

**UNIVERSITY OF WINDSOR**  
**UNIVERSITY PROGRAM REVIEW (UPR)**  
**REPORT ON: Psychology**  
**UNDERGRADUATE AND GRADUATE PROGRAMS**  
**January 2021**

**EXECUTIVE SUMMARY**

**Review Preparation**

In preparing this document, the Program Development Committee reviewed the following: Psychology’s Self-Study (SS) (2015-2016), the report of the external reviewers (ER) (June 2020), the response from the Department Head (HR) (September 2020), and the response from the Dean (DR) (Oct 2020) to the above material. The external reviewers were: Melanie Morrison, Department of Psychology, University of Saskatchewan; Rupert Klein, Department of Psychology, Lakehead University; and Laurie Freeman, Faculty of Nursing, University of Windsor.

**Undergraduate and Graduate Programs**

At the undergraduate level, the Department offers a General Bachelor of Arts in Psychology, a General Bachelor of Arts in Child Psychology, an Honours Bachelor of Arts in Psychology (with/without Thesis), an Honours Bachelor of Arts in Developmental Psychology (with/without Thesis). Students also have the option of Combining their Honours Programs in Psychology or Developmental Psychology with a major from another discipline.

Psychology also collaborates with other departments on campus to offer an Honours Bachelor of Commerce in Business Administration and Psychology (with/without thesis), an Honours Bachelor of Commerce in Business Administration and Psychology with Specialization in Human Resources Management and Industrial Organizational Psychology (with/without thesis), an Honours Bachelor of Science in Behaviour, Cognition and Neuroscience (joint with the Department of Integrative Biology), an Honours Bachelor of Arts in Disability Studies (joint with Social Work), an Honours Bachelor of Arts in Disability Studies and Psychology, a Combined Honours Bachelor of Arts in Disability Studies with a major from another discipline, and an Honours Bachelor of Social Work and Disabilities Studies. In addition, the Department offers a concurrent General Bachelor of Arts (Psychology)/Bachelor of Education/Diploma in Early Childhood Education with the Faculty of Education.

The Department of Psychology offers degree completion pathways to its General programs and its Honours Psychology and Developmental Psychology programs for graduates of the Ontario College Child and Youth Care college programs, as well as an Honours Bachelor of Arts in Psychology or an Honours Bachelor of Arts in Developmental Psychology with Autism and Behavioural Sciences (ABS) Post-Graduate Certificate from Fanshawe College, Lambton College or St. Clair College.

The Department also offers a Minor in Child Psychology, a Minor in Psychology, a Minor in Disability Studies (joint with Social Work), as well as a Major and Minor Concentrations for the Bachelor of Interdisciplinary Arts and Science (IAS).

At the graduate level, the Department offers a MA in Psychology, a MA in Social Data Analysis (joint with Sociology) (admissions suspended since Fall 2014), and a PhD in Psychology. Graduate fields include Adult Clinical, Child Clinical, Clinical Neuropsychology, Applied Social Psychology. Faculty also provide graduate supervision for the Behaviour and Neuroscience field of the MSc and PhD in Biological Science.

**Enrolments**

**Undergraduate**

	<b>Fall 2016</b>	<b>Fall 2017</b>	<b>Fall 2018</b>	<b>Fall 2019</b>	<b>Fall 2020</b>
<b>Full-Time</b>	794.85	822.31	816.89	877	884
<b>Part-Time</b>	198.42	192.5	183.5	139.5	196.5

## Graduate

	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Full-Time	97	97	95	85	90
Part-Time	1	0	0	0	0

## Human Resources

### Faculty/Instructors

Tenure/tenure-track faculty	31 (including the Head) + 4 vacant positions
Faculty members involved in graduate program delivery	28

### Full/Part-Time Staff

Graduate Secretary	1
Head Secretary	1
Office Coordinator	1
Receptionist/Secretary	0.6
Secretary	1

## FINAL ASSESSMENT REPORT (with Implementation Plan)

### Significant Strengths of the Programs

The External Reviewers commended the Department of Psychology on 1) its unique, diverse, and extensive experiential learning opportunities in research labs and in the community, across its undergraduate and graduate programs (ER, pp.2-3, p.6, p.9); 2) its undergraduate student advising and peer mentorship program (ER, p.3, p.6, p.15); 3) its innovative and large array of joint programming with Departments within the University as well as Colleges (ER, p.5); 4) its offering of an Applied Social Psychology graduate field (one of only four programs in Canada), producing graduates who “will be able to help address the societal, institutional, and organizational issues that affect the health and wellness of individuals and communities” (ER, p.5, p.15); and 5) its state-of-the-art Psychological Services and Research Centre. (ER, p.9, p.15)

The Department is comprised of “highly skilled and qualified” faculty members, with overall strong research records and with several faculty being recipients of teaching awards. (ER, p.6, p.10)

### Opportunities for Program Improvement/Enhancements

The External Reviewers noted that “[o]verall the Department of Psychology excels in providing their undergraduate students with a variety of research and academic opportunities.” (ER, p.6) However, the reviewers also expressed concern over the lack of a plan for continued strong undergraduate academic advising and support, once the current faculty advisor retires, and “strongly advise the Department ensure that there is succession planning so that the understanding of how to advise undergraduates across the broad spectrum of programs is maintained.” (ER, p.8, p.14) This is critical to the student experience and should be a priority. Also a matter of student experience, the Department should work to ensure that core courses are taught by core faculty. (ER, p.7)

The External Reviewers also noted that “the graduation rates for undergraduate students in all programs offered by the Department of Psychology would be viewed as low, in relation to the normed completion rates found on the Ministry of Training, Colleges, and Universities’ website” and supported the Department’s implementation in 2019 of exit surveys as a way to identify student issues and concern. Close monitoring and analysis of exit survey results will provide insight into program development and planning, and help in the development of stronger retention initiatives. (ER, pp.12-13)

These and other opportunities for program improvements are captured in the recommendations listed below.

## IMPLEMENTATION PLAN

### Recommendations (in priority order)

*(Final recommendations arrived at by the Program Development Committee, following a review and assessment of the External Reviewers report, the response from the Department Head, and the Dean's response.)*

**Recommendation 1:** That the Program submit learning outcomes and assessment methods for each of its undergraduate and graduate courses that clearly correspond to the University's stated "Characteristics of a University of Windsor Graduate"; as well as curriculum maps for each of its undergraduate and graduate programs submitted through the PDC approval process.

*[Program LOs have been submitted for each of its undergraduate and graduate programs. Graduate course learning outcomes have been submitted for all courses except "PSYC-8578. Foundations of Positive Psychology: Flourishing in Interpersonal Contexts". Course learning outcomes have only been submitted for four undergraduate courses.]*

**Agents:** Department Council, Head, CTL

**Completion by:** Fall 2022

**Recommendation 2:** That the Department develop a succession plan and document processes to enable the provision of strong (and shared) faculty academic advising and support to undergraduate students, so that a coordinated and consistent process to advise undergraduates across the broad spectrum of programs is maintained.

**Agents:** Department Council, Head

**Completion by:** Prior to the retirement of the current faculty advisor

**Recommendation 3:** That the department align its curriculum reviews and potential changes with the next IQAP review in 2022-2023. The advantage of this is to (1) get back into an 8-year cycle and (2) use it as an opportunity to receive feedback from reviewers on the suggested changes to the curriculum. Reviews are an impetus for self-appraisal of current and future curriculum plans and provide an opportunity to receive external feedback.

**Agents:** Department Council, Head

**Completion by:** next Self-Study in 2022-2023

**Recommendation 4:** As part of the curriculum review, that the Department assess and report on the enrolments in each program and the departmental commitments (e.g., faculty, staff, resources) necessary to administer and manage each program. This would be helpful in determining if it is feasible, and reasonable, to retain this many programs or if it would be prudent to reduce the overall number and focus on maintaining and excelling at those that are more populated and successful.

**Agents:** Department Council, Head

**Completion by:** next curriculum review/Self-Study in 2022-2023

**Recommendation 5:** That the Department report on its plan to address the potential threat to the quality of the capstone honour's thesis experience given the dramatic increase, anticipated by the reviewers, in the number of students requesting honours thesis supervision in the next several years. Incentives to support increased undergraduate supervision should be considered or an equitable distribution of supervision amongst all of the faculty.

**Agents:** Head

**Completion by:** next Self-Study/IQAP review in 2022-2023

**Recommendation 6:** That the Department consider separating the didactic portion of a graduate clinical course grade, which would remain being graded on the percentage scale, from the clinical portion which would become a Pass/Fail, and report on the results of this consideration.

**Agents:** Department Council, Head

**Completion by:** next Self-Study/IQAP review in 2022-2023

**Recommendation 7:** That the Department consider introducing a general Graduate Psychology Degree, within existing resources, which could also serve as a fall back degree option for students in either the Applied Social or

Clinical program who later decide they do not want to pursue their respective degrees.

**Agents:** Department Council, Head, Dean of FAHSS

**Completion by:** Fall 2022

**Recommendation 8:** Given the time, energy and resources put into the successful undergraduate BCN program,-that the Department report on its plan to increase the visibility of the BCN fields at the graduate level within the MSc and PhD in Biology.

**Agents:** Head

**Completion by:** Fall 2022

**Recommendation 9:** That the Department consider developing a more formal mentorship program wherein highly effective faculty in teaching/research/administration mentor junior faculty, individually or in groups of interested faculty. Mentorship is helpful in the retention of high-quality junior faculty and improving teaching which would translate into higher SET scores from students.

**Agents:** Head, faculty members

**Completion by:** update in next Self-Study/IQAP review in 2022-2023

**Recommendation 10:** That the Department develop a plan and report on its efforts to increase graduate student recruitment, which may include, for example:

1. obtaining or providing training for faculty to assist them in their individual or departmental recruitment initiatives.
2. making a case to the Dean of FAHSS and the Dean of Graduate Studies for additional scholarship funds
3. increasing applications for research grants which, if awarded, will result in more RA funding making the Department's offers of admission more attractive and competitive.

**Agents:** faculty members, Head, Dean of FAHSS, Dean of Graduate Studies, ORIS

**Completion by:** update in next Self-Study/IQAP review in 2022-2023

**Recommendation 11:** That the Department, working with the Dean of FAHSS, develop a plan to obtain resources to address issues that threaten to undermine the high-quality teaching of graduate clinical students, such as:

1. necessary renovations to the Psychological Services and Research Centre (*e.g.*, a new roof) that if not addressed threaten to undermine the hard work put into creating the clinic, and
2. teaching equipment (*e.g.*, cameras) that enhances the quality of teaching for graduate clinical students.

**Agents:** Head, Dean of FAHSS

**Completion by:** update in next Self-Study/IQAP review in 2022-2023

**Recommendation 12:** That the Department reconsider the job descriptions and nature of the administrative positions to make better use of its existing staff resources, and make a case for a new administrative staff position if warranted following this review and restructuring.

**Agents:** Head

**Completion by:** update in next Self-Study/IQAP review in 2022-2023

**Recommendation 13:** That the Department better prepare its next IQAP documents and ensure better coordination of the on-site visit as well as clearer information to participants on the purpose of the on-site visit. Specifically, that the Department include in its next Self-Study:

1. more effective reporting on data on graduate student publications, teaching, awards, and employment data after graduation. Understandably, this information is difficult to track but working with the Alumni office or having the Directors of each Program track this information would seem critical in substantiating claims that graduate students are active in research and attaining their desired occupational outcomes.
2. more detailed reports on Student Evaluation of Teaching (SET) data (where possible) to properly measure and track successes and areas for improvement within the department.
3. the results and analysis from the Department's student satisfaction surveys (see pg. 269, Self-Study).

**Agents:** Head, IQAP office

**Completion by:** next Self-Study/IQAP review in 2022-2023