
- 1:30 - 2:30 Meeting with new faculty members
- 2:30 - 3:30 Meeting with graduate students
- 3:30 - 4:30 Meeting with undergraduate students
- 4:30 - 5:00 Meeting with Department Chair

Wednesday, April 18

- 8:00 - 9:00 Breakfast meeting with VP Research in *President's Conference Room*
- 9:00 - 10:00 Meeting with Developmental Area members
- 10:15 - 11:15 Meeting with Law & Forensic Psychology Area members
- 11:15 - 12:15 Meeting with Social Area members
- 12:15 - 1:30 Lunch with Department Senate at *Diamond University Centre*
- 1:30 - 2:30 Meeting with Theory & Methods Area members
- 2:30 - 3:30 Meeting with Cognitive & Biological Area members
- 3:45 - 4:45 Meeting with Dean of Arts
- 4:45 - 5:15 Meeting with Department Chair
- 5:15 - 6:30 Reception at *Diamond University Centre*

Thursday, April 19

- 8:30 - 9:00 Meeting with Department Assistant
- 9:00 - 9:30 Meeting with Support Staff
- 9:30 - 10:00 Meeting with Technical Staff
- 10:15 - 10:45 Meeting with Lecturers and Lab Instructors in *Introductory Psyc Lab - AQ 3127*
- 10:45 - 11:45 Meeting with Clinical faculty, CPC Director & Associate Directors
- 11:45 - 12:15 Meeting with Department Chair
- 12:15 - 1:15 Lunch meeting of external review committee at *Diamond University Centre-Members' Lounge*
- 1:15 - 1:45 Meeting with Head, Collections Management and Subject Librarian
- 1:45 - 2:30 Meeting with VP Academic, VP Research/Acting Dean of Grad. Studies, Dean of Arts, & Director, Academic Planning & Resources in *President's Conference Room*

Department of Psychology
External Review Committee 2000/01 - Terms of Reference

The purpose of the external review process is to provide the University with assurances that:

- a) The quality of the unit's teaching programs are high and there are measures in place to ensure their evaluation and revision.
- b) The quality of faculty research is high and faculty collaboration and interaction provides a stimulating academic environment.
- c) The Department members participate in the governance of the unit and take an active role in the dissemination of knowledge.
- d) The environment is conducive to the attainment of the objectives of the Department.

The Review Committee will assess the Department and comment on its strengths and weaknesses, on opportunities for change and/or improvement, and on quality and effectiveness. The Review Committee should make essential, formal, prioritized recommendations that address its major concerns, with reference to the resources available to the Department and the objectives described in its three-year plans.

Issues of particular interest to the University and/or the Department that we would like the review team to consider during the review are:

- a) The effectiveness of the Department's new organization and faculty renewal plan in enhancing its programs of research and teaching.
- b) The advantages and disadvantages of the Department's participation in the University's new Institute for Health Research and Education (IHRE).
- c) The impact of the Department's enrollments and faculty workload on its research and teaching missions.

Other areas of the Department to be considered by the review team include:

1. Programs

- size, structure, breadth, orientation and integration of the undergraduate programs including the cooperative education program.
- size, structure, breadth, depth, requirements and reputation of the graduate programs.
- graduate student progress, completion timeframes, and financial support.
- enrolment management issues at the undergraduate and graduate levels including, for the former, numbers of majors and the amount of service teaching.

2. Faculty

- size and quality of the faculty complement in relation to the Department's responsibilities and workload.
- teaching, research and service contributions of faculty members, including the level of external research support.

3. Administration

- size of the administrative and support staff complement, and the effectiveness of the administration of the Department.

- adequacy of resources and facilities provided to support teaching and research, including library resources, laboratory space and equipment, computing resources, office space, and faculty and staff complements.
4. **Connection of the Department within and outside the University**
- the Department's concept and plan for teaching and research and relationship with the other units within the University.
 - relationship between the Department and the community.
 - relationship with alumni/ae.
5. **Future Directions**
- the plans of the Department are appropriate and manageable.
-