

## **UCC Program Review Committee Summary of Review**

**Program:** Psychology

**Date of last review:** AY 2014-2015

**Date of this review:** AY 2022-2023

The program offers the following degrees, minors, and certificates:

- Psychology Major B.S.
- Online Psychology B.S.
- Pre-Physical Therapy B.S.
- Psychology Minor
- Psychological Science M.S.
- Clinical Psychology Ph.D.
- Experimental Psychology Ph.D.

**Recommendation:** This program is found to be viable.

See report for commendations, concerns, and recommendations.

The report was forwarded to the program director and college dean. Their responses are attached.

The Graduate Council's comments are included as well.

**Ohio University Curriculum Committee  
External/Internal Academic Program Review**

Department of Psychology

Carolyn J. Tompsett, External Reviewer, Professor and Department Chair, Department of  
Psychology, Bowling Green State University

Matthew Talbert, Associate Professor and Associate Director, School of Music

Fuh-Cherng Jeng, Professor, Communication Sciences and Disorders

October 10-11, 2022

The Department of Psychology underwent an external/internal program review on October 10<sup>th</sup> and 11<sup>th</sup>, 2022. The Academic Program Review committee was comprised of Carolyn J. Tompsett, External Reviewer, Professor and Department Chair, Department of Psychology, Bowling Green State University and two internal reviewers, Matthew Talbert (School of Music) and Fuh-Cherng Jeng (Communication Sciences and Disorders).

Following a brief summary, this report is divided into seven sections, directly organized as requested by the Ohio University Academic Program Review effort.

**Summary of Report:**

Reviewers were impressed with the overall quality of the program, and rated it as clearly “viable”. Strengths of the program include the dedication and commitment of faculty to their students, high research productivity and grant activity among faculty, department responsiveness to student needs, and the contributions of the department to R1 Status.

Areas of concern and recommendations focus on faculty and staff resources. The committee recognizes the ongoing university challenge of managing and forecasting future budgets, however the current faculty workload is not sustainable for the long term. In addition, the lack of staff dedicated to the Psychology department increases workload on faculty as they complete administrative tasks formerly completed by staff. For example, faculty are preparing their own grant application budgets, managing large amounts of confidential student data for program accreditation, and responding to all student inquiries. The committee recommends that staff support dedicated to Psychology be significantly increased, and that when possible additional tenure track faculty lines should be provided. It is also recognized that graduate student stipends are low compared to competing institutions, and that graduate students pay significant fees out of pocket. The committee recommends that the stipend allocation for graduate students be increased to the extent possible.

## **1. The program as a whole:**

**a. Is the current number and distribution of faculty sufficient to carry out the broad overall mission of the Department (Teaching; Research, Scholarship and Creative Activity; Service).**

For the reported number of undergraduate (approximately 710 psychology majors in the Athens campus, approximately 100 psychology majors in regional campuses, and approximately 188 students in the e-Campus program) and graduate students (currently 5 Master and 72 PhD students), there are currently 17 tenure-track and 5 instructional faculty. The current number of faculty is a bit low but seems manageable for the Department of Psychology as a whole.

**b. Is the level of the Department's RSCA appropriate for the program given the size of the faculty and the resources available to the Department? Is the Department's level of external funding at an appropriate level?**

The level of external funding is commendable, over \$14.6 million between 2015 and 2022. The amounts reported are certainly outstanding and all members of the department contribute to the overall success. However, the level of external funds indicates a significant decline in external grant funds from over \$2.5 million in 2015 to \$1.85 million in 2022. Such a declining trend is likely due to a significant drop in the number of tenure-track faculty from 22 in 2015 to 17 in 2022. It would be prudent to prevent such a decline trend from continuing by replacing the lost and retired tenure-track faculty.

For scientific publications between 2015 and 2022, the Department has published a total of 420 peer-reviewed journal articles, 9 books, and 76 book chapters, with a mean CiteScore of 23.4 and a mean h-index of 17.4. This is an outstanding accomplishment, given the decreased number of tenure-track faculty and their stretched efforts toward teaching and service.

**c. Is the level of service, outside of teaching, appropriate for the program given its size and the role that it plays in the University and broader communities it interacts with? Is the Department able to fulfill its service mission?**

Faculty are contributing to service activities at the Department, the college, and the university level. The Department has established several specific positions (e.g., dedicated coordinators for different aspects of the programs within the Department), which is indicative of a service-active department. Professional service is not only encouraged but rewarded during the annual evaluation process. The Department is also engaged in community service, including services provided by the Psychology and Social Work Clinic (PSWC) and contributions of research and other scholarly activities provided by the faculty.

**d. Does the Department have an appropriate level of financial resources, staff, physical facilities, library resources, and technology to fulfill its mission?**

The Department is located in Portal Hall, with two computer labs (Klare Lab with 31 computers and another lab with 4 computers). The Department operates the Psychology and Social Work

Clinic, which is housed in the basement of the building. The Clinic contains a waiting room, a records room, as well as individual and group therapy rooms. The Department also operates an Advising and Resource Center on the second floor, where students receive in-person advising services. All faculty, graduate students, staff, and post-doc, visiting faculty have an office space in Portal Hall, unless stationed in a satellite location (e.g., regional campuses). Lab room sizes are sufficient. Class sizes are increasing and pushing limits in terms of loads for teaching and service.

In 2020, all support staff (including 3 administrative specialists and 1 department administrator) were dismissed and replaced with only 1 centralized staff from their college. Because of the loss of staff members, faculty have been doing more administrative tasks. The faculty feels that workload has increased in managing items such as devising budget spreadsheets for grant applications and scheduling meeting events that were previously administered by the department staff. Administration of the graduate programs is largely managed by faculty, including collecting and organizing the substantial data required for accreditation of the Clinical doctoral program. The front desk of the Department Main Office is currently operated by work-study undergraduate student employees, who may not have enough knowledge and skills to process important requests nor to handle urgent situations.

## **2. Undergraduate Program:**

### **a. Is the Department fulfilling its service role, adequately preparing nonmajors for future coursework and/or satisfying the needs for general education?**

Yes, the department is fulfilling its service role and is satisfying the needs for general education across the university, though the decrease in course offerings has made a noticeable impact. Over the course of this most recent review period, the department has seen the number of students that enroll in psychology courses to fulfill their general education requirements decrease. This is likely due to the number of students enrolled in College Credit Plus courses, lower enrollments in the state of Ohio, and the creation of the e-Campus Psychology program. It should be noted, however, that the department has experienced decreased enrollment due to less supply. Quoting from the Psychology Self-Study, “That is, due to fewer faculty, fewer courses have been offered, leading to lower enrollments and fuller classes (e.g., in 2022, lecture courses were at 97% capacity) (p. 37). Even with these challenges, the department has done remarkably well ensuring the needs of the students and university are met through the general education curriculum.

### **b. Is the program attracting majors likely to succeed in the program? Is the number of majors appropriate for the program? Is the program attracting a diverse group of students?**

Psychology is a popular major, as it is across most colleges and universities (note: data on Psychology majors and national trends is available at [apa.org](https://www.apa.org)). The department reported 750 majors in Fall 2021, representing a 12.60% increase from Fall 2015. Retention of first-year students is high and increasing, suggesting that students attracted to the Psychology major are

likely to succeed. In the most recent year reported, the student-faculty ratio sharply increased, and is likely to continue to do so as headcount increases and faculty size decreases; while the number of majors is currently appropriate for the program, if faculty are not replaced as they retire it will be difficult to continue serving students appropriately. The majority of majors are female, which is consistent with national trends. Athens-based majors have a lower representation of racial/ethnic minorities than national trends among young psychologists, but it is noted the self-study that in recent years the eCampus majors have become far more ethnically diverse. As the field of Psychology is increasing attention and priority to developing a more diverse workforce, efforts to recruit and retain diverse undergraduate majors is becoming more of a focus.

**c. Does the undergraduate curriculum provide majors with an adequate background to pursue discipline-related careers or graduate work following graduation?**

The undergraduate curriculum provides a strong background for both a wide variety of careers as well as further graduate study. Learning outcomes are based on the American Psychological Association (APA) Guidelines for the Undergraduate Psychology Major, and the self-study describes specific assessment tools with associated results for most outcomes. The core Psychology requirements provide good exposure to broad topics across the field, and the requirement for additional psychology 3000-level electives allows students to develop a specific area of strength or focus. The PSY 2110 course is remarkable and unique. While all Psychology programs require a course in statistics, PSY 2110 does an outstanding job of integrating applications of statistics to real research questions in a coordinated progression from simple to complex concepts. Through this course, all Psychology majors are well-prepared in the fundamentals they need for graduate school as well as the foundation for critical scientific thinking in more advanced undergraduate courses. It is noted that in 2020 the department transitioned from a BA to a BS degree, which does not appear to have substantially affected the curriculum. The curriculum allows students to engage in research for credit, which is a critical requirement for graduate study. The department provides opportunities for students to learn about different research labs, after completing the foundational research courses, and undergraduate students have been able to work with faculty and graduate students on projects that are presented at national conferences. Finally, including the opportunity for students to earn course credit while engaging in human service work provides further preparation for both human service-oriented careers as well as graduate study.

**d. Are the resources and the number of and distribution of faculty sufficient to support the undergraduate program?**

The decrease in student enrollments in general education courses listed above contrasts with the increasing number of Psychology majors. The need to replace retired faculty and lost faculty lines continues to be highlighted in order to meet the needs of the department. In 2021, 710 undergraduate students declared Psychology as their primary major, with a first-year student retention rate of 82%. This is a substantial increase from previous years, yet the number of faculty has been reduced. In the most recent report cycle, roughly 20% of the credit hours taught were by Graduate Teaching Assistants and Non-Ohio University faculty. The needs of the undergraduate program are being met despite the faculty challenges that exist. Although the

number and distribution of faculty appears low, the faculty are working to ensure the student experience remains high-quality. There is concern, however, about how long faculty can sustain their production under the current circumstances.

**e. Are pedagogical practices appropriate? Are program learning outcomes adequately assessed?**

Pedagogical practices are well-considered and appropriate. As noted above, program learning outcomes are aligned with the guidelines of the American Psychological Association and are clearly assessed. The self-study provides extensive detail on specific learning outcomes, and analysis of potential areas for growth.

**f. Are students able to move into discipline-related careers and/or pursue further academic work?**

Post-graduate data presented in the self-study indicate that the vast majority of graduates are either employed and/or pursuing further education. The department has a number of supports in place, some noted above in review of the curriculum, that prepare students for their future discipline-related careers and graduate study. Historically, the department has offered “Pathways to Graduate Study” and “Pathways to Careers” courses, as one-credit courses, but due to reductions in funding these are now offered only as independent studies. This is a real loss, as the field is very broad with a great number of possible careers and graduate programs, and students benefited from having a structured course to help them navigate their options. However, a great strength of the department is still present in the Advising and Resource Center. This center provides several workshops on applying for graduate school and finding careers, though this activity was reduced during COVID, as well as individual guidance for undergraduate majors. In addition, they host a detailed website with extensive resources for students considering a career in Psychology.

**3. Graduate Program:**

**a. Is the program attracting students likely to succeed in the program? Is the number of students appropriate for the program? Is the program attracting a diverse group of students?**

The department offers two Ph.D. programs, Clinical and Experimental. An M.S. program is also offered, but tends to have few students due to limited availability of faculty mentors. Both doctoral programs have high selection ratios, with far more applicants than acceptances. The number of students is appropriate for the programs, with 35 in the Clinical and 29 in the Experimental areas. It is noted that as faculty retire or resign, it will be critical to the graduate program that they be replaced with tenure track faculty. As each graduate student works closely with a faculty member in their area of research specialization, fluctuations in tenure-track faculty size will be matched by fluctuations in number of graduate students in the programs. The self-study particularly notes that recent resignations have effectively eliminated one specialty with the Experimental program, Industrial-Organizational, and that it is likely that future graduate classes will shrink accordingly. Graduate students are primarily female and White, which is consistent with national trends, though there are an increasing number of racial/ethnic minority students.

**b. Does the graduate curriculum provide an adequate background to pursue discipline-related careers following graduation?**

Both Ph.D. programs follow structured curricula that provide a strong background for a variety of discipline-related careers. The Clinical program adheres to the scientist-practitioner model of training, which prepares graduates for careers in both research/academe as well as applied clinical practice. The Clinical curriculum follows the APA requirements for areas of discipline-specific knowledge, outlining the courses that meet each area requirement as well as corresponding tools for assessment of learning outcomes. The continuing accreditation of this program is a reflection of the success of this curriculum. Students within the Clinical area can choose to specialize in child or health areas, or to maintain a more broad adult clinical focus.

The Experimental program curriculum focuses on preparing students for research-focused careers, with a series of foundational courses followed by specialization in an area of interest corresponding to their career goals. The curriculum emphasizes engagement in research activity and dissemination of their own research. This curriculum provides a strong background for research-focused Psychology careers.

**c. Does the program provide adequate mentoring and advising to students to prepare them for discipline-related careers?**

Every graduate student has a primary research mentor, who is responsible for guiding their progress through research milestones. Student reports on a Faculty Mentor survey suggests that most students view their mentors as being supportive and helping them reach their goals. Students gave particularly high ratings to mentors for being available and responsive, which is a testament to the dedication of faculty to their graduate students. Overall, the evidence from the self-study indicates that graduate students receive adequate mentoring to prepare them for their discipline-related careers.

**d. Are the resources and the number of and distribution of faculty sufficient to support the graduate program?**

At this time, the ratio of faculty to students is around 3.5 to 1. This is adequate to ensure that students receive quality research mentoring. As the overall number of faculty shrinks, the number of specializations that can be offered to graduate students is also reduced. For example, the I-O area of specialization is in jeopardy, and the adult Clinical track is conducting a faculty search that is absolutely necessary to maintain the area. It may become more difficult for the graduate programs to continue to attract the excellent applicants it currently enjoys, as applicants are often attracted to specific specializations that distinguish one institution's Psychology program from another's. It is also noted that the OU Psychology and Social Work clinic is based on insurance billing, but has only a part-time billing staff and a half-time director. Given the centrality of this clinic to the Clinical graduate program, and its role in meeting the mental health needs of the community, it is under-resourced.

**e. Does the program offer appropriate financial support to graduate students?**

While graduate students receive five years of funding, stipend rates are lower than most competing programs. The self-study notes that only four other institutions in Ohio have stipends that are at or lower than the rate offered by the Department. The reviewers also noted that

clinical students do not receive funding to support their clinical practice placements. These placements are required for accreditation, and all third- and fourth-year clinical students are expected to engage in clinical training activities 15-20 hours weekly at their placement. Due to the lack of funding, these students complete concurrent TA or RA positions, which likely slows their progress on their research and coursework. Finally, the self-study indicates that while the health care fee has recently been covered, students must pay for other fees out of pocket.

**f. Are program learning outcomes adequately assessed?**

Learning outcomes in the Clinical program are thoroughly assessed in line with APA accreditation requirements. The self-study notes that in recent years 100% of students have met learning outcomes. Learning outcomes in the Experimental program are also well-defined and outlined with adequate evaluation tools. The self-study notes similarly high rates of students meeting learning outcomes in the Experimental program.

**g. Are students able to move into discipline-related careers?**

The Clinical program boasts a 100% match rate for APA accredited internships in recent years, an important indicator of strong preparation for clinical careers. During the site visit, faculty were positive about their students' career placement. The program may wish to consider tracking career placement more formally, but between faculty report and strong evidence of attainment of appropriate learning outcomes, it appears that students are doing well at moving into discipline-related careers.

**h. For doctoral programs, questions related to D.III of**

<http://regents.ohio.gov/rgp/pdfs/RACGS%20Guidelines%20Approved%20102403.pdf>

Quality standards outlined by the Regents' Advisory Committee on Graduate Study were reviewed. A. Graduate program faculty meet all outlined criteria for professional achievement. B. Students are performing well on all metrics, including satisfaction, degree completion, and employment. C. The program is vital, has an updated curriculum, and has a collegial environment. D. The program is in high demand, and clearly meets local and occupational societal demands. E. Both within the department and with other disciplines, doctoral students are well-prepared for professional collaboration. F. The program attends to diversity in its students and faculty, and recently developed a dedicated diversity committee. G. Student learning outcome measures are clear, thorough, and well-documented. H. The self-study refers to previous reviews and changes made in response.

**4. Areas of concern.**

The committee has identified the following areas of concern:

1. Most of the faculty that the committee spoke with are teaching an overload, out of a lack of other options for course coverage options. While this speaks for their dedication to students, this is not a sustainable model.
2. The loss of Psychology support staff is keenly felt. This loss represents a cost in overall resources, as faculty employees holding Ph.D.'s with specialized expertise are spending significant time on tasks that could be handled by support staff. The committee recognizes that when staff were centralized to the College, the total staff available to serve the Psychology department decreased to a problematic level.



3. Graduate students are central to the Department, both as they teach many undergraduate courses and recitations, and as they support the research mission. However, the current level of graduate student stipends is not competitive, compared to other universities both in Ohio and at comparable levels of research productivity.
4. One minor concern is related to integration of diversity and inclusion in the undergraduate and graduate curricula. Psychology as a field has been more focused on diversity since the APA Apology to People of Color, and to keep up with this development the Department may need to introduce new courses and/or revise existing courses.

## **5. Recommendations.**

The committee recommends the following:

1. The committee understands the ongoing university challenge of managing and forecasting future budgets; however, it is apparent that the Psychology department cannot continue to sustain their current workload with the current faculty. The committee recommends approving searches for at least two tenure-track faculty to ease overload assignments, increase availability of graduate research mentors, and open more sections of undergraduate courses currently at 97%+ capacity.
2. Provide dedicated staff due to the large number of students served as well as to address needs unique to the Department of Psychology such as:
  - a. Managing data for accreditation, including confidential student information
  - b. Staffing clinic and billing
  - c. Responding to current and prospective student inquiries
3. Make student stipends competitive. Graduate students are provided with five years of stipend and tuition, though not fees, but only four out of 23 competing universities offer stipends at the same or lower levels. It is also noted that clinical graduate students are expected to complete clinical training, which is required for accreditation, for no compensation and thus take on TA assignments concurrently.
4. We support the formation of a new diversity committee within the Department. We encourage the committee, with the collaboration of faculty, to examine current curricula and to recommend updates to improve attention to diversity and inclusion. If possible, the committee may benefit from collaboration with related organizations on campus.

## **6. Commendations.**

The committee commends the Department for the following:

1. Faculty Dedication and Commitment: The committee was impressed with the high level of engagement and dedication of the faculty who essentially volunteer their time to assure positive student outcomes and productive research agendas. This level of commitment demonstrated by faculty is impressive and demonstrates the importance of the Department in the development of Ohio University.

2. The Department has a long tradition of excellence in RSCA. During the past seven years, the Department has successfully brought in \$14.6 million from external funding agents and has published a total of 420 scientific papers. Such accomplishments make the Department one of the top academic units at Ohio University.
3. Responsiveness to Student Needs: During the pandemic, the Department enhanced their platforms for virtual advising. During the recent years, the Department strengthened their Advising and Resources Center for in-person advising needs.
4. Contribution to R1 Status: The Department graduates PhD students in Social Sciences, which constitutes an important factor promoting Ohio University to a R1 status.

**7. Overall judgment: Is the program viable as a whole?**

The review committee found the undergraduate and graduate programs in the Department of Psychology to be **viable**, despite the areas of concerns as described above.



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November 8, 2022

To whom it may concern:

The department chairs are provided an opportunity to comment on the external/internal reviewers of the 7-year institutional reports. This is that comment.

Overall, the report was appropriately positive regarding the achievements of the Department of Psychology over the last seven years, while also highlighting its needs moving forward. However, there were a few details that would be good to clarify.

- In the section (1.a.) on faculty, the faculty listed only included the Athens-based faculty (17 tenure-track and 5 instructional faculty). The department also includes 5 tenure-track faculty in our regional campuses.
- Critically, this section ended on the note that the current number of faculty was “a bit low but seems manageable...” This summary characterization does not comport with subsequent statements in the report that the department cannot sustain itself on this number or even a few more faculty. That is, if the two searches currently underway this academic year (one for a tenure-track faculty and one for an instructional faculty) are successful, the number of faculty in the department will still not be sufficient to manage the mission of the department.
- In sections 1.d. and 6.3., I wanted to note that the Advising and Resource Center still provides services remotely as well as in-person. Given the growth in the online program, the goal is to add more graduate student personnel and train the group to help specifically with the needs of the online students.
- In the next paragraph the report noted that four staff were replaced by one centralized staff person. There are actually two centralized staff assigned to our department, but they are shared with other departments. Given that, one FTE staff person would seem a more accurate statement. Meanwhile, the department has had to hire a grants manager from its own funds (i.e., research incentive) to replace one of the lost staff persons. Still, the sentiment expressed in the report that a dedicated staff member is needed for the department is accurate.
- In section 2.c. the reviewers note that the transition from BA to BS did not substantially affect the curriculum. I wanted to note that this was because the curriculum was already science oriented.
- In section 3.a. The reviewers note that both doctoral programs had high selection ratios. I believe they meant to say low selection ratios. Low selection ratios reflect relatively few positions relative to applicants, which is the case for these programs. Low selection ratios represent an attractive program to applicants.
- In that same section the reviewers noted that as faculty retire or resign it is critical that they be replaced. However, given the much lower number of faculty (down 23% over last five years), and the fact that faculty planning to retire have already or will soon stop accepting new graduate students, new tenure-track faculty are needed well before the retirements occur.

That is, the department no longer has the buffer needed to handle normal transitions of faculty.

- In that same section the reviewers mentioned the state of the Industrial-Organizational (I-O) graduate program within the Experimental section. A point the external reviewer noted to me in the site visit is that I-O alumni tend to be the most generous to their departments. This is certainly true for our department, given we have an endowed chair and several funds supported by I-O donors. Moreover, the I-O program has historically had the lowest selection ratio among the Experimental programs. Thus, the effective loss of this program will be more substantial than implied even in the self-study.

Again, the report largely reflects the state of the Psychology Department and the many substantial achievements we have been able to make despite our dwindling resources. Moreover, it makes a strong case for adding resources going forward. We concur with this sentiment and then some.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeffrey B. Vancouver", with a long horizontal flourish extending to the right.

Jeffrey B. Vancouver, Professor  
Chair, Department of Psychology  
Byham Chair of I/O Psychology  
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November 23, 2022

Dear Members of the UCC Program Review Committee,

This is my response to the 2022 report submitted by the Program Review Committee for the programs associated with the Psychology Department programs. The review notes that the department has been quite successful in recruiting, retaining, and encouraging student success in both its Athens and OHIO Online programs at the undergraduate level and its graduate level programs as well. They applaud the dedication of the department faculty to their students, the research productivity of the department faculty, and the high level of grant activity among faculty. The department faculty and chair are to be commended for this success. The review committee's report also notes a few areas of concern including faculty and staff resources and graduate student stipends as well as a suggestion to focus on issues of diversity and inclusion.

#### **Faculty resources**

The department was approved to hire an additional tenure-track clinical faculty line and an instructional faculty line after a failed search last year. Both of these searches are currently underway. This should provide more faculty resources to meet current student demand. In addition, the One OHIO integration of RHE and Athens faculty and the collaborative approach to scheduling and meeting student needs is and will continue to be helpful in meeting student needs across campuses and modalities. We also expect that the full implementation and staffing of our professional academic and success advising team in the college Undergraduate Advising and Student Affairs office in combination with the additional resources of the Center for Academic, Career and Experiential Learning will allow faculty to redirect some efforts from academic advising to the already excellent student mentoring they engage in. We are mindful that continued growth in the major will require additional teaching support.

#### **Staff resources**

It is important to note that department has access to multiple College of Arts & Sciences support staff. As the department chair noted in his response, the department has a specific academic team contact and a specific finance team contact; while these assigned contacts may serve multiple departments, all academic and finance team members can and do support one another's work and can provide assistance to multiple departments. The department and its faculty also have access to additional shared staff across the college in the areas of human resources, information technology, and procurement. The college is developing plans for enhanced staff support for particular needs across sets of departments including psychology.

## **Graduate Student Stipends**

In the Spring of the 2022-2023 academic year, the college is undertaking a review of graduate student positions and stipends. Once we ascertain the number of positions our various departments require to support their undergraduate teaching needs, we will determine how we can adjust stipends in support of programs where the stipends are below institutions. We will be sure to include our colleagues in Psychology in these discussions.

## **Diversity and Inclusion**

The college and university are committed to issues of diversity, equity and inclusion and fully support the department and its revising or expanding their curriculum to address these issues. The new College of Arts & Sciences Committee on Inclusive Excellence aims to assist the college in enhancing diversity, equity and inclusion and connecting to such efforts across campus. We welcome the continuing participation of our colleagues in across the college and in the Psychology department in our ongoing discussions.

Thank you to the review committee for thoughtful report and to the department for its thorough conscientiousness self-study and commitment to the program review process.

A handwritten signature in black ink that reads "Sarah Poggione". The signature is written in a cursive, flowing style.

Sarah Poggione  
Interim Dean  
College of Arts & Sciences  
Ohio University

**From:** [Mather, Peter](#)  
**To:** [Such, Barbel](#)  
**Subject:** Graduate Council Program Review Report  
**Date:** Wednesday, January 25, 2023 1:34:41 PM  
**Attachments:** [Program Review Final - Jan202023.docx](#)

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Hi Barbel,

I'm attaching the Program Review committee report from the Graduate Council. The report was accepted as is. Please let me know if you need any additional information.

Best,

Pete

Peter C. Mather, PhD  
Professor, Department of Counseling and Higher Education  
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If you'd like to make an appointment, please book here:

<https://outlook.office365.com/owa/calendar/PeteMather@catmail.ohio.edu/bookings/>

## **Program Review Committee Report - January 20, 2023**

### **Psychology**

The PhD and MS programs were deemed viable. The report notes the selectivity and strengths of the department's PhD programs and mentions staffing limitations that shape the relatively small size of the master's program. The College response indicated that they are reviewing and addressing concerns raised in the review process (e.g., faculty resources and graduate student stipends).