

Cyclical Program Review of Psychology One Year Progress Report on Implementation Plan

At the conclusion of the cyclical program review, a final assessment report and implementation plan was agreed by the Vice-Provost (Teaching and Learning), Dean, Faculty of Arts and Science, and Vice-Provost and Dean, School of Graduate Studies. These deans are responsible for monitoring the implementation plan.

Please complete the table below to report on progress made in the past year against the implementation plan. Add further explanation if necessary in the *additional notes* section. The table is to be completed by the program director and reviewed by the relevant deans/associate deans.

Please complete this report and return it to quqap@queensu.ca by October 12, 2018. The Vice-Provost (Teaching and Learning) will review this progress report and discuss with the Provost. Please note that monitoring reports will be made available to the public on the Provost's Office web site.

ONE YEAR FOLLOW UP

	Recommendation	Proposed Follow-up	Responsibility for Leading Follow-up	Timeline for Addressing Recommendation	Please indicate whether the implementation is on target and on time, and provide a brief description.
1.	Reviewers recommend that the Department reopen discussions with the BBCS group regarding the new animal care facility to address the significant alienation experienced by this group, the potential loss of external agency funding in the department, and the extreme dissatisfaction of graduate students in the area.	Continue working with Vice-Principal (Research) and School of Graduate Studies. Immediate implementation of safety protocols in Humphrey Hall facility.	Department Head in conjunction with Associate Dean, Arts and Science and Associate Dean, School of Graduate Studies.	Continued engagement until move to new biomedical research facility in June 2020. Immediate implementation of safety protocols in Humphrey Hall.	Implementation is on target. We are doing everything we can to expedite and facilitate moving Janet Menard's lab to Botterell Hall. The Dean has committed funds to renovate this space. And, space has been found in the Psychology Department for the other affected faculty members who have chosen not to move.
2.	Reviewers recommend faculty be supported through the provision of guarantees for new positions both in the near future and in the long term.	Continue to lobby Dean for positions. Continue to apply for QNS positions.	Department Head.	Ongoing.	Implementation is on target and on time. In addition to the six new faculty who started in July 2018 (including 1 QNS and 1 Canada150 Chair) we advertised for 2 positions this Fall in Cognitive Neuroscience. We also applied for 2

					positions, 1 in Cognitive Neuroscience (open rank) and 1 in Developmental Psychology.
3.	Reviewers recommend that the Department access funds for the renovation of classrooms to enable them to use technologically sophisticated teaching aids.	Continue to work with PPS and Campus Planning	Department Head.	Ongoing.	Implementation is on target. This year we upgraded two meeting rooms in Humphrey Hall with enhanced technology that facilitates video conferencing for meetings and student defenses. At the Department retreat in May we discussed using some of our budget surplus to renovate dedicated classrooms on the 4 th floor of Humphrey Hall.
4.	Reviewers recommend that class sizes in labs and upper year seminars do not climb so high that the student experience is adversely affected.	Continue to focus on course design including instructional strategies to provide a rich student learning experience. Continue to evaluate optimal class size from an evidence-based perspective.	Department Head.	Ongoing.	Implementation is on target. With the 6 new hires (and 2 additional hires starting in July 2019) we have the capacity to provide more upper-year labs and seminars. In 2018-2019 we have added 4 new 300- or 400-level courses, thus accommodating an additional 200 students and providing students with more choice.

5.	Reviewers recommend that the Department integrate adjunct and cross-appointed staff into planning discussions.	Continue to invite adjuncts and cross-appointments to departmental meetings. Add cross-appointees to mailing list. Actively recruit adjunct members to sit on Department Committee.	Department Head.	Ongoing.	Implementation is on target. We have adjunct members as representatives on the Department Committee and Clinical Program committees. We have added cross-appointees and adjuncts to relevant list serves in the department.
6.	Reviewers recommend that the Department identify additional funds to support international students.	Explore feasibility of creating three departmentally funded International Tuition Awards (ITAs). Explore external funding opportunities with Advancement.	Department Head in conjunction with Associate Dean, Arts and Science.	Ongoing.	At the faculty retreat we voted to dedicate department funds to supporting one new international student per year. We implemented this change in the 2018-2019 year. We are currently pursuing other avenues for adding two additional ITAs to this one.
7.	Reviewers suggest that the Department continue to review graduate course learning objectives.	Continue annual review of DLEs and Learning Outcomes as required by School of Graduate Studies.	Department Head and Graduate Chair.	Ongoing.	Implementation is on target. The graduate Chair and Department Head are reviewing learning objectives from faculty syllabi for each graduate course.

8.	Reviewers recommend adding a graduate course on qualitative research and exploring ways in which graduate courses for the BBCS group can be added.	Explore availability of graduate courses on qualitative research offered outside the unit before initiating discussion about the feasibility of a new in-house course on qualitative research.	Department Head, in conjunction with Associate Dean, Arts and Science and Associate Dean, School of Graduate Studies.	Decision to be made in Winter term 2018.	Implementation is on target. This year we have two new hires in the BBCS program, which will increase and enhance our course offerings. We have advertised for two positions in BBCS to start July 2019 so we expect course offerings to increase even further next year. In terms of a qualitative research course, there are already such courses offered in Sociology and the Business School. There is already a great deal of integration between our unit and these units and, thus, we will encourage interested students to take these courses.
9.	Reviewers recommend that the Psychology Clinic be highlighted in terms of the University's contribution to the community.	Continue to liaise with community service providers. Ensure that community services and relevant stakeholders are aware of the work of the Psychology Clinic.	Department Head.	Ongoing.	Implementation is on target. The Department Head and Clinic Director met with the Dean in September 2018 to highlight the Clinic. The Dean was provided with written material and reports and we discussed how the University could better support the Clinic. The Clinic Director will continue to follow up with the Dean and the Office of Advancement. The Clinic Director has also applied for grants from community sources to further advertise its reach to relevant community stakeholders.
10.	Reviewers recommend that the Department re-examine procedures by which the subject pool	Continue review of the PSYC 100 Subject Pool and	Department Head.	Implement changes by December 2017.	Implementation is on target and on time. A Subject Pool committee was struck in Winter 2017, which developed procedures for strengthening the ability of the PSYC100

	can support research in different areas of the Department.	the second-year level courses.			subject pool to support research, and to add a 200-level subject pool. This committee provided a detailed report at our May retreat in which they noted that they had met all of their stated goals: 1. Augmented the pool to incorporate 200-level courses (this has led to a 70% increase in capacity of the pool); 2. Clarify compensation for research; 3. Implement an alternative assignment; and 4. Clarify and monitor pedagogical benefits to students through exit surveys.
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