Academic Program Review
Psychology Program
Sir Wilfred Grenfell College
Memorial University of Newfoundland

Fall 2009

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Introduction

Sir Wilfred Grenfell College and the Psychology Program: Background

In 1975 Sir Wilfred Grenfell College (SWGC) opened the doors to its one building: The Arts and Science Building. In the beginning, 400 students registered for first- and second-year courses in arts, science and education. After their first two years, most students proceeded from SWGC to Memorial, St. John's to complete their degrees.

From this beginning, SWGC has developed into a liberal arts and science institution with approximately 1005 full- and part-time students in this academic semester (Fall 2009). Grenfell now offers 16 distinct Memorial degrees in arts, fine arts, nursing, resource management and science.

The Psychology Program was established in 1975 with six full-time faculty members. The Program began offering a General B. A. degree in 1993. The Honours B.A. Program was introduced 1997 and the B. Sc. degrees (General and Honours) were added in 2000. The Program now offers four degrees along with a minor in Psychology with six full-time faculty members and a laboratory instructor.

Academic Program Reviews

According to Memorial University's Procedures for the Review of Academic Units and Programs, the purposes of academic reviews are:

- to evaluate the quality, success, and role of academic units and programs in the fulfillment of their own and the University's mission and strategic goals

- encourage academic planning, innovation and improvement in units and programs

- to provide an occasion for units and programs to identify opportunities and find ways to pursue them

- to avail of fresh perspectives from colleagues outside Memorial.

The full review process can be summarized in three parts: self-study, panel review, and follow-up. In preparation for the panel review, the unit undertakes a self-study providing the basis for further deliberations and goal setting within the context of University priorities.

This document reports on the self-study phase for the review of the Bachelor of Arts and Bachelor of Science degree programs offered by the Psychology Program of Sir Wilfred Grenfell College.

Self- Study Methodology

Self Study Panel

The self-study phase was carried out by a committee consisting of the available full-time faculty and staff of the Psychology Program who included Ms. Kelly Brown (Lab Instructor), Dr. Leslie Cake (Professor), Dr. Sonya Corbin Dwyer (Professor), Dr. Peter Stewart (Assistant Professor), and Dr. Sandra Wright (Associate Professor and Program Chair). Also serving on the self-study committee were Ms. Cora Durnford, a fourth-year Psychology Student in our Honours B. A. program and Ms. Michelle Luedee, a recent graduate of that program.

Additional input to the self-study was solicited from our contract faculty, Dr. N. Shenge and Professor Kelly Warren. Finally, Dr. Jennifer Buckle (Assistant Professor) and Dr. Jim Duffy (Professor) were both on leave during the preparation of this report but were offered opportunities to provide input.

Student Surveys

Considerable feedback on the Psychology program was provided by current undergraduates and graduates who completed surveys anonymously. The surveys were administered in 2007 and, again, in 2009[1]. Undergraduate surveys were completed in-class or outside the classrooms with 19 second-and third-year students responding in 2007 and 22 third- and fourth-year students responding in 2009 (total undergraduate respondents = 41). Graduate surveys were mailed to students who had graduated from our degree programs between 1995 and 2008. Graduate surveys were returned to our Divisional Secretary in an enclosed stamped envelope included in the original mail-out. For the 2007 and 2009 surveys, 63 graduates and 12 graduates responded respectively (total graduates responding = 75). The survey data reported throughout this review is separated for graduates and undergraduates. However, the results were combined across the two survey application dates (2007 and 2009) for both undergraduates and graduates.

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[1] Some of the second-year undergraduates who completed the survey in Psychology 2925 in 2007 would have completed the survey as fourth year students in 2009 (in 3950). However, they would do so from a fourth-year as opposed to a second-year perspective.

The survey was quite extensive with a total of 63 queries. The surveys solicited a variety of information related to courses completed, quality of instruction in psychology courses, level of interaction with faculty, quality of faculty advising, opportunity for research, quality of space and resources available to psychology students, quality of the library resources, and overall satisfaction with the Psychology Program[2].   Graduates were also queried about their post-graduation education and employment experiences.

Copies and full summaries of the results of the graduate and the undergraduate surveys are available in Appendix D and Appendix E respectively.

Finally figures provided by the University's system for record keeping (Banner), by the Registrar's office of SWGC, and by Memorial University's Centre for Institutional Analysis and Policy are cited at various points throughout this self-study. Occasionally, information was gathered from the Internet sites of SWGC (www.swgc.mun.ca) and Memorial University (www.mun.ca)

The Procedures for the Review of Academic Units and Programs states that the self-study will normally address the following issues:

- Strategic Objectives
- Student Enrollment/Outcomes
- Curriculum and Teaching
- Faculty Contributions
- Administrative Support/Efficiency
- Cost Effectiveness

Each of these issues will be addressed in turn in six sections labeled Sections A through F. We will add a sub-section describing issues and recommendations in each of the six sections.

Section A: Strategic Objectives

The Procedures for the Review of Academic Units and Programs states that the self-study will normally address the following issues under strategic objectives:

 What are the strategic objectives of the unit/program?

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[2] One problem with the surveys is many questions asked students or graduates to rate the quality of X (e.g. library resources). Most of the undergraduates and some of the graduates would have no comparison points. However, many of the graduates have gone on to pursue post-baccalaureate offerings at other universities, so the graduate responses to many survey items may be the most informative. Nonetheless, usually undergraduate and graduate responses were similar for most items.

To what extent are stated unit/program objectives being met? What is the evidence for these achievements?
How does the unit/program support the mission and objectives of the University and other programs within the University?

How are the efforts of the unit/program focused upon achieving the level of excellence (provincial, national, international) to which the unit/aspires?

Strategic Objectives of the Psychology Program at SWGC

Memorial University is an inclusive community dedicated to creativity, innovation and excellence in teaching and learning, research and scholarship, and to public engagement and service. We recognize our special obligation to the people of Newfoundland and Labrador." (Memorial University 2007 mission statement)

This review provided the Program with the opportunity to think about and articulate our objectives and goals which were previously implicit and unstated. Our broad objectives are threefold and similar to those of the University:

To serve the needs of our students by providing an excellent undergraduate education consistent with the goals of a small, liberal arts institution.

To serve the needs of the Program by providing a supportive environment in which quality teaching and research are encouraged and fostered.

To serve the needs of the College, the University, and the Community of which we are a part.

1. Serving the needs of our students by providing a quality undergraduate education

Sir Wilfred Grenfell's Strategic Plan (2008 - 2013) states:

"Grenfell is dedicated to serving students and to offering them a high-quality educational environment."

While it is difficult to precisely define a "quality undergraduate education" or a "high-quality educational environment", general goals would include providing a breadth of knowledge -- particularly in Psychology for our majors -- and adequately preparing students for post-baccalaureate employment and further educational opportunities. One means of achieving this is through the design of the undergraduate curriculum.

We believe that the structure of our program and the attendant courses serve, in part, to facilitate a high quality undergraduate education. A detailed discussion of curriculum

will be offered in *Section C: Curriculum and Teaching*.

It is important that a quality undergraduate curriculum be taught effectively. Again, feedback from the graduate and undergraduate surveys and from student evaluations of teaching has been positive in this regard. These will be also discussed *in Section C: Curriculum and Teaching*.

A quality education is more than just courses; it includes interactions with faculty, staff, and with other students. Memorial's (2007) mission statement includes "Memorial strives to be accessible to students". While this is a little more difficult to quantify, some observations in this regard will be offered (see Section B also).

Many of our students have expressed their appreciation for the Program's ready availability to students and our interactions with students. A few quotes from SWGC's web site and from recruitment material are provided to illustrate:

What happens outside the classroom can be as important as what happens within it. Grenfell College is all about the environment. Students can form relationships with their professors due to the campus's small size and friendly atmosphere. These relationships can be of utmost importance, providing bonding, contacts and the essential supervision needed to perfect one's skills. This attribute alone makes Grenfell College an institution unlike most others. (Matthew Parsons, Hons. B.Sc., 2002. See http://www.swgc.mun.ca/psych/Pages/default.aspx)

Deciding to finish my university career at Grenfell was the best decision I've ever made. Knowing that the faculty and staff do all they can to help students achieve their full potential makes attending university at Grenfell a great experience. They make you feel important and let you know that you are not just a number. Now, as I graduate from university, I am sad that my time is ending but I am confident that my experiences here at Grenfell will serve me well in whatever I undertake in the future." (Heather Carey, Hons. B.A., 2001. See http: //www.swgc.mun.ca/recruitment/Pages/ comments.aspx)

The psychology program at Grenfell has provided me with the opportunity to explore my own research interests under the very capable instruction and guidance of superior faculty members. I have been encouraged by their dedication and the research that they conduct at every bend in the road. This program has given me the confidence and drive to go on to graduate studies in psychology." (Rebekah Robbins, Hons. B.A., 2007, contribution to student recruitment brochure).

Positive comments regarding faculty availability to students appeared also in the anonymous undergraduate and graduate surveys. For example:

One of the main benefits of attending a small university is the opportunity to interact with faculty and ask questions as necessary.

Beyond excellence in this area

One of the best aspects of the program

Question 10 (Q10) on both the undergraduate and graduate surveys directly

assessed students' perceptions about interaction with faculty. Among our current undergraduates, 90%[3] rated the opportunity to interact with psychology faculty as "good" or "very good". Among graduates, 92% rated such an opportunity as good or very good. Most present and past students feel there is good interaction with faculty. This is clearly one of the Program's strengths.

One form of productive interaction involves students working with faculty on research projects. Although we need to strive to do more of this, several of our students have been co-authors on published papers with faculty including:

Marsha Harnum with Dr. Jim Duffy and Dr. Duncan Ferguson (Journal of Autism and Developmental Disorders, 2007)

Stacey Wareham and Margaret Walsh with Dr. Jim Duffy (Sex Roles, 2004)
Kelly Warren and Margaret Walsh with Dr. Jim Duffy (Sex Roles, 2001)

Margaret Walsh and Crystal Hickey with Dr. Jim Duffy (Sex Roles, 1999)

Brian Pauls with Dr. Tom Daniels (Canadian Journal of Counselling, 2000)

Sheila Keefe with former faculty member Dr. Stephen Claxton-Oldfield (Canadian Journal of Behavioural Science, 1999)

Bonnie Butler with Dr. Stephen Claxton-Oldfield (Psychological Reports, 1998)

Nicole (Targett) Curtis with retired faculty member Dr. Roy Hostetter (Avante, 2000)

Stephanie Allen with Kelly Warren (paper in preparation)

Some of the papers that our students have co-authored are of sufficient interest and quality that they have been cited in American and Canadian textbooks.

 A number of Psychology students have also participated in conference presentations including:

Hughes, M. I., & Buckle, J. L. (June, 2008). *The impact of diagnostic terms: Comparing perceptions of psychopathy and antisocial personality disorder*. Poster presented at the annual conference of the Canadian Psychological Association, Halifax, NS

Inder, D., & Buckle, J. L. (June, 2008). *Attitudes toward research with bereaved individuals*. Poster presented at the annual conference of the Canadian Psychological Association, Halifax, NS

Moore, V. M. & Cake, L. J. (June, 2001). *Age-related differences in memory for routes.* Paper presented at the annual conference of the Canadian Psychological Association, Quebec, PQ

Parsons, M. (2006). *Message from above: Does the location of visual cues influence place learning*?

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[3] All percentages are rounded up or down to a full percentage value. For numbers of students responding in the indicated categories see Appendices D & E which contains full survey results.

Canadian Society for Brain, Behavior and Cognitive Science.

Russell, E. (2008). *Body image impacts: Women's exposure to psychoeducational health information and underweight vs. normal weight women*. Poster presented at the annual conference of the Canadian Psychological Association, Halifax, NS. Also presented at "Improving the Prevention of Eating-Related Disorders: Collaborative Research, Advocacy and Policy Change", Toronto, ON, May 2008.

SWGC provides support for student research in the form of various grants including MUCEPS and SWASPS. Internal funding is also provided for tutors for our Research Methods and Data Analysis courses, and marking assistants for other courses if enrolments exceed 50.

Further comments from students and information on our graduates are offered in Section B: Student Enrollment / Program Outcomes.
Opportunities for students to interact with other students are also important for a variety of educational and social reasons. Our demonstration room (AS 348) is an important gathering place for our third and fourth year students and is occupied day and night during regular semesters. The students have also formed a Psychology Society which engages in charitable fund-raising events and provides students with various social opportunities to interact with each other and with Faculty and staff. Indeed, such interactions occur regularly. On the surveys, 78% of undergraduates and 79% of graduates rated the opportunity to participate in the Psychology Society as good or very good (Q23).

The Psychology Program also offers annual undergraduate awards in recognition of high scholastic achievement and collegial activities. These include the Duncan A. Ferguson Prize in Psychology, the Brothers and Simms of Clarica Psychology Book Prize, and the University Medal for Academic Excellence in Psychology.

2. To serve the needs of the Program by providing a supportive environment in which quality teaching and research are encouraged and fostered.

Since its inception, the Psychology Program at SWGC has been a group of people who get along well with each other, socialize together, and try to encourage each other's teaching and scholarly activities. Again, this is very difficult to quantify. It includes a shared sense of comfort, support, and encouragement. However, some observations will be offered.
One indication of a good environment in the Program has been the relatively low rate of turnover.   Other than retirements, since 1977 only two full-time faculty members have permanently left the Program for another position. This represents a remarkable 32 years of stability.

There have been several recent retirements (Drs. Hostetter, Daniels, Stewart, and most recently Cake). We have been fortunate to attract high quality faculty to replace the

retirees. Our most recent tenure-track hire, in 2009, was Kelly Warren, who was a previous contractual appointment. Dr. Cake is now a Honourary Research Professor and continues to work on a proposal for a Centre for Aging. Dr. Dan Stewart is back with the program on a contractual appointment. The faculty continues to be a collegial and cohesive group as indicated, for example, by intra-program team projects and publications.

It is fairly common for faculty members to review each other's research proposals and to offer suggestions and encouragement. Discussions of teaching practices also occur. For example, established faculty members often mentor new faculty, in terms of course outlines, content and ideas for presentation of content, quizzes, and classroom activities.

3 (a) and (b).Serving the needs of Sir Wilfred Grenfell College and Memorial University

The Psychology Program has served SWGC extraordinarily well in several regards including attracting undergraduate students, graduating Psychology majors and minors, interdisciplinary teaching and research, and serving the college community in several ways including contributing significantly to College governance.

One of the primary goals of any university is to attract, retain, and graduate students. Relative to other Programs at SWGC, Psychology has been very successful in these regards. The Program now offers four degrees in addition to a minor in Psychology. Further discussion of our strong enrollment and graduation figures will be offered in *Section B: Student Enrollment / Program Outcomes.* As Section B illustrates, the Program is very successful in attracting and graduating majors, many of whom go on to successful post-graduate education and work experiences.

Psychology also provides a variety of courses for students whose (non-Psychology) degree program requires Psychology courses (e.g., Nursing and Education) and for students who complete a Minor in Psychology. Many students choose Psychology as an elective. Indeed two of our current courses, Sexual Behaviour and Drugs and Behaviour, are mainly taken by non-majors as these courses are elective courses rather than required courses within the Psychology degree.   Again, more information on student enrollments in psychology courses is described in Section B.

Since our inception, members of the Psychology Program have been involved in interdisciplinary research and teaching, consistent with the philosophy of SWGC. Examples of faculty who have engaged in interdisciplinary research and teaching since 1998:

- Jennifer Buckle and Matthew Janes (French) have offered Arts 1111. This was a "thematic learning community" option in which first-year students registered in the same sections of French and Psychology and links between the two disciplines are explored.

- Les Cake (2008) has developed a proposal for the establishment of an interdisciplinary "Centre for the Study of Healthy Aging at SWGC". He has also written a recent report entitled "Opportunities for Post-Baccalaureate Degrees in Aging at SWGC". Two other interdisciplinary research projects are described below.

- Peter Stewart is part of an interdisciplinary team developing a proposal for a Master's degree in Sustainable Development.

- Several Psychology faculty/staff have provided guest lectures for other programs (e.g., Geography, Anthropology/Sociology, and Religion). For example, Kelly Brown has given several lectures in Folklore/Anthropology and gives a guest lecture to students in the Summer Bridge program every summer.

Psychology faculty members are regular contributors to a number of College student recruitment efforts including recruitment visits to high schools, the Summer Bridging Program, and the mini-university program.

Psychology faculty members have also served the College/University by serving on numerous committees during the period under review. College committees on which Psychology faculty have served include Academic Planning, Academic Studies, Promotion and Tenure, Principal's Research Committee, Teaching Committee, Space Utilization, the college-wide Research Ethics Board, and numerous Search committees for Psychology and for other Programs. Psychology faculty have frequently served as chairpersons for these committees.

University-wide committees on which faculty have served include the Search Committee for the Associate Dean of Graduate Studies, the Search Committee for the President, and the ad-hoc Senate sub-committee examining academic relations between the Corner Brook and St. John's campuses of Memorial.

In addition, Psychology faculty have organized and participated in several college-wide forums. For example, the Grenfell Speaker Series originated with two former Psychology faculty members (Drs. Dave Brodbeck and Dan Stewart) and continues to be organized by current faculty (Drs. Sonya Corbin Dwyer and Jennifer Buckle with Ms.

Natalie Pender, French). Drs. Corbin Dwyer and Buckle are also on a committee to promote the development of a childcare facility on campus.

A university also requires administrators for purposes of governance. Psychology has been extensively involved in College governance, particularly in administrative roles. Since 1998, Psychology faculty who have served as administrators at SWGC include:

- Dr. Tom Daniels, Vice Principal Academic (2000 – 2003)

- Dr. Dan Stewart, Vice Principal Academic (1998 – 2000 and 2003)

- Dr. Jim Duffy, Head, Division of Social Science (2004 – 2007)

- Dr. Roy Hostetter, Head, Division of Fine Arts (1997 – 2003)

- Dr. Sandra Wright, Head, Division of Social Science (2009 – 2012)

The faculty's willingness to serve in administrative roles has placed some stresses on the Program in terms of a very regular need for sessional and per-course replacements. More will be said about this in other sections of this report.

Further, several of our students have participated in student governance at SWGC. For example, Imuetinya Igho-Osagie (Hons. B.A., 2007) served as president of the Grenfell College Student Union.

3(c). Serving the needs of the community

> Our doors are open to provide access to university expertise, programming and resources; we encourage community interaction and welcome the opportunity to connect with the inquisitively speculative and the educationally passionate.
>
> Grenfell College is reaching out to create an identity that fuses our traditions with innovative programs and research, and strengthens the community by connecting them with new people and ideas
>
> SWGC Strategic Plan (2008 - 2013)

The Psychology Program of SWGC has been sharing our expertise with the regional community since our inception. Some examples from the 1999 – 2009 period are:

- As mentioned, Dr. Leslie Cake has conducted a feasibility study for establishing a "Centre for the Study of Healthy Aging". The purposes of the Centre would include research, aging-related curriculum development, services for seniors, and consultative services for governments and other organizations. Such a Centre would be of considerable value to SWGC and the Province. The feasibility study and its recommendations have been approved by SWGC's Academic Planning Committee and Academic Council and a second phase involving further consultations is underway.

- Dr. Cake is a member of a six-person interdisciplinary research team that is currently investigating the relocation of older adults with mild dementia to assisted living residences. The team includes members from Western Health and the Western Regional School of Nursing.

- Dr. Cake and two Honours students, Michelle Luedee and Kiah Buchanan, appeared on CBC radio interviews describing the Psychology program in February, 2008 as part of National Psychology month.

- Dr. Jim Duffy has been invited to collaborate (through future research projects) with the metabolic disorder clinic in Corner Brook.

- Dr. Dan Stewart chaired the Provincial Government's Caribou Advisory Committee from 2006 to 2009.

- In 2009, Dr. Corbin Dwyer made numerous presentations to three local elementary schools about her children's book. She also presented *An Adoption Alphabet: Using children's literature to put research into practice* to the Newfoundland and Labrador Families Adopting Multiculturally and the Department of Psychology in St. John's in 2009.

- In May, 2009, Dr. Buckle presented *The grief experience*. Public presentation to Our Lady Star of the Sea in Benoit's Cove.

- Dr. Buckle presented *Living with loss: Strategies for coping after the death of a loved one* in June 2008. This was a Community Mental Health Initiative public presentation in Corner *Brook.*

- In May, 2008 Dr. Buckle presented *New directions in understanding grief* at the Newfoundland and Labrador Annual Palliative Care Conference in Corner Brook.

- Some of our psychology majors have been involved in the "Strengthening Families for the Future" program, a substance use prevention program for 7-11

year olds and their parents, offered by Western Health and the Western School Board.

APR Guideline: How are the efforts of the unit/program focused upon achieving the level of excellence (provincial, national, international) to which the unit/program aspires?

Faculty in the program continue to engage in formal and informal activities, both within the College and at other institutions, to improve our teaching. Activities include participating in teaching workshops, inviting colleagues to observe a class and provide feedback, observing other colleagues, incorporating student feedback, discussing course syllabi and teaching approaches, reading research on pedagogy, and personal reflection.

Faculty participate in local, provincial, national and international organizations, both academic and non-academic. These activities provide opportunities to contribute our expertise as well as to learn new perspectives and current practice. *Section D: Faculty Contributions* provides examples.

Section B: Student Enrollment / Outcomes

The APR guidelines suggest that the following issues be considered in this section: What are student enrollment trends (in terms of FTE) at each level (undergraduate and graduate)?

Are the numbers of students majoring in the programs appropriate given the resources that are committed to the Unit/Program?

Are the numbers of degrees being awarded appropriate given the resources that are committed to the Unit/Program?

Are retention rates satisfactory for the Program?

What is the level of satisfaction among graduates of the Program?

How successfully are students gaining admission to graduate programs or finding post-graduate opportunities in or related to their field of study?

How many nontraditional students are enrolling in courses and programs?

How are program outcomes made known to students? How are these outcomes used to revise and strengthen the program?

Student enrollment trends

Table 1 presents student enrollments in all Psychology courses by year (summing across Fall and Winter semesters) for the period under review[4]. Also presented in the last two rows is the total number of full-time students) enrolled at SWGC (provided by the Registrar's Office.

Table 1 shows a general increase in enrollments in Psychology courses up to 2006, and then a decline starting in 2007. Several reasons for this recent decline can be offered:

- As indicated in Table 1, overall full time student enrollments at SWGC have fluctuated in a similar manner over this period. This may be due to a variety of factors including decreasing provincial birth rates, population out-migration to other provinces, and rural residents of the province relocating to the Avalon Peninsula. All of these have reduced the number of students in the traditional SWGC catchment area.

- Several new degree programs have been developed at SWGC over this 10 year period, but particularly in recent years (e.g. Tourism, Business, and Sustainable Resource Management). Students now have more many course and degree options (14) than they did in 1999.

- More Social Work students now start their program in St. John's and no longer take their Introductory Psychology courses at SWGC.

- There are more distance education offerings and they have become increasingly popular.

Psychology's contribution to teaching at the College can be roughly estimated in the following manner. Table 2 presents total Full-Time Equivalent (FTE) Enrollments at SWGC for both Fall and Winter semesters by summing the last two rows of Table 1. Assuming each student takes 5 courses per semester[5], the second row estimates total number of course enrollments at SWGC by multiplying FTE students by 5. The third row presents total enrollments in Psychology courses over Fall and Winter semesters, and the final row presents the percentage of total course enrollments at SWGC that were students in Psychology courses.

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[4] It should be noted that Table 1 does not include courses taught during Intersession or the third semester. For example, Departmental records show that Psychology 2800 (Drugs and Behaviour) was offered to a total of 35 students during 3 Intersessions (2005-2007).
[5] Five courses per semester for each full-time student is an overestimate. A student is classified as full-time with a minimum of 9 credit hours (3 courses). Hence, Psychology undoubtedly teaches a higher percentage of course enrolments than the table indicates.

Table 1. Enrollments in all Psychology Courses by Academic Year (Fall and Winter Semesters)

Course	1999-2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009
1000	380	438	384	345	402	332	335	320	289	288
1001	276	309	286	238	264	250	230	207	200	191
2025	65	62	35	34	50	35	64	36	58	24
2125	40	33	47	52	24	54	50	33	32	50
2150[1]								43		
2225	35	41	38	45	27	32	31	34	27	24
2425	29	25	40	34	25	37	24	18	17	29
2625	64	76	42	38	43	36	29	30	36	36
2825	34	35	40	37	25	24	12	19	11	16
2925	36	30	34	35	30	28	21	22	28	26
2950	25	27	28	26	26	27	22	19	18	23
3025			19	15		13		17	9	15
3125		7	8	18		8		11	11	5
3225	12		12	7		6			2	
3325		14	20		20	11	15		2	
3425	11	9	18		9	11	10		9	12
3525	20		10		22			24		
3533[2]	30	34		31	35	35	36	32	36	28
3625	18	30		19		22			12	16
3626	20	20		21	19		20	13	14	12
3627	19			14		25	19		21	14
3628			6		9		17	6	9	
3725		17		13	11		14		4	
3825					8			8		13
3950	24	23	26	25	23	25	25	21	17	22
4910	20	23	23	25	21	24	22	26	17	20
4925	19	23	21	24	23	26	25	24	16	20
4950	12	15	14	17	14	14	15	16	9	11
4951	9	9	7	12	6	9	9	12	6	9
4959	9	9	7	12	6	9	9	11	6	8
Psych Total	1207	1309	1165	1137	1142	1093	1054	1002	916	912
SWGC (Fall)	958	1006	1010	987	1077	1093	1114	1072	1015	984
SWGC (Winter)	941	992	975	956	1021	1030	1036	1018	951	918

[1]Psychology 2150: Introduction to Forensic Psychology. Non-majors course offered one semester only by a sabbatical replacement.
[2]Psychology 3533: Sexual Behaviour. Non-majors course offered by our lab instructor. This course has also been offered during Intersession.

Table 2. Full- Time Equivalent Course Enrollments at SWGC and Enrollments for Psychology Courses (Fall and Winter: 1999- 2008)

Enrollment	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
SWGC: FTE students (Fall and Winter semesters)	1899	1998	1985	1943	2098	2123	2150	2090	1966	1902
SWGC: Total course enrollments **(FTE x 5)**	9495	9990	9925	9715	10490	10615	10750	10450	9830	9510
Psychology enrollments	1207	1309	1165	1137	1142	1093	1054	1002	916	912
Psychology %	13%	13%	11.7%	11.7%	10.9%	10.3%	9.8%	9.6%	9.3%	9.6%

Table 2 indicates that for the period under review, the Psychology Program taught, on average, 11% of the course enrollments at SWGC.

Psychology Majors

Table 3 shows the number of Psychology majors from 1999-2009.

Table 3. Psychology Majors by Type and Academic Year (Winter Semester enrollments)[6]

		1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
General	B.A.	98	108	99	117	111	82	62	62	68	61	61
	B.Sc.		2			4	20	28	26	35	24	26
	Total	98	110	99	117	115	102	90	88	103	85	87
Honours	B.A.	15	11	15	18	12	5	14	11	10	5	5
	B.Sc.						1	3	5	2	1	6
	Total	15	11	15	18	12	6	17	16	12	6	11
Psych Total		113	121	114	135	127	108	107	104	115	91	98
SWGC: Total			941	992	975	956	1021	1030	1036	1018	951	918
% of students majoring in Psychology			12.9	11.5	13.8	13.3	10.6	10.4	10.0	11.3	9.6	10.7

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[6] The Psychology enrolment figures are taken from the Banner System of Memorial University. The SWGC total was provided by the SWGC, Registrar's office.

On average, 11% of SWGC students were majoring in Psychology for the period under review. The percentage of <u>declared</u> majors who chose Psychology is likely double this as indicated in the next table which offers comparative figures for a sample of different Programs at SWGC in 2005. These figures, taken from the SWGC Factbook (2005) prepared by Memorial's Centre for Institutional Analysis and Planning (CIAP), indicate that a high proportion of <u>declared</u> majors were Psychology majors in that year (and likely in other years).

Table 4. Full-time Undergraduate Student Enrollment by Major – Fall 2005

Degree Sought	Full-Time Students
Bachelor of Arts	
English	67
Environmental Studies	41
Historical Studies	15
Humanities	7
Psychology	**65**
Social/Cultural Studies	33
Other Arts/Unspecified Arts	48
Sub-total	276
Bachelor of Fine Arts	
Theatre	83
Visual Arts	82
Unspecified Fine Arts	
Sub-total	165
Bachelor of Science	
Environmental Science – Biology	51
Environmental Science – Chemistry	23
Forestry (UNB)*	2
General Science	19
Psychology	**31**
Other Science/Unspecified Science	65
Sub-total	191
Not Specified/Not Applicable/other	280
Pre-Specializations	178
Sub-total	458
Grand Total	**1090**

Thus, in 2005, Psychology had a total of 96 declared majors, more than any other program/unit at SWGC. Psychology majors constituted nearly 20% of the 483 declared majors at SWGC in 2005.

The numbers for enrollments in courses, Psychology majors, and graduates from the program should be put in the context that the Program has six full-time faculty members. In 2005, the Factbook lists a total of 82 full-time faculty at SWGC. Thus, in 2005, the Program had slightly over 7% of the faculty contingent, taught 10% of all course enrollments (see Table 2), and had 20% of all declared majors.

Psychology Minors

The number of students choosing Psychology as a minor during the period 1999 - 2009 is presented in Table 5.

Table 5. Psychology Minors by Academic Year (Winter Semester enrollments)

Year	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Number		10	12	10	8	6	6	9	7	7	2

On average, approximately 8 students choose Psychology as a minor, each year.

In an effort to increase the number of Psychology minors, the math prerequisite was recently removed from Psychology 2925 (the statistics minor requirement course). The program is also discussing the possibility of removing Psychology 2925 from the minor requirement.

Retention rates

In order to provide an approximate estimate of the rate of retention of SWGC Psychology Majors within the program, we have calculated the percentages of students who have proceeded through our required research design and statistical analysis course sequence (Psychology 2925, 2950, and 3950). Psychology 2925 is typically taken in the second year and 2950 and 3950 are taken in the third year. Retention rates across courses for the years under review are provided in Table 6.

Table 6. Retention Rates for Research Design and Data Analysis Courses (1999-2009)

Retention Rates	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
2925 to 2950[7]		75%	93%	76%	74%	90%	79%	90%	82%	82%
2950 to 3950[8]	96%	85%	93%	96%	88%	93%	100%	100%	94%	96%

The table indicates that fewer students proceed from Psychology 2925 to 2950 than from 2950 to 3950. As in most psychology departments, the first research design and data analysis course is a difficult one for students who intend on majoring in psychology. Nonetheless, the retention rates are reasonable from 2925 to 2950 (average = 82%) and excellent from 2950 to 3950 (average = 94%)[9].

Degrees Awarded

Tables 3 and 4 demonstrated that we are successful in attracting psychology majors and in retaining them. This section will illustrate that Psychology is also successful in graduating students. Table 7 presents the number and types of majors who have graduated from the Psychology degree programs for the period under review[10]

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[7] Retention rates from Psychology 2925 to 2950. For example, there were 36 students in 2925 in Winter 1999 and 27 students in 2950 in Fall 2000 yielding a retention rate of 27/36 = 75%. It should be noted, however, that a small number of our majors choose to transfer to Memorial, St. John's after their second year. Also, a few students who have been unable to register for the first research design and data analysis course in St. John's, take Psychology 2925 at SWGC and then return to Memorial, St. John's, thereby artificially reducing our retention rates.

[8] Retention rates from Psychology 2950 to 3950. For example, there were 25 students in 2950 in Fall, 1999 and 24 students in 3950 in Winter, 2000 yielding a retention rate of 24/25 = 96%.

[9] This may actually be an underestimate as students completing a Minor in Psychology are not required to take Psychology 3950.

[10] Figures provided by the Registrar's Office, SWGC.

Table 7. Psychology Graduates by Degree Type and Year (May convocations)

Degree Type		1999	2000	2001	2002	2003	2004[11]	2005	2006	2007	2008	2009	Total
General	B.A.	18	9	12	15	14	15	10	9	8	12	7	129
	B.Sc.	n/a	n/a	n/a	n/a	n/a	1	3	3	2	2	4	15
Sub-total		18	9	12	15	14	16	13	12	10	14	11	144
Honours	B.A.	5	8	10	4	13	6	9	3	10	5	4	77
	B.Sc.	n/a	n/a	n/a	n/a	n/a	1	0	2	3	1	5	12
Sub-total		5	8	10	4	13	7	9	5	13	6	9	89
Total Degrees		23	17	22	19	27	23	22	17	23	20	20	233

Each year the Psychology Program graduates an average of 13 students with general degrees and 8 students with Honours degrees for an average total of 21 graduates each year.

For comparative purposes, Table 8 presents total number of graduates for some other degree-granting Programs over the period 2000 - 2007.

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[11] First year that students could graduate with a B.Sc. degree (General or Honours) which we began offering in 2000.

Table 8. Number of Graduates by Discipline (2000 – 2007)[12]

Degree Type	Discipline	Number of Graduates (2000 – 2007)	Number of Full-Time and Part-time Faculty (2009)
B.A. Honours	**Psychology**	**69**	
B.A. General	**Psychology**	**110**	
	English	113	8 full-time faculty, 4 part-time faculty
	Environmental Studies	71	10 full-time faculty who are affiliated with a number of Programs
	Social/Cultural Studies	27	
B.Sc. Honours	Environmental Science: Biology	15	
	Environmental Science: Chemistry	13	
	Psychology	**6**	
B.Sc. General	Environmental Science: Biology	102	
	Environmental Science: Chemistry	29	
	Psychology	**8**	
Bachelor of Fine Arts	Theatre	138	4 full time faculty, 6 staff
	Visual Arts	131	7 full-time faculty, 4 visiting professors, 3 staff
	Psychology Total Degrees	**193**	**6 full-time faculty, 1 staff**
	Environmental Science: Biology Total Degrees	117	6 full-time faculty, 7 staff
	Environmental Science: Chemistry Total Degrees	42	5 full-time faculty, 7 staff

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[12] Data on graduates provided by the Registrar's Office, SWGC. Note that the period is 2000-2007 so the total number graduated is different from Table 7 (1999-2009). Number of full-time faculty taken from Departmental Web Sites (2009).

From 2000 – 2007, the Psychology Program graduated more students than any other unit at the College. The next sub-section addresses the issue of how satisfied our graduates are with the Psychology Program.

Graduates' satisfaction with the Program

In order to gather information on the satisfaction of our graduates, surveys were sent to students who had graduated from our programs. The anonymous surveys were sent in 2007 and, again, in 2009 to students who had not previously received the 2007 surveys. Responses were received from a total of 75 graduates, 41 students who graduated from the Honours programs (B.A. or B.Sc.) and 33 students who graduated from the General program (one student failed to identify the type of degree). The graduate survey results are presented in Appendix D and are further discussed in Section C. Some general highlights[13] from the survey of graduates are:

- 93% were satisfied or very satisfied with the Psychology program

- 80% agreed that they would still pursue a major in psychology, if they had to do it over again. Eight percent said they would not, and 12% stated they "did not know"

- 92% rated the opportunity to interact with faculty as good or very good

- 89% rated the clarity of degree requirements as good or very good

- 92% rated the appropriateness of degree requirements as good or very good

- 88% rated the availability of required courses for the major as good or very good

- 95% rated the quality of required Honours courses as good or very good

- 93% agreed that the quality of supervision for the Honours thesis was good or very good

- 80% agreed that the quality of supervision for the Independent Project was good or very good

In addition, graduates' responses to open-ended questions related to satisfaction with the program were quite positive. Question 38 asked graduates "to list or describe what

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[13] Responses of graduates related to their satisfaction with individual courses or components of courses will be presented in Section C.

you consider to be the Psychology program's strengths." Seventy-four of the 75 graduate respondents provided comments on strengths.[14] The aspects of the program that were most frequently mentioned were related to the faculty and class sizes.

Seventy-two of the 74 graduate respondents (97%) provided positive comments about the faculty and staff including their expertise and quality of instruction, approachability, friendliness, support of students, and availability. As one graduate (P 37) put it,

The faculty first and foremost. I was continually impressed with not only their knowledge, but their teaching skills as well and the ability to transfer their knowledge to the students. The psychology faculty members had a genuine desire to see students succeed as well.

Forty-six of the 75 graduate respondents (61%) expressed an appreciation of the small class sizes (and of the small university environment). Comments included:

Small class size enabling better student-student and student-professor relationships and collaboration. (P 23)

The biggest strength is the prof-student ratio. Smaller classes make better prof-student and student-student interaction. It's more personable. (P 27)

There were also a number of graduates who expressed an appreciation for the wide variety of courses offered, and an appreciation of particular courses (e.g. research design and analysis courses, senior seminar – see Section C). A few commented on the overall comprehensiveness and quality of the program as good preparation for graduate school and employment. All of the graduates' comments are presented in Appendix D.

Responses to the graduate surveys also pointed to some areas for improvements. Question 38 asked respondents to "Please provide any suggestions concerning how we can improve the psychology program." Suggestions included more opportunities to engage in research, more emphasis on research, and more space. Also suggested were providing a wider spectrum/variety of courses (e.g., forensic and health psychology), providing more career guidance and information on employment opportunities, providing more information on graduate programs, and providing more practical/field experiences to prepare students for post-graduate work and employment.

The next sub-section addresses the question of what our students do after graduation.

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[14] Our current undergraduates answered the same question with 16 of 19 [needed new numbers] providing comments on strengths (2007 survey). Fifteen of the 16 respondents provided positive comments on faculty/staff [needed new numbers].

What our Graduates Do

The APR guidelines ask for an indication of how successful students are in gaining admission to graduate programs or in finding post-graduate opportunities in or related to their field of study. Table 7 indicates that we have graduated 233 students (144 with general degrees and 89 with honours degrees) during the period under review. We have been able to track the post-baccalaureate paths of 56 of those graduates (34 Honours, 22 General). Appendix E presents career information on that sample of 56 graduates. Some highlights will be offered here.

- Considering all graduates in the sample, 41/56 graduates (73%) have obtained, or are currently pursuing, post-baccalaureate degrees.

- Among our Honours graduates in the sample, 20 / 34 (83%) have obtained, or are pursuing, Masters degrees.

- Considering Honours graduates, 4 have obtained a Ph.D., 2 are currently enrolled, and 1 is accepted into a Ph.D. program (7 /34 = 21%).

- Among General degree graduates, 13 / 22 (59%) have obtained, or are pursuing, post baccalaureate degrees (one student has been awarded a Master's degree in Social Psychology).

To summarize, our graduates (especially the Honours students) have been exceptionally successful in gaining admission to graduate programs and in finding post-graduate employment opportunities in (or related to) their field of study.

In addition, many graduates have found employment in a psychology-related field (see examples in Appendix F).

Promoting Program Outcomes

Information about the Psychology program is available in student recruitment material (copy attached – needed), on the SWGC Web site, and in the Memorial calendar. Psychology faculty members have participated in recruitment visits to schools. Faculty members have also participated in career fairs, trade shows, 'mini-university' (for school age students), the Summer Bridging Program and "Advising Daze" at SWGC.

Program outcomes are broadcast through the usual channels. The names of our graduating students and the winners of psychology awards and prizes are displayed in the Psychology Program display case. Posters promoting the program have been developed by faculty and continue to be updated. These posters are displayed around the Grenfell campus. Media

reports of the successes of our graduates (e.g., graduate scholarships awarded, employment gained) are posted on the Program's bulletin board. Occasionally, profiles of psychology undergraduate students are featured on the SWGC web site.

The Honours Students Conference, initiated in 2007, highlights the research conducted by some of our Honours students. Often these students are invited to present their findings to the research participants and places of recruitment outside of the College.

The accomplishments of individual faculty members are also presented in various media including the SWGC web site, newspapers, the Memorial University Gazette, radio, and television.

The accomplishments of the Program and our students as a whole are not as well promoted as they could be, although many efforts have been made. One example is a series of CBC radio interviews (March, 2008) with Les Cake and two honours students (Michelle Luedee and Kiah Buchanan) describing the Psychology degree programs and student experiences. More activities promoting the Program as a whole would be useful.

Issues and Recommendations

Are sufficient resources being committed to the Unit/Program?

The APR guideline questions about numbers of majors and number of graduates were qualified by the phrase "given the resources that are committed to the Unit/Program". This raises the issue of whether adequate resources are being committed to the Psychology Program.

Human Resources

To review, the figures provided for enrollments in courses, numbers of majors, and numbers of graduates should be considered within the framework of the Program's resources. In terms of human resources, the Psychology Program has 6 full-time faculty members and 1 laboratory instructor. The Program has 33 distinct course offerings. The 2005 SWGC Factbook lists a total of 93 permanent and contractual faculty (and 225 staff) for that year. Thus, in 2005, the Program had slightly over 6% of the faculty at SWGC and taught approximately 10% of the course enrollments and 20% of the underlined declared majors. We also graduated 22 students that year. Table 7 indicated that the Psychology Program graduated more students than any other unit at the College during the years 2000 – 2007.

Since the inception of SWGC in 1975 as a two-year "feeder" institution to prepare students for transfer to the St. John's campus, Psychology has been staffed by 6 full-time faculty members. We have progressed from teaching the first 2 years only, with lower expectations of research productivity, to a Program now offering four degree

programs accompanied by higher expectations of research output. However, there has been no concomitant increase in faculty[15].

We now teach a wider variety of courses and significantly more courses, particularly at higher levels, than we did in the first years of SWGC. Our regular teaching loads are 6 courses per year as compared to 4 courses per year in the Psychology Department at Memorial's St. John's campus and each SWGC faculty member teaches a number of different courses. Faculty members also participate in the supervision of Honours theses. Student advising loads have increased (as we advise all of our majors). As pointed out in Section B, several faculty members have served as administrators with concomitant course relief. This administrative service has tended to put considerable stresses on the Program related to teaching required courses during those years. Further, one sabbatical replacement is needed every year on average, and it is has sometimes been difficult to get approval for a replacement and then find and attract suitably qualified personnel.

It is (past) time for an increase in full-time faculty in the Psychology Program (see Recommendation 1).

Space

Our physical resources, particularly research space, are woefully inadequate. The current psychology laboratory (AS 341) has 5 rooms and 1 closet. The closet is used for the storage of animal feed and one room houses a networked printer. This leaves three very small rooms (approximately 7 feet by 7 feet) and one larger room for faculty research and for students' Honours theses (and potentially, independent projects).

We also have an animal "laboratory" (AS 344) which consists of two rooms; a housing room and a running room. This space is also available to students in the learning course and for fourth year students to carry out projects.

Our demonstration room (AS 348) is an important gathering place for students. The room is also used during the summer for research by Dr. Sandra Wright. As Dr. Wright's research agenda expands, particularly with her recent NSERC grant, this room is will needed more often. This room would become even more critical if we change our curriculum to emphasize more empirical and laboratory exercises.

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[15] Prior to establishing Grenfell degree programs, Psychology had one support staff; an instructional assistant. That position was changed to a laboratory instructor in 1999. Kelly Brown is responsible for teaching the laboratory components of the research design and statistical analysis courses. With that upgrade, faculty credit for teaching those courses was downgraded from 1.5 teaching credits to 1 teaching credit. As a result, research design and statistical analysis instructors were required to teach more courses than they did prior to Kelly becoming a lab instructor.

In terms of research space, Dr. Wright needs more space for housing research animals and conducting animal research. As a new faculty member in the program engaged in an ambitious research agenda, Ms. Kelly Warren needs space to conduct her research. Her research requires a room large enough to hold viewing equipment, conduct interviews, and host discussions among six to ten individuals. The space should also be large enough to store a computer for data entry, transcription equipment for transcribing interviews, and filing cabinets for storing collected data. Currently all data are held in her office and students working for her have to work either in her office or in one of the large computer labs located on campus. Having a student work in her office is only feasible when a faculty member is working with the student. Given the confidential nature of interview data, working in a computer room with other students present is less than ideal. While Ms. Warren will apply for funds to purchase the necessary equipment for her research, it is difficult to do so without having enough physical space to store it. Other faculty members have indicated a need for a room with a two-way mirror for observational research, particularly those teaching in developmental, clinical, and social areas.   Dr. Peter Stewart will need a lab to house equipment for measuring evoked potentials if his funding proposals are successful. If a graduate program in Psychology is to be established, research and office space will be required for graduate students. Lack of space is a problem for many units in the College, but among the units which need laboratory space to conduct research, the problem is particularly critical for Psychology.

Our current space existed in 1980 and has not expanded with the addition of our four degree programs, with the addition of honours programs, increases in the number of students, or with the expectations of increased research productivity from faculty. In fact, our space decreased when the College took over one of our original rooms in AS 341 to store the college's computer hub.

Our equipment is, simply put, outdated and therefore not practical nor functional. The Demonstration Room has two newer computers for student use. Other than these two computers and our psychological tests, we have little modern equipment available for research by faculty or students.

The types of research activities that students and faculty can undertake are limited by available space and equipment. One of the more serious and common complaints of our graduates and undergraduates is the lack of opportunity to become involved in faculty research and limited opportunities for student research. In the absence of adequate space, faculty research has been, and will continue to be, limited to certain areas of research. Lack of research support has professional consequences for our

faculty and our students and is an issue that should be addressed immediately[16].

Students are aware of the problems with space and resources. In response to survey question 27, only 50% of graduates and 55% of undergraduates rated the adequacy of research facilities available to students as good or very good.

Discussion of the lack of monetary resources, particularly operating funds, is discussed in *Section E: Administrative Support/Efficiency*.

The shortage of faculty and staff, paucity of research space, and lack of modern equipment are demoralizing to a Program that is thriving in its service to student and maintaining a reasonable level of research productivity despite a lack of these essentials. But, how long can the Psychology Program continue to thrive without the necessities?

Resource Recommendations

Recommendation 1.   The Program should be increased to seven full-time faculty members.

This would allow the Program to teach a wider variety of courses, supervise a greater number of Honours students, create more time for research, and prepare for the possibility of reduced teaching loads at SWGC. The addition of a faculty member could also help with sabbatical replacements, with per-course replacements which are contractually required by teaching relief for first-year faculty, and with the projected decrease in teaching load for SWGC faculty. Additional faculty will also help in minimizing the stresses incurred when Psychology faculty take administrative positions (which will occur if past trends continue).

It is interesting that in the late 1970's, when we were still a 2 year feeder institution, seven full-time positions were approved for Psychology. The person who was offered the seventh position opted out at a very late date. Subsequently, the seventh position was never filled.

Recommendation 2. The space available to the Psychology Program should be expanded immediately.

Several possible means of increasing space come to mind. If a new Science building is

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[16] The Psychology Department has repeatedly requested increased space. For example, a request for additional space was included in the 1999 Program Review. None of the requests for additional space have been granted. In fairness it should be noted that some of our existing space was renovated in 2008 to make it more useful for research. Still, the Department requires more space.

constructed, the Program should be relocated and be allocated sufficient teaching and research space in the new building A more immediate possibility is for Psychology to be allocated appropriate space in the planned extension to the Arts and Science building. A third possibility is for Psychology to be allocated space that is currently occupied by Programs which do move to the extension. Other possibilities are for some of the university-designated space in the long-term care facility currently under construction to be allocated to Psychology faculty engaged in research. Consideration should also be given to providing Psychology with research space in the Pepsi Centre or in the Education Annex (the former RecPlex).

Recommendation 3. Equipment needed for teaching and research should be upgraded.

Our equipment should be upgraded and modernized to facilitate faculty and student research and teaching.

(Action) The Program should explore means for increasing opportunities for students to engage in research.

With the current number of faculty and existing space, providing more opportunities for students to engage in research (including faculty research) will be a challenge. Some possibilities:

- As outlined above, faculty members need more space and time (and funds) to help to develop full-fledged research programs. Until those resources are provided, it will be very difficult to improve research opportunities for students as faculty research will be limited to existing levels.

- Faculty could endeavour to apply more frequently for internal grants (MUCEPS, SWASPS) for hiring students as research assistants, particularly during a non-teaching semester. However, space and time are still constraints.

- Students should be offered the opportunity to <u>volunteer</u> to work as research assistants. However, space and time are still constraints.

- Students should be informed of student research grants such as NSERC's Summer Student Program and encouraged to apply.

Section C: Curriculum and Teaching

The APR guidelines suggest that the following items be addressed:

Is the curriculum, as delivered, consistent with stated objectives, calendar descriptions, course requirements, degree requirements and standards for admission?

If there is curricular overlap between departments, disciplines, and/or programs, how is such overlap justified or appropriate?

Is the curriculum relevant to the needs of students and is it sufficiently rigorous and cohesive?

Is the curriculum being delivered effectively?

Is the curriculum responsive to the needs of students and employers?

We will begin by broadly describing the SWGC core program regulations and then the Psychology Program and our courses.

Sir Wilfred Grenfell College, as part of Memorial University of Newfoundland, is a four year undergraduate degree granting institution offering a liberal education in arts and science and a professional education in nursing, theatre and visual arts. In addition, the College continues to accommodate students who wish to complete their degrees at Memorial University of Newfoundland in St. John's or at universities elsewhere. (Statement of Academic Purpose).

In the service of a liberal arts education, Psychology (and other) students at SWGC must fulfill the core program requirements which include a literacy component, a quantitative reasoning and analysis component, and a breadth of knowledge component. The literacy component requires 30 credit hours (10 courses) in designated writing courses. The quantitative reasoning and analysis component requires six credit hours (2 courses) in designated courses. Finally, the breadth of knowledge component requires students to take at least two courses from each of three constellations or groups of courses which can be roughly categorized as arts, social sciences, and math/science. Appendix A presents the core requirement of SWGC in detail.

Appendix B presents Psychology's various degree program requirements. Appendix C presents course descriptions for Psychology. With the recent approval of three new courses, the Program now offers a total of 33 undergraduate courses. Some general highlights and observations will be offered in this section.

The Psychology Program at Sir Wilfred Grenfell College is a liberal arts and science program. It is intended to instruct students in:

- A broad range of fundamental areas within Psychology

- Several areas in some depth
- The basic quantitative empirical methods and statistical tools used by psychologists
- Psychology in an historical context

Consistency of the curriculum with stated objectives, calendar descriptions, course requirements, degree requirements and standards for admission?

We believe our curriculum is consistent with the objectives stated above. To cover the fundamental (and other) areas, the curriculum includes courses in Introductory Psychology, Developmental Psychology, Social Psychology, Learning, Cognitive Psychology, Personality, Biological Psychology, Sensation and Perception, Emotion, Abnormal Psychology, Psychotherapy, Psychological Tests and Measurements, Psychology of Death and Dying, Physiological Psychology, Animal Behaviour, Drugs and Behaviour, Educational Psychology and Sexual Behaviour.

In addition, to provide some depth in key fundamental areas there are both survey and contemporary issues courses in Developmental, Social, Learning, Cognitive, and Personality; traditional core areas of psychology.

The Program offers three courses in Research Methods and Data Analysis which are required of both General and Honours students. This reflects the Program's belief in the value of empirical methods and in providing practice in data analysis and writing. The Research Methods and Data Analysis courses have been designated as eligible for fulfilling SWGC's core requirements in quantitative reasoning and analysis (see Appendix A for the core requirements). These courses are described in greater detail under *Curriculum/Teaching* and in concerns and recommendations at the end of this section.

A historical perspective is provided in many of our undergraduate courses culminating in the fourth-year Systems of Psychology course which is a required course for Majors.

In addition, our program strives to provide students with multiple opportunities to develop and enhance their oral and written communication skills, and to develop their ability to engage in critical thinking and analysis. The fourth year senior seminar is a capstone course taken by all of our Psychology majors, both General and Honours, which offers students opportunities to enhance their oral and written communication skills. Indeed, many of our courses require oral presentations and written assignments, particularly at the third and fourth year levels. In recognition of this, a number of our fourth-year courses (4910, 4950, 4951, and 4959) are designated as official "literacy courses" and can be used to partly fulfill SWGC's core requirements.

Since 2006, the Program has also organized an Honours Students' Conference. Our Honours students give 15 minute presentations to faculty, students, parents, and others describing their theses in a conference-like atmosphere.

Present and past students recognize that the Psychology program helps in developing their communication skills as indicated in survey responses. Highlights are:

- 92% of the graduates and 85% of the undergraduates rated the opportunity to write papers as good or very good (Q 6)

- 92% of the graduates and 85% of the undergraduates rated the feedback on papers as good or very good (Q 7)

- 85% of the graduates and 59% of the undergraduates[17] rated the opportunity to make oral presentations as good or very good (Q 8).

- 83% of the graduates and 59% of the undergraduates rated the feedback on oral presentations as good or very good (Q 9)

A number of courses, but particularly the three research methods and data analysis courses, the Independent Project (for General students), and the Honours thesis sequence encourage students to hone their critical thinking and analysis skills. These courses are designated as "quantitative reasoning and analysis" courses and can be used to fulfill that component of SWGC's core requirements. These courses were also well rated in the surveys (see Section D and Appendices A and B for ratings of individual courses).

Is the curriculum relevant to the needs of the students (and employers) and is it sufficiently rigorous and cohesive?

The Program believes that the curriculum is rigorous and cohesive and relevant to the needs of students. Our graduates have been very successful at being accepted in graduate programmes and obtaining scholarships and awards as previously outlined in Section B. Most graduates have gone on to post graduate degrees and/or degree-related careers as outlined in Section B (see also Appendix F which provides a sample of our graduates and their post baccalaureate experiences for further evidence). To quote one graduate survey respondent:

My undergraduate degree at Grenfell was one of the big highlights of my life and it prepared me for graduate school extremely well. In fact, I was on a committee while at [Z University] that evaluated our

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[17] The second- and third-year undergraduates' percentage may be relatively low, because many of the opportunities to make oral presentations occur in the fourth year courses.

[Z University] program and I was told that I was one of the few students who came prepared to do all of the work necessary for grad school. Man, the girls in my program complained their a…… off about how much reading they had to do. You guys had me so used to working hard, I was accustomed to it already. HAHA

Our students appear to believe the courses required for the degrees are appropriate. In the surveys, 92% of graduates and 78% of undergraduates rated the appropriateness of degree requirements as good or very good.

Is the curriculum, as delivered, consistent with calendar descriptions?

We believe our curriculum, as delivered, is consistent with calendar descriptions. It should be noted that the calendar descriptions for contemporary issues courses and for the senior seminar are deliberately broad. This allows instructors (and to some extent, students) flexibility in choosing the subject matter of instruction.

Is the curriculum, as delivered, consistent with degree requirements?

Our course offerings and schedule are structured to enable students to fulfill their degree requirements within 4 years:

Introductory Psychology courses are offered in both Fall and Winter semesters, and occasionally in intersession.

Each of our required second year courses is offered every year. Non-required 2000 level courses are offered when possible, given other curriculum requirements.

The three required research design and data analysis courses (2925, 2950, 3950) are offered over a two-year cycle with 2950 being offered each Fall semester and 2925 and 3950 each Winter semester.

Our third year Contemporary Issues courses are either offered every year (Psyc 3125, 3425, and 3626) or offered on a two-year rotational basis (Psyc 3025, 3225, 3525, 3627, 3628, 3725, and 3825).

Required fourth-year courses (4910, 4925, 4950, 4951, and 4959) are offered each academic year.

In our surveys, 86% of graduates and 81% of undergraduates rated the availability of required courses for the Psychology major as good or very good (Q 17a). However, only 65% of graduates and 49% of undergraduates rated the availability of required courses for their (non-psychology) minor as good or very good (Q 17b). There were also a few open-ended comments about the non-availability of courses for the minor.

The Psychology Program's offerings are also consistent with the degree requirements of Sir Wilfred Grenfell College and, indeed, help to fulfill the core requirements as previously noted.

If there is curricular overlap between departments, disciplines, and/or programs, how is such overlap justified or appropriate?

The only area of overlap between Psychology courses and the courses of other SWGC programs would be in the area of research design and data analysis. Mathematics offers **Statistics 2500:** Statistics for Business and Arts Students *and **Statistics 2550:*** Statistics for Life Science Students (particularly biology students). These courses appear to concentrate on statistical analysis and there is some overlap with the data analysis components of our Psychology 2925 and 2950 courses, but not with 3950. What these mathematics courses lack, however, is instruction and practice in the design and interpretation of research and practice in writing empirical reports, all of which we consider to be critical skills for our majors.

Geography offers **Geog 3222:** Research Design and Quantitative Methods in Geography. This course provides students with a basic understanding of data collection, entry, and analysis and presentation skills most commonly used by geographers. It appears to be designed specifically for geography students.

Sociology offers **SOCI 3040:** *Introduction to the Methods of Social Research.* Objectives of the course are (1) to introduce basic concepts underlying research in the social sciences, and (2) to make students familiar with some techniques that are useful in the analysis of a wide range of sociological data and that represent a good foundation for later study of more advanced techniques. Some Psychology majors who have taken this course (as a requirement for their Sociology minor) report much the content of this course is covered in the psychology research methods and data analysis courses with the exception of a greater emphasis on qualitative methods. Again, this course appears to be directed toward students majoring in Social/Cultural Studies.

Our three course sequence in research methods and data analysis has been previously described (see also Appendix C). We believe this sequence of courses provides a strong empirical background, skills in research design and data analysis (including the use of SPSS), and practice in critical thinking and writing in American Psychological Association (APA) style, the standard format for Psychology.

Each of the Research Methods and Data Analysis courses includes 3 hours of classroom lectures and a weekly 3 hour laboratory. Lectures cover various research designs and methods and the appropriate statistical analyses (see course descriptions in Appendix C). The lab typically presents students with a description of a research

study and associated data which they analyze using the Statistical Package for the Social Sciences (SPSS). In most labs, students write a section of a typical journal article (Introduction, Method, Results, or Discussion). Each course also has a "major lab" in which students conduct research, pool and analyze their data, and write a full report in APA style. A detailed lab manual and lab instruction are used to provide fairly extensive training in the use of SPSS and some instruction in APA style. The laboratories have several objectives including:

- Providing students with research experiences through empirical exercises

- Providing students with training in SPSS and with practice in analyzing and interpreting data

- Providing students with practice in writing research reports in APA style

The Program believes that these objectives would not be met by the research methods or data analysis courses offered by other programs. Section D will present evidence that our students value our research design and data analysis courses.

Is the curriculum being delivered effectively?

As outlined above, the curriculum is being delivered effectively in terms of meeting students' needs to complete their degrees in a timely fashion, within four years.

To ensure that students complete their degrees in a timely fashion, each student who is majoring in Psychology is assigned a faculty advisor from Psychology. The role of the faculty advisor is to ensure that students are progressing through the program requirements in a timely fashion. Given the number of majors in Psychology, each faculty member typically advises 10 to 15 majors which is a heavy advising load compared to other programs. In the surveys, 81% of graduates and 85% of undergraduates rated the quality of advising by Psychology faculty as good or very good (Q13).

One survey result (Q14), specifically relevant to effective delivery of the curriculum, was that 84% of graduates and 71% of undergraduates rated the adequacy of preparation for 3rd and 4th year courses by 1st and 2nd year courses as good or very good.

Effective delivery of curriculum requires adequate resources including good library resources and computer facilities (for the research design and data analysis courses). Results from the surveys related to library resources and computing facilities were fairly positive (see Section E and Appendices D and E for actual survey results).

The quality of classrooms for lectures and seminars were generally highly rated by both graduates and undergraduates (see Q 25a and b in the surveys appendices).

The adequacy of student work space was rated as good or very good by 62% of graduates and by 63% of undergraduates.

Concerns and Recommendations: Curriculum and Teaching

As indicated previously, the Program believes that our curriculum is sound and rigorous. Nonetheless, there are some potential areas of concern and improvements that should be considered.

The Program will soon have a total of 33 undergraduate courses in the Calendar to be taught by just 6 faculty members. Due to the expertise of our current faculty members, some courses are offered infrequently, typically once every two years (see Table 1). This situation could be rectified by increasing the number of faculty members to seven as previously recommended. Another possibility is to remove the infrequently offered courses from the curriculum. The problem with this option is that the infrequently taught courses are in core areas of Psychology (Contemporary Issues in Learning, Contemporary Issues in Emotion, Contemporary Issues in Sensation and Perception, and Contemporary Issues in Physiological Psychology).

As is the case in many undergraduate psychology programs, the Research Methods and Data Analysis courses are not the favourite courses of most students, although the lab component is typically evaluated positively (see Section D). However, our students who have pursued graduate studies report that their extensive backgrounds in research methods and data analysis and their practice in writing empirical reports have served them well in that area. Students have also indicated that their research methods and data analysis skills have provided job opportunities. Some quotes from the graduate surveys illustrate students' (later) appreciation for the skills they have acquired from these courses. In response to Question 36, "What specific skills did your psychology program provide you with", graduate comments included:

- *Excellent APA writing skills[18]. Solid knowledge of statistics. (P7)*

- *How to write professional papers. How to read original scientific literature. How to conduct my own experiments and conduct data/statistical analysis. (P9)*

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[18] We have also observed that students who transfer to our program from elsewhere often have considerable difficulty in writing empirical reports as they have not been required to do so in other programs and, hence, have no training or practice.

- *The ability to be more critical and analytical. Enhanced my writing skills and abilities. I now know how to conduct meaningful research and analyze the results. (P20)*

- *Research, writing, presentation skills. Stats knowledge….. (P36)*

- *Critical thinking. Empirical research. Interpretation of survey/test/study results (P44)*

Several other students provided similar comments.

When asked to comment specifically on training in the use of statistical software (Q5), some of the responses from graduates were:

- *Excellent training in SPSS*

- *The training was great and the lab guides were very helpful*

- *I am now using SPSS at work and I feel that the training I received helped me prepare for the industry I am working in*

- *Best SPSS training I received*

Finally, for Question 38, "Please list or describe what you consider to be the Psychology program's strengths", one graduate responded:

The strength of the Psychology program at Grenfell College is the emphasis on conducting research and analyzing the research data. Students were prepared to continue to study specialized areas of Psychology in a Masters Program because they had the research background necessary. (P 59)

Nonetheless, the Program has some concerns about the Research Methods and Data Analysis sequence of courses. One concern is that students are not receiving sufficient instruction in the variety of research methods available, particularly qualitative methods. Contemporary issues courses can include empirical activities and this option has been exercised in at least one such course (Contemporary Issues in Cognitive Psychology). We recognize the need to provide our students with more research experiences of a varied nature. To rectify these deficiencies, the Program will endeavor to:

(Action) Provide more extensive instruction in research methods, including qualitative and mixed research methods in each of three methods and analysis courses. One possibility which we are exploring is to reorganize our course descriptions and coverage

in the first two research design and analysis courses to allow more time to cover qualitative and mixed methods in Psychology 3950.

(Action) Where feasible, include empirical exercises in Contemporary Issues courses.

(Action) Seek more opportunities for undergraduates to work on faculty research (see Recommendation 4). There are some problems in this regard (e.g., lack of available space) which have been previously described.

There were some curricular "wishes" expressed in the surveys also including:

- More courses in clinical/counselling psychology

- More courses in forensic/criminal psychology/law

- Offer drugs & behaviour during regular semesters

Survey responses to library resources, particularly online resources, were generally positive (see Section E and Appendices D and E). However, we may need to upgrade our physical resources in the area of more psychology texts? New books are acquired annually, with 170 titles purchased in the last five years to improve the breadth, depth and currency of the collection. In the past year, 22 Psychology titles were added to the SWGC library collection. Appendix G contains the Ferriss Hodgett Library Report for Psychology prepared by Louise McGillis, our librarian, in March 2009.

Section D: Faculty Contributions

The APR guidelines suggest that the following items be addressed in this section:

How effective are the faculty as teachers?

How productive are the faculty as researchers/scholars?

What is the quality and impact of the scholarly contributions of faculty and professional staff?

Are the faculty appropriately engaged with relevant professional communities locally, regionally, and nationally?

Where applicable, are the faculty effectively engaged in relationships with business, government, cultural or other relevant communities?

Are the faculty and professional staff active, and recognized, participants in regional, national, and international professional organizations?

Are the faculty generating a level of external grants and contracts appropriate to the discipline?

Are the contracts and grants received by faculty consistent with the strategic goals of the unit?

Is there a suitable balance of teaching, research or creative work, and service in the workloads of faculty and professional staff?

How are the faculty integrating teaching, research, and service?

Much of this information is provided in Appendix H which contains curriculum vitas (in a standard format) for Psychology's full-time staff and full-time and contractual faculty members. However, some information on faculty contributions will be highlighted in this section as well.

Teaching Effectiveness

Memorial University requires that each course be evaluated by a course evaluation questionnaire (CEQ). Summaries of results from CEQs administered in the fall semester of 2008 were obtained from the Centre for Institutional Analysis and Policy (CIAP). These summaries provide mean ratings for SWGC Psychology, the Division of Social Science at SWGC, and the College as a whole. CIAP also provided mean ratings averaged over all departments at the St. John's campus. Table 9 presents the various mean ratings.

Table 9. Mean Ratings for CEQ items[19]

Item	SWGC Psychology	SWGC Division of Social Science	SWGC All Programs	St. John's All Departments
The student requirements in the course were clear.	4.40	4.42	4.34	4.19
The instructor responded to students' questions effectively.	4.49	4.44	4.36	4.21
The instructor showed concern for how well students progressed in the course.	4.37	4.19	4.18	4.08
The instructor stimulated my interest in learning the subject matter of the course.	4.19	4.06	4.02	3.87
Students were given constructive feedback on written work, i.e. assignments and exams.	4.19	4.13	4.15	3.93
Overall the course was well organized.	4.37	4.34	4.27	4.08
I would recommend this course taught by this instructor to another students with interests and preparation similar to my own even if it was not required	4.18	4.12	4.10	3.90
Overall the quality of instruction was:	4.34	4.28	4.25	4.09

While all ratings are relatively high, for most items Psychology consistently rated higher than other programs within the Division, higher than the College as a whole, and higher than the St. John's campus as a whole. The Psychology faculty appears to be (slightly) above average in teaching effectiveness as gauged by CEQs.

The surveys of undergraduates and graduates also contained items related to teaching effectiveness. Question 1 asked for students' opinions on the fairness of grading in

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[19] For the first 7 items the Likert scale ranged from *strongly disagree* (value = 1) to *strongly agree* (value = 5). For the last item the scale ranged from *very poor* (value =1) to *excellent* (value =5).

their Psychology courses. Table 10 presents the results for both graduates and current undergraduates.

Table10. Ratings of Fairness of Grading in Psychology Courses

	Very Poor	Poor	Average	Good	Very Good	N/A[20]	Mean Rating / 5[21]
Undergraduates	-	-	13%	58%	30%	-	4.2
Graduates	-	-	7%	32%	61%	-	4.5

Thus, 88% of undergraduates and 93% of graduates rate the fairness of grading as good or very good.

Students rated the quality of instruction at each level (Q 2)[22] Table 11 presents the results for undergraduates.

Table 11. Undergraduates' Ratings of Quality of Instruction for Various Courses

Level of Course	Very Poor	Poor	Average	Good	Very Good	N/A	Mean rating / 5
1000 (1st year)	-	7%	22%	39%	22%	10%	3.5
2000 (2ND year)	-	2%	12%	61%	24%	-	4.1
3000 (3rd year)	-	-	7%	49%	42%	2%	4.2

The above table indicates that among our current undergraduates:

- 61% rated the quality of instruction in 1000 level courses as good or very good

- 85% agreed that the quality of instruction in 2000 level courses was good or very good

- 91% rated the quality of instruction in 3000 level courses as good or very good

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[20] One of the response options was "not applicable"

[21] Mean ratings were derived by assigning a value of 1 to a response of very poor, 2 to poor, 3 to average, 4 to good, and 5 to very good (N/A = not applicable was not included in calculating mean rating). Thus, a mean of 5 represents the highest value for possible meaning that 100% of respondents had provided a rating of "very good". Means are rounded to one decimal place.

[22] Only a few undergraduate respondents had any experience with fourth year courses and none had completed the independent project or Honours thesis, so these results are not included (but see the results for graduates on the next page).

Table 12 presents the same "quality of instruction" results for survey respondents who have graduated from the Psychology program.

Table 12. Graduates' Ratings of Quality of Instruction for Various Courses

Level of Course	Very Poor	Poor	Average	Good	Very Good	N/A	Mean Rating / 5
1000 (1st year)	-	-	26%	25%	47%	1%	4.2
2000 (2ND year)	-	-	4%	34%	60%	1%	4.5
3000 (3rd year)	-	-	1%	23%	75%	-	4.7
4000 (4th year)	-	-	6%	17%	78%		4.7
Independent Project	3%	5%	13%	31%	49%	-	4.2
Honours Thesis	-	5%	2%	24%	68%		4.6

The above table indicates that among our past graduates:

- 72% rated the quality of instruction in 1000 level courses as good or very good

- 94% agreed that the quality of instruction in 2000 level courses was good or very good

- 98% rated the quality of instruction in 3000 level courses as good or very good

- 95% rated the quality of instruction in 4000 level courses as good or very good

- 80% rated the quality of instruction for the independent project as good or very good

- 93% rated the quality of instruction (supervision) for the Honours theses as good or very good

In summary, the ratings indicate that both our graduates and our undergraduate students feel they have received or are receiving a high quality of instruction across the Psychology curriculum.

Two survey questions (Q3 and Q5) probed students' opinions about aspects of the Research Design and Data Analysis courses in particular. To summarize:

- 84% of graduates (M = 4.2) and 78% of undergraduates (M = 4.0) rated the quality of lab exercises as good or very good.

- 83% of graduates (M = 4.3) and 80% of undergraduates (M = 4.10) rated their training in the use of statistical software as good or very good.

- Positive feedback was also received from graduates with regard to the quality of other particular courses (aside from quality of instruction). The graduate survey highlights were:

- 95% rated the quality of the Honours theses course sequence (4951 and 4959) as good or very good (M = 4.6)

- 82% rated the quality of the senior seminar course as good or very good (M = 4.3)

- 66% rated the quality of the independent project course as good or very good (M = 4.1)

Faculty Productivity

Much of this information is available in Appendix H which contains curriculum vitae for each member of the Program. In this section, a summary of each full-time faculty member will be offered.

Dr. Leslie Cake has general research interests in human cognition (particularly memory) and specific research interests in aging and cognition, memory in learning-challenged students, and the use of technology in education. His most recent project is exploring the possibility of establishing a Centre for the Study of Healthy Aging at SWGC.

During his career, Dr. Cake has authored or co-authored 1 book (with accompanying instructor's manual), 8 articles in refereed journals, 4 articles in edited books, 4 non-refereed articles, 10 technical reports, 5 student manuals, 17 conference presentations, and 13 miscellaneous presentations (many invited).

Dr. Cake has co-directed two major research projects (Scientists, Technologists, and Engineers Placed in Schools and the Tutorials in Mathematics Project) and helped to establish STEM~Net; a computer network for science, technology and mathematics educators in Newfoundland and Labrador. He has been the recipient or co-recipient of over $200 000 in external and internal grants. He spent 1986 – 1987 as an invited scientist at the Communication Research Centre, Government of Canada.

Since his appointment to SWGC in 1980, Dr. Cake has taught 22 different credit courses (mainly Introductory, Cognitive, Statistics, and Senior Seminar) and 4 non-credit courses. He has supervised or co-supervised 13 Honours Students, and served on 54 committees and 2 working groups.

Dr. Cake has been a member of the Brain, Behaviour and Cognitive Science Society, the Canadian Psychological Association, the Interactive Technologies Association of Canada, the Canadian Mental Health Association and was a registered Psychologist in Newfoundland and Labrador (1990 – 1993).

Dr. Jim Duffy has specialized in the areas of developmental psychology, cognition and emotions. His current research projects are in the areas of gender differences, gender and harassment, and people's perceptions of autistic children. Currently, Dr. Duffy has authored or co-authored 11 articles in refereed journals. Five of his coauthors (Harnum, Hickey, Walsh, Wareham, and Warren) were Grenfell psychology majors who began collaborating on these articles while they were still students or recent graduates of Grenfell. Several of these joint papers are now cited in some of the current textbooks in the areas of: introductory psychology, developmental psychology, social psychology, sexual behavior, and the psychology of women.

Since his appointment at Grenfell, Dr. Duffy has taught 12 different credit courses. Most of his teaching was of Introductory Psychology and Developmental Psychology. He has supervised 20 Honours Students, served on 59 Grenfell committees (not including those within the Psychology Program), served as Coordinator and then as Chair of the Psychology program, and has served as Head of the Social Science Division.

Dr. Sandra Wright has research interests in animal behavior and animal cognition (spatial memory and context cues), neuroscience (environmental enrichment and recovery from ischemia (stroke), and body image distortion.

During her career, Dr. Wright has authored or co-authored, 11 articles in refereed journals, 3 book/article reviews, 2 chapter reviews, 1 text book review and 12 conference presentations. She has also been the recipient of over $13,000 in internal grants and has received $90,000 in NSERC funding (April 2009).

Since her appointment in 2002, Dr. Wright has taught 11 different credit courses (Neuroscience, Learning, Evolutionary Psychology/Animal Behavior, Senior Seminar, Drugs and Behaviour and Introductory). She has supervised 7 Honours students, trained 9 research assistants and served on 8 different committees (including chairing some of these committees). She was also Chair of the Psychology Programme from 2006-2009.

Dr. Wright is currently a member of the Canadian Society for Brain, Behaviour and Cognition and a past member of the American Psychological Association and Animal Behavior Society.

Dr. Sonya Corbin Dwyer has research interests in transracial adoption, women problem gamblers, women graduate students, and psychiatric labels. To date Dr. Corbin Dwyer has published 24 peer reviewed articles, two books (including a children's book), two book chapters, 11 conference proceedings, and four book reviews, as well as authored and co-authored a number of conference presentations, unpublished research reports and non-refereed publications (including magazine and newsletter articles). She has been awarded over $400,000 in research grants from various sources (federal, provincial, and internal) as Primary Investigator and Co-investigator.

Since her appointment in 2006, Dr. Corbin Dwyer has taught six different courses (Introductory, Social, Personality, Psychotherapy, Independent Projects and Senior Seminar) and developed two courses (Psychology of Education, which will be offered for the first time in Winter 2010, and Psychology of Women). She has supervised seven Honours students, trained five research assistants, and served on numerous committees. She became the Chair of the Psychology Program in May 2009.

Dr. Corbin Dwyer is a Registered Psychologist and a member of the Canadian Psychological Association.

Dr. Jennifer Buckle has research interests in clinical psychology, specifically parental bereavement, grief, trauma, and problem gambling. To date, Dr. Buckle has published 4 peer-reviewed papers and is currently co-authoring a book to be published in 2010. She has 12 refereed conference presentations. Dr. Buckle has received two CIHR grants (with co-investigators), a Janeway Children's Hospital Foundation Grant, and three internal grants.

Since her appointment in 2005, Dr. Buckle has taught six different psychology courses (Introduction to Psychology 1000 and 1001, Abnormal, Developmental, Tests and Measurements, Systems of Psychology) and recently developed a new course, the Psychology of Death and Dying, to be offered in winter 2010. She has supervised seven honours students, was second reader to five honours students, and supervised five research assistants. Dr. Buckle has served on nine different committees.

Dr. Buckle is a Registered Psychologist and a member of the Canadian Psychological Association and the Association for Death Education and Counselling.

Dr. Peter Stewart completed his doctoral work at McMaster University with a specialization in cognitive neuroscience. Specifically, he examined the neural correlates of performance monitoring and how the anterior cingulate cortex responds to different

types of errors. Currently he is still involved with performance monitoring research examining how it relates to peak performance/experience and the psychological construct of flow. Other recent research projects have examined stereotypes in Newfoundlanders, attentional aspects of video game play, and the effects of math anxiety on arithmetic performance.

Since being appointed in 2006, Dr. Stewart has taught 11 different credit courses in the areas of introductory psychology, cognition, social psychology, cognitive neuroscience (senior seminar), and research methods and design. He has supervised 5 honours students (4 of which have gone on to do post-graduate work) and 13 independent study students. He has served on 7 SWGC committees. He is currently the chair of the Sir Wilfred Grenfell College Research Ethics Board.

Ms. Kelly Warren has research interests in the areas of developmental psychology, cognition, and applied social psychology. More specifically, she is interested in children's capabilities as witnesses and in adult perception of child witnesses. In her most recent project she is assessing the influence that parents have on the memory of child witnesses. Currently, Ms. Warren has co-authored 3 articles in refereed journals, 1 book chapter, and 9 conference presentations.

Through 2 contractual positions and her recent appointment at Grenfell, Ms. Warren has taught 10 different credit courses (introductory, developmental, social, statistics, and senior seminar). She has supervised 3 honours students and has served on the Library planning committee.

Ms. Warren is currently a member of the American Psychology and Law society and a past member of the Canadian Psychological Association, the American Psychological Association, and the Canadian Criminal Justice and Corrections Society.

Dr. Daniel Stewart retired from Memorial University in 2006 but is back for a year teaching on a contractual basis. Dr. Stewart's career was largely in teaching although he performed some minor research projects and served in various administrative positions over his 31 years of tenure, including three years as Vice-Principal of Sir Wilfred Grenfell College. His scientific interests have focused on perceptual processes, neuroscience, and neurophilosophy.

Dr. Stewart explains his low research productivity:

> I have always believed that my time was better spent as a consumer of outstanding scientific research and thinking rather than as a producer of the mediocre variety. It is given to very few of us to be able to perform significant and original research; I cannot do it and I envy those colleagues who, evidently, can.

At the moment Dr. Stewart is occupied with his teaching responsibilities and in his spare time is soaking up the philosophy of Daniel Dennett.

Staff Award

Kelly Brown, Laboratory Instructor, was a 2005 recipient of the President's Award for Exemplary Service awarded to administrative staff members to recognize their commitment to service excellence within the university community. Ms. Brown was nominated by the Program based on her excellent instructional skills and personal skills in interacting with students.

Are the faculty appropriately engaged with relevant professional communities locally, regionally, and nationally?

Faculty are involved in professional organizations at all three levels. Information concerning the professional associations and activities of individual faculty members is available in their CVs in Appendix H.

Balance of teaching, research, and service

The most recent collective agreement between Memorial University and the Faculty Association specifies the following:

Article 3
DUTIES AND RESPONSIBILITIES OF FACULTY MEMBERS

3.01 All Faculty Members have certain duties and responsibilities which derive from their positions as teachers and scholars with academic freedom. The professional duties and responsibilities of Faculty Members shall be an appropriate combination of:

    (a)   undergraduate and graduate teaching;

    (b)   research, scholarship, and creative and professional activities;

    (c)   academic service, which may include the application of the Faculty Member's academic or professional competence or expertise in the community at large.

The pattern of these responsibilities may vary from time to time and from individual to individual. For the majority of Faculty Members, however, the principal duties will be in areas (a) and (b) above.

The collective agreement (Clause 3.07) further suggests that teaching and research shall constitute approximately equal proportions of a Faculty member's work. The

contribution of a faculty member in the academic service category shall be sufficient to ensure that collegial responsibilities can be carried out.

At SWGC teaching loads are high (6 courses per academic year is the norm) relative to most departments at Memorial (4 courses per year is the norm for Psychology, St. John's). Further, given far fewer faculty than St. John's, committee service at SWGC is relatively high. This combination of teaching and service demands makes it very challenging for SWGC faculty to produce a high level of scholarly output and to maintain a suitable balance and integration of teaching, research, and service.

The teaching and service demands, coupled with a minimum of research space and other resources (see Section E), should be considered in evaluating the level of scholarly output by faculty members at SWGC generally, including faculty members in the Psychology Program. Given these constraints, our faculty are striving to maintain an appropriate balance.

Section E. Administrative Support/Efficiency

The APR guidelines suggest the following questions be addressed:
Is the unit/program receiving appropriate direct resources and support from the University?

How adequate and effective are infrastructural resources and support (e.g., library, promotion and recruitment, media, space) for achieving program goals?

How effectively do the unit and its programs promote new initiatives, plans, collegial spirit, and active community involvement?

What major initiatives and improvements should faculty, professional staff, and administrators be taking to enhance the program or unit?

How well are administrative and professional support staff contributing to the academic and strategic goals of the unit/program?

Direct resources and support from the University

The issue of adequacy of resources has been previously discussed in Section B (pp. 25 – 28) and some recommendations were offered. This section provides additional discussion of the adequacy of the resources allocated to the Psychology Program of SWGC.

Table 13 presents a summary of the Psychology Program's expenditures for three fiscal periods covered by this review: 2002-2003, 2005-2006, and 2008-2009.

Table 13. Summary of Expenditures by the SWGC Psychology Program for three Fiscal Periods[23].

Fiscal Year	Total Salaries & Benefits	Total Expenditures	Photocopying and Printing	Residual Operating Expenses[24]	Total Transfers	Net Expenditures
2002-2003	$641 067	$4 408	$3 162	$1 246	$4 600	$650 075
2005-2006	$603 375	$5 444	$4 670	$ 774	$ 800	$609 619
2008-2009	$628 900	$6 918	$4 003	$2 915	$2 400	$638 218

Our expenditures and budgets[25] have not increased over the years despite inflation. The lack of Departmental funding, particularly in the area of operating funds, impacts many areas including:

- There are no Program funds available for guest speakers.
- There is minimal Program funding available to support Honours students' theses research.
- There is no Program funding to support students' travel to conferences[26]. There is no formal process to request student travel funds from other sources at SWGC.
- There is minimal Program funding available for equipment and other acquisitions.
- There is no Program seed funding to support grant development or pilot projects by faculty.

It is instructive to compare the funds allocated to Psychology to the College-wide expenditures. The 2005 SWGC Factbook provides the following financial information.

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[23] Actual expenditures. Source: Banner Financial System.
[24] Calculated as Total Expenditures minus photocopying and printing expenditures
[25] Like other departments, The SWGC Psychology Department has no real control over our budgets and expenditures. A budget is allocated to the Division of Social Science not to the individual departments. Although the Chair of Psychology can submit budget requests, the Head of the Division must approve any expenditure.
[26] The Psychology Department in St. John's does support student travel to conferences such as APICS from Departmental funds.

Table 14
Net Expenditures by Unit

	2004-05	2003-04	2002-03	2001-02
Academic Program	**7,495,430**	**7,174,552**	**6,443,249**	**6,319,361**
Arts	1,441,360	1,349,888	1,241,218	1,258,928
Fine Arts	1,740,622	1,648,038	1,398,855	1,323,201
Science	2,626,067	2,542,368	2,267,703	2,339,929
Social Science	1,687,381	1,634,258	1,535,473	1,397,303
Academic Support	**938,864**	**927,033**	**1,035,830**	**932,846**
Administration and Finance	**3,207,162**	**3,010,125**	**3,074,236**	**2,950,266**
Student Services	**465,667**	**478,116**	**457,367**	**384,074**
Total SWGC	**12,107,123**	**11,589,826**	**11,010,682**	**10,586,415**

Source: FRS (Financial Record System) Six Year Histories (2001-02)/Banner Finance (2002-03 to 2004-05)

A summary of the Psychology Program expenditures for 2005 is presented below[27]

TOTAL Salaries and Employee Benefits $603,375
TOTAL Expenditures 5,444
TOTAL Transfers 800

NET (expenditures) $609,619

The actual expenditures by Psychology for 2004 - 2005 totalled $609 619, of which $5 444 was for operating expenditures ($4 670 of that for photocopying). Thus, a meagre $774 was available for operating expenses other than photocopying.

In 2004 – 2005, the Psychology Program's total expenditures equalled 8% of the net expenditures by academic programs. The 2005 Factbook indicates that 106 students graduated that year, 19 of whom were Psychology majors[28]. Thus, in 2005 Psychology taught almost 10% of total enrolments (see Table 2), had nearly 20% of the declared majors at SWGC (see Table 4), and 20% of all graduates (see Table 7). However, Psychology was allocated only 8% of net expenditures for academic programs in that year[29].

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[27] Actual expenditures. Source: Banner Financial System.
[28] Psychology actually graduated 22 students that year or 20% (22/109)
[29] While it is difficult to compare across Units and Divisions, it is interesting that the total number of graduates from Fine Arts[29] in 2005 was 35 students (33%) and Fine Arts received 23% of the net expenditures for academic programs.

A similar analysis for other years yields a similar picture of disproportionate levels of (low) funding for the Psychology program relative to the number of students we teach and graduate.[30]

While we feel our students are thriving both in their undergraduate degree programs and after graduation, we feel we could provide more and better opportunities for students (particularly in the area of research and scholarship) with increased operating funds. As admission to graduate programs becomes even more competitive, we have a responsibility to help provide additional opportunities to our students, inside and outside of the classroom, so that they can compete with students from other institutions.

Recommendation 5. The level of funding allocated to Psychology should be increased, particularly for operating funds, to reflect the number of majors taught and the number of students graduated. Increased funding would support many needed Program activities that are not currently possible.

Infrastructure resources and support

Effective delivery of curriculum requires adequate resources including good library resources and computer facilities. The library has provided good support to the Psychology Program given its resources. Library staff also provides guest lectures describing search facilities to various classes.

Results from the student surveys related to library resources were fairly positive and included:

- 72% of graduates and 83% of undergraduates rated the quality of online resources for journals as good or very good (Q 18a)

- 50% of graduates and 39% of undergraduates rated the availability of journals in the library stacks as good or very good (Q 18b)

- 42% of graduates and 50% of undergraduates rated the availability of psychology books in the stacks as good or very good (Q 18c).

- 74% of graduates and 56% of undergraduates rated the interlibrary loan service as good or very good (Q 18d)

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[30] According to the Factbook, Psychology graduated 21% of the graduates in 2004 and 25% of the graduates in 2003. Banner records indicate that the operating expenditures were $3 664 ($3 287 for photocopying) and $4 408 ($3 202 for photocopying) respectively for those years.

- 77% of graduates and 79% of undergraduates rated (online) search facilities as good or very good (Q 18e)

Appendix G contains the Ferriss Hodgett Library Report for Psychology prepared by Louise McGillis, our librarian, in March 2009.

SWGC's computing infrastructure is also reasonably sound. Faculty members have access to high speed Internet in their offices. Most classrooms are equipped for Powerpoint presentations, video presentations and Internet access. The Demonstration Room has two computers for student use. With relation to Psychology, particularly important are the computer labs in which our research design and statistics labs are taught. These two rooms are well equipped and the computers have current versions of SPSS.

The survey results related to the availability (Q24) and quality (Q 25c) of computer facilities were:
- 78% of graduates and 93% of undergraduates rated the availability of software as good or very good (Q 24a)

- 73% of graduates and 78% of undergraduates rated the availability of computer facilities outside of class time as good or very good (Q 24b)

- 82% of graduates and 90% of undergraduates rated the quality of computer facilities for teaching statistics as good or very good (Q 25c)

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  The quality of classrooms for lectures and seminars were generally highly rated by both graduates and undergraduates (see Q 25a and 25b in the surveys appendices).

- The adequacy of student work space was rated as good or very good by 62% of graduates and by 63% of undergraduates.

Planning and promoting new initiatives

The Program has been very active in promoting new curricular and other initiatives during the period under review. Some examples are:

- The Psychology Program is constantly trying to improve our curriculum and we have recently received approval for three new undergraduate courses as part of our degree programs: the Psychology of Death and Dying, the Psychology of Women, and Contemporary Issues in the Psychology of Education.

- The Program established B. Sc. degrees (General and Honours) which we began offering in 2000.

- Dr. Leslie Cake has recently completed a feasibility study and developed a proposal for the establishment of an interdisciplinary Centre for the Study of Healthy Aging at SWGC[31]. Development of that initiative continues.

- While there has been much discussion of developing graduate programs at Grenfell and there is interest in the Psychology Program for such initiatives, we recognize that psychology graduate programs are not possible with the current number of faculty, space, and operating funds. (More discussion of this issue is in the following section.)

Members of the Program have also been very active in planning other initiatives as outlined in the next section.

Potential major initiatives and improvements to the program or unit

In response to Memorial's initiative to enhance SWGC's involvement in graduate programs, the Program has recently been exploring the possibility of adding a graduate degree to our offerings. Dr. Cake has prepared a report which discusses this issue and provides one possible model. That report is included as Appendix J. The model reflects the general research emphases of faculty, while taking infrastructural capacities and limitations into account. The report estimates that two additional faculty members and an appropriate increase in attendant resources (including space) would be the minimum required to develop a respectable, competitive degree. The report further suggests that new space might be available in the soon-to-be completed, long-term care facility on this campus. That report will require further consideration by the Program.

As a complement to the report on the Centre for Healthy Aging, Dr. Cake has also prepared a document[32] that reviews post-baccalaureate degree and certificate programs in aging and gerontology in Canada and explores the possibilities for establishing similar programs at Sir Wilfred Grenfell College. Either a Master's degree program or a post-baccalaureate certificate program could be possible. Such a program could attract a significant number of students with degrees in nursing, sociology, psychology, and others interested in public service.

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[31] A copy of the report on the Centre for the Study of Healthy Aging is available from the Office of the Principal or the Research Office.

[32] A copy of the report which is entitled "Opportunities for Post-Baccalaureate Degrees in Aging at Sir Wilfred Grenfell College" is available from the Office of the Principal.

Dr. Duffy has proposed a graduate degree program in counselling psychology (see Appendix K) as a response to the shortage of individuals trained in counselling in western Newfoundland. Like Dr. Cake's report, this program would require hiring additional faculty members and space for faculty, graduate students, and research and teaching.

Contributions of administrative and professional support staff

The Program is receiving excellent support from Sylvia Osmond, the secretary for the Division of Social Science secretary.

Our laboratory instructor Kelly Brown is excellent as recognized by her President's Award for Exemplary Service and by the survey and other feedback from students (both undergraduates and graduates). Ms. Brown participates in professional development activities. For example, she completed the Supervisory Skills Development Program during its first offering at SWGC (October 2007-Apil 2008). The Program consists of 14 modules taught over 7 months.

Ms. Brown has a substantial work load which includes:

- Organizing, preparing, and teaching the laboratories in the three research design and statistical analysis courses. This includes annual revision of student manuals for each course.

- Marking the laboratory exercises and providing extensive feedback to students on their laboratory reports. Typically, the lab component is worth 30% of a student's final mark.

- Extensive academic advising of Psychology majors.

Prior to becoming a lab instructor, as an instructional assistant, Ms. Brown was able to perform a variety of miscellaneous tasks in support of the functioning of the Program. She still performs a number of other functions such as entering final grades, supervising statistics tutors, and supervising a summer CSJ/SWASP student.

Prior to Ms. Brown becoming classified as a lab instructor, Psychology had an instructional assistant. Other academic units that teach and graduate far fewer students than Psychology have significantly more support staff (see Table 8).

Recommendation 6. In addition to keeping our lab instructor position, the position of Instructional Assistant in Psychology be re-established to assist with Program needs including tutoring of students, providing academic advice to students, and providing other support to teaching faculty.

What major initiatives and improvements should faculty, professional staff, and administrators be taking to enhance the program or unit?

The self-study process has provided us with another opportunity for self-reflection. Several suggestions and recommendations related to enhancing the Program have been previously discussed in this report. Most of these recommendations will require additional resources and administrative support.

It is important to note that during our conversations about future directions for the program, faculty have expressed support for the current general focus of the undergraduate degree programs we offer. This is based primarily on students' feedback, both formally and informally, as well as their career paths after graduating from our programs.

We agree that we would like to strengthen our approach by improving the courses we already offer while preserving faculty representation in the diversity of the topics offered in these courses. We have been discussing the tensions between the expectations of teaching and research in an institution with a longstanding mandate of excellence in teaching within a broader university environment that emphasizes scholarship. We recognize that graduate teaching occurs within a research context so the research/teaching dynamic of SWGC needs to be reconciled before graduate programs are developed. Reconciliation needs to include explicit research support in terms of research space and time for research. With the present teaching load of six courses per year, it is very difficult for faculty members to devote adequate time to developing their research agendas without significant work overload.

Section F: Cost Effectiveness

The APR guidelines suggest the following questions be addressed:

How appropriate are the student/faculty ratios in comparison to those in similar programs elsewhere?

How do the program's costs and ratios relate to the costs of other comparable programs at Memorial and elsewhere?

If applicable, what support is the unit generating from external sources, including an appropriate share of indirect cost recovery?

How effectively does the unit deploy its resources?

Student/faculty ratios and costs in comparison to other programs

An internet search[33] reveals that SWGC's Psychology Program with six full-time faculty members and one lab instructor *appears to be the smallest degree-granting Program in Canada*. The next closest is Nipissing University with 8 full-time faculty members and 1 laboratory instructor.

Enrollments in all Psychology courses over the period under review were presented in Table 1 and a summary is reproduced below (Table 15) along with student to faculty ratios (S/F ratio).

Table 15. Student to Faculty Ratios for the Psychology Program at SWGC

	1999-2000	2000 - 2001	2001 - 2002	2002 - 2003	2003 - 2004	2004 - 2005	2005 - 2006	2006 - 2007	2007 - 2008	2008 - 2009
Total Psych. Enrolments	1207	1309	1165	1137	1142	1093	1054	1002	916	912
S/F Ratio	201	218	194	190	190	182	175	167	153	152

Assuming six full-time faculty members, the student/faculty ratios are calculated in the bottom row by dividing total Psychology enrolments by 6. On average, for the period under review, the student/faculty ratio for Psychology is 182 students taught per faculty member. Although we have no direct comparative data, the Program believes that we may have the highest student/faculty ratio of all units at SWGC.

The Psychology programs' costs have been addressed above and elsewhere in this document (see Direct resources and support from the University in Section E). To review, our available monies are minimal.

We have no data on the student/faculty ratios or costs of other units at SWGC or elsewhere in Memorial University, but it would appear we are deploying our limited resources very effectively.

Support from external sources

Faculty summaries (in the section *Faculty Productivity*) and detailed curriculum vitae of individual faculty members present information on support from external granting agencies and contracts.

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[33] Source: Canadian Psychology Association's listing of Departments of Psychology at Canadian Universities (http://www.cpa.ca/students/canadianuniversities/?

Summary and Conclusion

The Psychology Program at SWGC appears to be thriving. The Program possibly has the highest student/faculty ratios of any Unit at the College. The Program has more majors and graduates more students than any other Unit at the College. Survey results from graduates and undergraduates indicate that students are generally pleased with their programs. The course evaluation questionnaire results also indicate above average levels of satisfaction with our teaching relative to the Division of Social Science, and to the College and Memorial University as a whole. A high proportion of our graduating students go on to post-baccalaureate work including Master's and Ph.D. programs. Many of our students have found employment in psychology-related fields.

Psychology's faculty members are obtaining funding and publishing at a satisfactory rate despite of our teaching loads and space limitations. The Program and our students contribute extensively to SWGC activities including committee service and governance. We have also served on University-wide committees. The Program is doing exceptionally well in terms of community involvement and activities.

All of this has been achieved with six faculty members, one laboratory instructor and very modest resources. We have opined that the resources are too modest and we have attempted to document the need for more resources along with other recommendations. We conclude this document by reiterating those recommendations:

The Program should be increased to seven full-time faculty members

The space available to the Psychology Program should be expanded immediately.

Equipment needed for teaching and research should be upgraded

The Program should explore means for increasing opportunities for students to engage in research

The level of funding allocated to Psychology should be increased, particularly for operating funds, to reflect the number of majors taught and the number of students graduated. Increased funding would support many needed Program activities that are not currently possible

The position of Instructional Assistant in Psychology be re-established to assist with Program needs including tutoring of students, providing academic advice to students, and providing other support to teaching faculty

We thank you for your attention.