MEMO

TO: Debasish Dutta, Provost
FROM: Mark J. T. Smith, Dean
DATE: March 25, 2016
SUBJECT: IU Proposals

The Purdue University Graduate Council met March 24, 2016, and considered the requests to have the I.U. Ph.D. degree program in Music Technology housed administratively in the Purdue School of Engineering and Technology, and the I.U. M.S. and Ph.D. degree programs in Applied Social and Organizational Psychology housed administratively in the IUPUI School of Science. I am pleased to inform you that the Council voted in favor of both requests.

Copy: Candiss Vibbert

MJTS/tlp

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Approval Recommended: Approved:

Debasish Dutta, Provost and Executive Mitchell E. Daniels, Jr., President
Vice President for Academic Affairs and Diversity

Date 3/28/16 Date 7/28/16
MEMORANDUM

Executive Summary of Upcoming Board Review or Action Item

DATE: March 28, 2016
TO: Board of Trustees
FROM: Mark Smith, Primary Contact, (765) 494-2604; mjts@purdue.edu
CC: Deba Dutta, Secondary Contact, (765) 494-6835; dutta@purdue.edu
SUBJECT: Ph.D. in Music Technology

Purpose: Check all that apply:
□ This item is recommended for discussion by the Board in executive session.
X This item is recommended for discussion by the Academic Affairs Committee at its meeting.
X This item will require a formal vote by the Academic Affairs Committee at its meeting.
X This item will require a formal vote by the Board in the Stated Meeting.
□ This item will be presented in a formal resolution for action at the Stated Meeting.

Attachments: No Attachments

Executive Summary: The substance of this IU degree proposal has been reviewed and approved by the Indiana University Board of Trustees. The degree will be housed in the Purdue College of Engineering and Technology at IUPUI. The placement of this degree in the Purdue School at IUPUI has been endorsed by Purdue’s Graduate Council and Provost Dutta.

Concluding thought: The placement of this degree in the Purdue College of Engineering and Technology has the support of Dean Russomanno and Chancellor Paydar at IUPUI. The degree proposal provides a technological background in Music and is distinctive from Fine Arts degrees. Please provide an endorsement for the administrative placement of this degree in the Purdue College of Engineering and Technology at IUPUI.
Program Description

Ph.D. in Music Technology To Be Offered by IUPUI at Indianapolis

1. Characteristics of the Program

a. Campus(es) Offering Program: Indianapolis
b. Scope of Delivery (Specific Sites or Statewide): IUPUI campus
c. Mode of Delivery (Classroom, Blended, or Online): Classroom
d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): None
e. Academic Unit(s) Offering Program: Department of Music and Arts Technology, College of Engineering and Technology, IUPUI

2. Rationale for the Program

a. Institutional Rationale (Alignment with Institutional Mission and Strengths)
The Ph.D. in Music Technology seeks to further from the mission of IUPUI by advancing the State of Indiana and the intellectual growth of its citizens through fostering new research and creative activity, teaching and learning, and civic engagement in the nascent field of Music Technology. This program broadens the range of Ph.D. degree programs offered at IUPUI, and will be the first Ph.D. program originating from a department of Technology at IUPUI. Music Technology was born through innovative collaborations and partnerships between musicians, computer scientists, engineers, mathematicians, and more, and this program embraces that approach, growing world-class graduates through collaborations, external partnerships, and a strong commitment to diversity.

b. State Rationale
In the State of Indiana the Ph.D. program will have a positive impact in several regards. The program will attract motivated and effective applicants from around the world to enhance IUPUI and the MAT department during their tenure.

Within Indiana the following schools have started new undergraduate programs in Music Technology, and related areas, over the last decade indicating regional growth and labor market need:
• IUPUI, B.S. in M.T.
• University of Saint Francis, B.S. and A.S. in M.T.
• University of Indianapolis, B.S. in M.T.
• Ball State, B.M. in M.T.
• IPFW, B.S. in M.T.
• IUS, B.A. in Music with an emphasis in Sound Engineering.
• Goshen College, B.M. in Business & Technology
• IUB, A.S. and B.S. in Recording Arts.

Further, graduates will serve to enhance Music Technology businesses in researching and developing new technologies to increase the effectiveness and competitiveness of Indiana companies. Leading examples of these companies, based in Indiana, capable of employing Ph.D.s in Music Technology are Klipsch, Auralex, and Conn-Selmer.

The highly interdisciplinary foundations of Music Technology indicate graduates of the Ph.D. program continuing in this tradition through entrepreneurial ventures and new business opportunities.
attractive economic climate of Indiana it is expected many of these innovative business developments will be based here.

c. Evidence of Labor Market Need

i. National, State, or Regional Need
Music technology is emerging internationally as an academic discipline and requires more qualified individuals to fill academic positions in support of new programs. In recent years, music technology degree programs have been proliferating throughout the country. Currently more than 60 collegiate institutions offer B.S., B.F.A., B.M., or B.A. degrees in music technology (Phillips, 2013), up from 40 a few years earlier (Phillips, 2009). Emphases in these programs include audio production, music engineering technology, music industry, commercial music, music education, and music composition. In Indiana four undergraduate music technology degrees have been established since 2005.

There is growing evidence in the job marketplace, particularly at collegiate level, for faculty with music technology backgrounds. Since Fall 2012, there have been at least 38 collegiate position announcements for faculty with expertise in music technology related fields (www.higheredjobs.com). Additionally, during the same period, the Chronicle of Higher Education and the College Music Society monthly newsletter listed the following universities with announcements for music technology positions: Capital University, Drexel University, Eastern Kentucky University, Georgia Institute of Technology, Indiana University, IUPUI, Montclair State University, Northeastern University, Sam Houston State University, State University of New York College at Purchase, Virginia Institute of Technology, University of Alabama at Birmingham, University of California, Santa Cruz, University of Louisiana at Lafayette, University of New Orleans, University of Northern Colorado, University of Southern California, University of Virginia

ii. Preparation for Graduate Programs or Other Benefits
N/A this is a terminal degree program.

iii. Summary of Indiana DWD and/or U.S. Department of Labor Data
The U.S. Bureau of Labor Statistics projects a 19% growth in academic job positions, across all fields, from 2012 to 2022. Without providing data specific to Music Technology, the emergent nature of the field indicates growth at or above the average. This coupled with small number of current Ph.Ds. specialized for the field show a favorable job market for graduates.

iv. National, State, or Regional Studies
Music technology is emerging internationally as an academic discipline and requires more qualified individuals to fill academic positions in support of new programs. In recent years, music technology degree programs have been proliferating throughout the country. As of 2013 more than 60 collegiate institutions offer B.S., B.F.A., B.M., or B.A. degrees in music technology (Phillips, 2013), up from 40 a few years earlier (Phillips, 2009). Emphases in these programs include audio production, music engineering technology, music industry, commercial music, music education, and music composition. In Indiana four undergraduate music technology degrees have been established since 2005.

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Capital University, Drexel University, Eastern Kentucky University, Georgia Institute of Technology, Indiana University, IUPUI, Montclair State University, Northeastern University, Sam Houston State
University, State University of New York College at Purchase, Virginia Institute of Technology,
University of Alabama at Birmingham, University of California Santa Cruz, University of Louisiana at
Lafayette, University of New Orleans, University of Northern Colorado, University of Southern
California, University of Virginia

v. Surveys of Employers or Students and Analyses of Job Postings
This degree program is positioned to prepare researchers for academic and industry jobs. The growth in
Music Technology degree offerings across the country (Phillips 2009, 2013) is a strong indicator of
market need and employment opportunity.

Music Production, a sub-field of Music Technology, saw an increase of 31% employed individuals
between 2006 and 2010, resulting in 167,320 jobs nationally (educationnews.org). The growth for all
surveyed careers during that time period was 1% nationally. This increase is fueling an immense growth
in associate and bachelor’s degrees awarded (a 514% increase nationally over the same 4 years), resulting
in job position openings for Ph.D. graduates.

vi. Letters of Support (see Appendix 5)
David Russomanno (Dean of the IUPUI Purdue School of Engineering and Technology) wrote a letter of
support articulating the alignment of this program with the IUPUI Strategic Plan, the unique niche this
program fills nationally, its potential for distinction, and a statement of financial support.

Eric T. Smith, President of Auralex Acoustics Inc., wrote supporting the advancement of Music
Technology research in Indiana this program would produce and the potential impact through
entrepreneurial businesses arising from program graduates.

Susan Williams, an instructor at colleges in NJ and a graduate of the MAT Master’s in Music Technology
program, wrote speaking to interest in pursuing a Ph.D. in Music Technology to further her career in
academia.

Josh Emanuel, an instructor at the Crane School of Music at SUNY Potsdam, wrote a letter voicing
interest in applying to this Ph.D. program to focus on research and career advancement in academia.

C. Graham Spice, a faculty member at Washington & Lee University, wrote a letter speaking to interest in
applying to this Ph.D. program to further his research in Music Technology.

3. Cost of and Support for the Program

a. Costs

i. Faculty and Staff
Initially, we will offer the program with existing full-time faculty members. If the new Ph.D. degree
program meets its graduation and enrollment goals (2 graduates and overall enrollment of 5 students)
within the first four years, and maintains or exceeds its 2013-2014 academic year credit hour
production, one new tenure-track faculty line will be requested with expertise in an area that augments
and extends the strengths of current faculty and the department. Expertise in grant writing will be
essential. This person will teach in the MAT graduate program and attract and support high quality
Ph.D. students as research assistants.

Currently the department of MAT contains eight faculty with expertise to teach courses in support of
the Ph.D. (see Ph.D. Program Faculty and Administrators, above.) Interdisciplinary faculty may
participate or be contracted to participate in the program, based on individual students’ needs. Current department staff are adequate to negotiate the demands of the doctoral program.

An appropriate level of travel, recruiting, and “supplies and equipment” would be associated with the new degree as well, as indicated in the following tables.

Budget tables may be found in Appendix B.

iii. Facilities
Initially, this new degree will be able to use existing resources; additional facilities may be needed as the program grows, but those needs will be relatively modest. The Purdue School of Engineering and Technology and the University Information Technology Services already provide many of the technical resources that students and faculty members will need. In addition, the Music and Arts Technology Department is reassessing and equipping current classroom spaces to better support the growing instructional needs of the department and this degree program.

iii. Other Capital Costs (e.g., Equipment)
None

b. Support
The MAT department’s ultimate goal is to sponsor 1 Ph.D. student for each research-intensive faculty member. As research and creative activity grows, it is anticipated that research-intensive faculty would aspire to have additional Ph.D. students. It is expected that additional funding for Ph.D. students would come from external sources, including, but not limited to, grants and contracts, philanthropic support, and other revenue generation streams. Moreover, it is anticipated that some Ph.D. students will not receive departmental or other means of School-sponsored support. Highly qualified graduate students with research interests aligned with faculty may qualify for GA positions that provide tuition, healthcare, and a competitive stipend. Initial support for students is described below:

Existing E&T and MAT Sources of Support
The following mechanisms currently exist as sources of support for MAT Ph.D. students:
1) The School of Engineering and Technology provides $4,000 per semester ($8,000 per year) in support for new, non-resident full-time graduate students in their first year of study.
2) The School pays the non-resident portion of the instructional fees (tuition) for all full-time GAs (20 hour appointment as Teaching Assistants or Research Assistants, or combination thereof) who are funded by any departmental means, including base budget, cash, external grants, etc.
3) The Department of MAT currently maintains an annual base budget of $76,000 to support graduate students.

Program Startup Support
Upon approval of the new Ph.D. program, it will benefit from the following sources of one-time program startup support. It is expected that the MAT department will sustain the startup support through revenue growth and reallocation.

School of Engineering and Technology Support
The School of Engineering and Technology has committed to provide full funding (cash support) for one MAT Ph.D. student for four years. This funding includes full tuition remission, mandatory health insurance, and University-specified minimum stipend for a 20-hour assistantship ($925.20 per month for 10-months as of the proposal submission date). The MAT department may elect to augment the stipend.

Graduate School Sources of Support
Funds are available from the Graduate School, providing a fellowship for one student for one year to each new Ph.D. program (actual amount is based on available Graduate School funds and number of new
Ph.D. programs in the year of commencement). After the initial cohort of students finish their first year, the department would be eligible to participate in the campus block grant application, thereby potentially securing additional funds to support Ph.D. students.

**MAT Credit Hour Growth**
The MAT department offers several service courses in addition to its courses for majors. Baseline undergraduate and graduate credit hour production within MAT for the 2013-2014 academic year is approximately 10,000 credit hours (excluding summer). Faculty members continue to develop service courses that are applicable to the new Common Core requirements for all students enrolled as undergraduates at IUPUI. Additionally, the growth of Bachelor’s degree (BSMT) seeking students as the program matures will provide additional revenue to support graduate students. The MAT department is committed to pursuing the growth of credit hour production as a means to support its graduate programs and this proposed Ph.D. program.

**Reallocated Sources of Support**
As qualified students are admitted into the program and assume teaching responsibilities, additional budget lines may be reallocated for student support (e.g., the use of adjuncts may diminish based on graduate students serving as departmental T.A.s).

**Special Fees above Baseline Tuition**
No special fees are attached for admission to this program.

### 4. Similar and Related Programs

#### a. List of Programs and Degrees Conferred

**Similar Programs at Other Institutions**
There are no doctoral programs in Music Technology in the state or region.

**Related Programs at the Proposing Institution**
There are no closely related Ph.D. programs in the IU system.

#### b. List of Similar Programs Outside Indiana
At a national level, there are two doctoral programs, at the Georgia Institute of Technology and New York University respectively. Georgia Tech’s doctoral students are engineers, while the projected student constituency for MAT would be musicians with music technology skills. NYU’s program has three strands (digital signal processing, film scoring and multimedia, and interactive music systems). Students from different backgrounds and qualifications would concentrate on one of these fields from the beginning of their course of study. By comparison, the MAT Ph.D. program would cover a common core of courses from which students could branch out to their respective areas of interest. Neither Georgia Tech’s nor NYU’s music programs are accredited by the National Association of Schools of Music.

### 5. Quality and Other Aspects of the Program

#### a. Credit Hours Required/Time To Completion
A total of 90 credit hours of graduate study are needed for this degree. The first 30 credit hours are required in order to earn a Masters, followed by 60 solely for the doctoral degree. Most students will enter the program with a Masters’ degree already completed leading to a 4 year time-to-completion expectancy.
b. Exceeding the Standard Expectation of Credit Hours
N/A.

c. Program Competencies or Learning Outcomes

- Integration of knowledge to conduct research and develop transformative new technologies in music and the arts,
- Develop a thorough understanding of current practices in designing, making, and managing music technology,
- Comprehension of research methodologies in music technology and their application to specific research problems.

d. Assessment

Examination Requirements:
The three major examinations that must be passed during the course of a Ph.D. program are the Qualifying Examination (QE), the Preliminary Examination, and the Final Examination. The purpose of the QE is to verify that students have mastered fundamental area-related topics in the student’s major and minor areas at the core course level. The purpose of the Preliminary Examination is to determine whether a student is adequately prepared to conceive and undertake a suitable research topic. The Preliminary Examination typically includes an oral presentation and a written thesis proposal. The purpose of the Final Examination or oral defense of the dissertation is to determine if the thesis research warrants granting the Ph.D. degree. Doctoral research must be original and merit publication in the scholarly literature.

Qualifying Examination
All students are required to take a common written Qualifying Examination, a day long closed-book exam offered once a year prior to the start of the Fall semester. The examination will be drafted by a departmental Examination Committee and will cover the core areas of music technology as outlined by the courses in the music technology core, including research methods, theory, and analysis. The QE will be essay-based, as is common with departmental level examinations for graduate music degree programs. An individualized component of the exam will focus on each student’s Minor area and its relationship to music technology. The student will develop, under the direction of his or her advisor, a description of the field of study and a bibliography to serve as the basis for the Minor area exam. The student’s graduate faculty advisor from the subject area will draft the Minor area topic questions in coordination with the Examination Committee.

The QE must be passed prior to the student's scheduling of the Preliminary Examination. Students entering with a Master's are encouraged to take the QE the first time it is offered after entry into the program (i.e. typically after the first year of study.) Students entering with Bachelors’ can take the QE after their second year of study. There is no limit on the number of attempts to pass the exam.

Students failing portions of the QE may be recommended remediation by their Academic Advisory Committee and/or the MAT Graduate Coordinator. This will typically take the form of passing a specific course with a grade of B or better, auditing a previously taken course and assembling evidence of comprehension, and/or retaking a part or all of the QE. Students are limited to one re-examination. All remediation activities must be completed prior to scheduling the Preliminary Examination.
Requirements for Doctoral Candidacy
Candidates for the Ph.D. in music technology shall demonstrate the following (through successfully completing the QE) as a prerequisite to qualifying for the degree (based on NASM accreditation standards):
1. Intellectual awareness and curiosity sufficient to predict continued growth and contribution to the discipline.
2. Significant advanced, professional-level accomplishment in both a musical and technical domain.
3. Knowledge of the techniques of music theory sufficient to perform advanced analysis.
4. Knowledge of representative literature and composers of each major period of music history.
5. Knowledge of general bibliographical resources in music.
6. Considerable depth of knowledge in some aspect of music, such as an historical period, an aspect of theory, performance practice, or compositional styles.
7. Sufficient writing and speaking skills to communicate clearly and effectively to members of the scholarly community and the wider community, and especially in teaching situations.
8. Research skills appropriate to the student’s specific focus within Music Technology, including expertise with appropriate methodologies and analysis tools.

Preliminary Examination
The Preliminary Examination is given to determine whether a student is adequately prepared to conceive and undertake a suitable research topic in the student's major and minor areas. Students may not schedule their Preliminary Examination until after they have passed the Qualifying Examination and submitted their final Plan of Study. The Preliminary Examination is primarily an oral examination associated with a written thesis proposal, but may include a written exam component at the discretion of the Doctoral Advisory Committee. Students must complete the Preliminary Examination at least two academic sessions (counting regular semesters and summer sessions), for which they are registered, before taking the Final Examination. The written dissertation proposal should be submitted to members of the Doctoral Advisory Committee at least two weeks before the examination.

During the Preliminary Examination, the student is expected to exhibit:
- A clear understanding of the research problem;
- An awareness of pertinent background literature and current efforts in the research area of interest;
- Some initial progress toward solving the research problem; and
- A plan to execute the remainder of the dissertation research.

Only two attempts to pass this examination will be allowed.

Dissertation proposal
A written narrative of original research must be approved by the Doctoral Advisory Committee in a public defense as described in the Graduate School Bulletin. Students enroll in each dissertation credit each semester after the dissertation topic is approved until the research has been completed.

f. Placement of Graduates
It is anticipated that the majority of the Ph.D. candidates will be employed in academia. Depending on the nature of their Ph.D. research graduates may find employment in academic units across a range of disciplines including, but not limited to, departments of music and arts technology, music, performing arts, fine and applied arts, computer science, and informatics.
g. Accreditation
The department of Music and Arts Technology has held accreditation from the National Association of Schools of Music (NASM) in 2011. There is no specific accreditation for Ph.D. programs in Music Technology.

6. Projected Headcount and FTE Enrollments and Degrees Conferred

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<tr>
<th>NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY</th>
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<tr>
<td>Institution/Location:</td>
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<tr>
<td>Indiana University-Purdue University Indianapolis</td>
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<td>Program:</td>
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<td>Ph.D. in Music Technology</td>
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<tr>
<td>Degree Completion Projection</td>
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Appendix 1: Sources


http://www.educationnews.org/career-index/music-production-schools/

Appendix 5: Letters of Support
MEMORANDUM

Executive Summary of Upcoming Board Review or Action Item

DATE: March 28, 2016
TO: Board of Trustees
FROM: Mark Smith, Primary Contact, (765) 494-2604; mjts@purdue.edu
CC: Deba Dutta, Secondary Contact, (765) 494-6835; dutta@purdue.edu
SUBJECT: M.S. and Ph.D. in Applied Social and Organizational Psychology

Purpose: Check all that apply:
□ This item is recommended for discussion by the Board in executive session.
X This item is recommended for discussion by the Academic Affairs Committee at its meeting.
X This item will require a formal vote by the Academic Affairs Committee at its meeting.
□ This item will require a formal vote by the Board in the Stated Meeting.
□ This item will be presented in a formal resolution for action at the Stated Meeting.

Attachments: No Attachments

Executive Summary: The substance of this IU degree proposal has been reviewed and approved by the Indiana University Board of Trustees. The degree will be housed in the Purdue College of Science in the department of Psychology at IUPUI. The placement of this degree in the Purdue School of Science at IUPUI has been endorsed by Purdue’s Graduate Council and Provost Dutta.

Concluding thought: The placement of this degree in the Purdue College of Science has been approved by Dean Simon Rhodes and Chancellor Paydar. Please approve the administrative placement of this degree in the Purdue College of Science at IUPUI.
Ph.D. in Applied Social and Organizational Psychology

Indiana University
School of Science
Department of Psychology
IUPUI Campus

M.S. and Ph.D. in Applied Social and Organizational Psychology
Program Proposal
INSTITUTION: Indiana University, Indianapolis (IUPUI)
SCHOOL: Science
DEPARTMENT: Psychology
DEGREE PROGRAM TITLE: Ph.D. in Applied Social and Organizational Psychology
FORM OF RECOGNITION TO BE AWARDED/DEGREE CODE: Master of Science and Doctor of Philosophy Degree
SUGGESTED CIP CODE: 42.2813
LOCATION OF PROGRAM/CAMPUS CODE: Indianapolis/IUPUI
PROJECTED DATE OF IMPLEMENTATION: Fall, 2016

Date Proposal was Approved by Institutional Board of Trustees:

Signature of Authorizing Institutional Officer

Date

Date Received by Commission for Higher Education

Commission Action (Date)
1. **Characteristics of the Program**

Title of Degree: Ph.D. in Applied Social and Organizational Psychology (ASOP) to be offered by Indiana University, IUPUI Campus, Indianapolis

The Degree includes a Master of Science in Applied Social and Organizational Psychology that is en passant to the Ph.D. program. The Degree also includes three new minors that may be completed by students in the ASOP program or other students pursuing IU doctoral degrees: Mixed Methods in Data Analytics for Social/Behavioral Sciences; Occupational Health Psychology; Legal Studies for Social/Behavioral Sciences.

Indiana University proposes a Master’s of Science and Ph.D. in Psychology: Applied Social and Organizational Psychology, offered on the campus of Indiana University-Purdue University Indianapolis (IUPUI) and administered by the Department of Psychology, School of Science

A. Campus Offering Program: IUPUI
B. Scope of Delivery: On campus at Indianapolis (IUPUI)
C. Mode of Delivery: Classroom
D. Other Delivery Aspects: Research practica; Students may obtain internships or practica with organizations in the central Indiana area, or in other national locations, but these aspects are not required elements of the program.

E. Academic Unit Offering Program: Psychology/School of Science
F. Form of Recognition to be Awarded: Master of Science in Psychology and Doctor of Philosophy in Psychology
G. Suggested CIP code: 42.2813
H. Projected Date of Implementation: Fall, 2016

2. **Rationale for the Program**

   a. **Institutional Rationale (Alignment with Institutional Mission and Strengths)**

The mission of the proposed doctoral program (which includes an M.S. degree) in Applied Social and Organizational Psychology is to equip students with a strong research foundation and the professional skills necessary to conduct research to understand individuals’ functioning

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1 Hereinafter the program will be referred to as a doctoral or Ph.D. program. The M.S. degree is an intermediate step to the Ph.D. and the program rationale and resources refer to both the M.S. and the Ph.D. program. Students will not be admitted to complete only the M.S. degree; however program components for the M.S. in Applied Social and Organizational Psychology are specified in a later section of this proposal. In addition, the Psychology Department currently has an approved M.S. degree in Industrial/Organizational Psychology (M.S. in I/O) offered by Purdue University on the IUPUI campus, which is a terminal degree with separate entrance requirements. The M.S. in I/O will continue to be offered.
within groups and organizations and/or to apply research findings to the solution of real-world societal and organizational problems. Industrial/Organizational Psychology, which is a core aspect of our program’s education and training goals, is the fastest growing occupation in the entire country (http://www.bls.gov/ooh/fastest-growing.htm). Furthermore, we aim to prepare our graduates for the unique challenges associated with today’s increasingly global and diverse workplace through the intentional infusion of diversity throughout our curriculum as well as an innovative concentration in Diversity Science. Diversity Science utilizes social science methods to examine the creation and maintenance of group differences as well as the consequences (e.g., psychological, organizational, societal) of those differences. Our proposed core curriculum integrates aspects of social and industrial/organizational psychology, including attitudes and social cognitive processes, staffing and development, and organizational issues at the micro, meso, and macro levels, with a heavy emphasis on quantitative methods and supervised research. Our vision is to be a leading research-focused, diversity-infused, translational doctoral training program that uniquely emphasizes social and organizational psychology in preparing students to contribute to the solution of societal and organizational problems in Indiana and beyond. We aspire to be the premier program in Diversity Science applied to organizations, answering a clarion call from the American Psychological Association (APA) to advance understanding of our increasingly diverse population and to foster skills for working effectively with individuals and groups from all backgrounds.

The proposed doctoral program is consistent with IUPUI’s mission, vision, and values. As Indiana’s urban research campus, IUPUI’s mission is “to advance the state of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement” (http://www.iupui.edu/about/vision-mission.html). Indeed, IUPUI’s Department of Psychology has historically emphasized research and its application for the betterment of society through its graduate programs, the most relevant of which for present purposes are the master’s programs in Industrial/Organizational (I/O) Psychology and in Applied Social Psychology. Both the Applied Social and I/O master’s programs emphasize evidence-based decision-making and the application of theory and methods from social and I/O psychology to the solution of problems plaguing the workplace and broader community. Additionally, both programs aim to serve the Central Indiana community by providing a convenient option for graduate training in these applied areas of psychology, with the hope that graduates would be in positions to “give back” through employment and civic engagement.

- **Historical Context**

The I/O Psychology master’s program (which admitted its first student in 1970) is thriving today and is nationally recognized as a top choice for I/O master’s programs by the Society of
Industrial and Organizational Psychology (SIOP) (Kraiger & Abalos, 2004). The program originally trained practitioners exclusively, primarily for positions in Human Resources. However, as the program grew, it transitioned to a research-intensive program that required students to complete a thesis. Over the past decade, students have co-authored over 125 scholarly products (publications, presentations), reflecting this increased research emphasis. The program, which admits 5-6 students a year, has longstanding community partners, including St. Vincent Hospital, Performance Assessment Network, and Eli Lilly, with students routinely interning and often transitioning to post-graduation employment in these organizations. Graduates hold senior positions in national and international organizations, including American Airlines, Bank of America, Hogan Assessments, and Xerox. The inaugural recipient of the John T. Hazer Distinguished Alumnus Award is CEO and Vice Chairman of Fifth Third Bank and an alumnus of the I/O program. The success of this program in particular provides a strong foundation for the proposed doctoral program.

Among the faculty associated with the extant I/O master’s program are individuals who have applied social psychology interests, training, and research track record (Ashburn-Nardo, Devine, Pietri & Stockdale). This core group of faculty revitalizes the spirit of the Applied Social Psychology master’s program that was designed to train students for work in human service organizations including non-profit groups and health services (Psychology Department Four-Year Plan, 1984). This program existed in the late 1970’s through mid-1990s. The strengths of traditionally trained and research-active I/O psychologists and applied social psychologists help us build on our successful I/O master’s program to develop this unique and synergistic research-focused doctoral program in Applied Social and Organizational Psychology.

● Goals and Purposes of Proposed Program

Students graduating with a Ph.D. in Applied Social and Organizational Psychology will be prepared for faculty positions in Industrial/Organizational Psychology, Applied Social Psychology, Diversity Science, Organizational Behavior, Human Resource Management or related sub-disciplines of Psychology or Management. In addition, they will be prepared for management or consulting positions in profit, not-for-profit, or governmental agencies as I/O psychologists, diversity managers or diversity consultants, training and development managers, organizational health consultants, statistics and research methods technicians, program evaluators, social policy developers, and organizational science researchers.

● Description of Proposed Program

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3 The Applied Social Psychology master’s program was discontinued in the late 1990s when primary faculty associated with the program retired.
The proposed Applied Social and Organizational Psychology program would build upon the historic strengths of the IUPUI Masters of Science in I/O psychology and in Applied Social psychology and offer a distinctive doctoral degree and Diversity Science concentration that, consistent with IUPUI’s mission, would promote “the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity” (http://www.iupui.edu/about/vision-mission.html). We will maintain the Department’s long-time commitment to both the application of psychological science and engagement with the community – hallmarks of IUPUI Psychology that set our programs apart from those at other state institutions. We aim to build upon these traditions by creating a doctoral program that uniquely marries these two major sub-disciplines of psychology and develops graduates with the ability to conduct independent research in academic and/or applied settings and to provide evidence-based consultation services in a variety of contexts (e.g., industry, government, community non-profit organizations).

As noted by the Psychology Department’s 2012 external review, we are well positioned to achieve these aims given our faculty’s scholarly expertise. More specifically, several of our extant core faculty (Ashburn-Nardo, Devine, Stockdale) investigate issues pertaining to applied social psychology (topics such as attitudes and social cognition, gender and intergroup relations, group dynamics), and others (Sliter, Williams) conduct research on organizational psychology topics (e.g., occupational health, performance management). Our recent faculty search yielded a scholar (Pietri) whose training and research expertise bridges applied social and organizational psychology (diversity training and education and related attitude change interventions) and adds depth to a core group of extant faculty with diversity science expertise (Ashburn-Nardo, Stockdale). Collectively, our work is guided by theory and research at the micro, meso, and macro levels of behavior in organizations. This multilevel approach further distinguishes our proposed program from other related programs in the state. Indeed, in their January 2013 report, the Psychology Department’s external reviewers specifically indicated that a doctoral program in Applied Social and Organizational Psychology would be unique in Indiana and among only a few such programs nationwide.

Our proposed program will initially offer one concentration for students of the ASOP program. This concentration will be in Diversity Science, which reflects the core faculty expertise in gender (Ashburn-Nardo, Pietri, Stockdale, Williams) and racial (Ashburn-Nardo, Pietri) organizational climate concerns, as well as workplace incivility (Sliter) and group dynamics (Devine) more generally. Specifically, in addition to foundational coursework in research methods and statistics, attitudes and social cognition, staffing and development, and organizational psychology, the Diversity Science concentration requires specialized coursework in Foundations of Diversity Science, Gender Issues in the Workplace, and Organizational Diversity and Intergroup Relations. This proposed Diversity Science concentration will uniquely prepare graduates not only for research careers conducting studies on topics such as stereotyping and prejudice, disparities, organizational diversity, and diversity training and education but also for more specialized applied careers as, for example, diversity officers in academia and industry.
Indeed, to our knowledge, this concentration would be one of only four such degrees or specializations nationally. As the program matures, we hope to develop additional concentrations for students in the ASOP program.

In addition to the required coursework and optional concentration, ASOP students must choose an IU minor. In cooperation with the Richard M. Fairbanks School of Public Health, the IU McKinney School of Law, and the departments of Mathematical Sciences (School of Science) and Sociology (School of Liberal Arts), we have developed three interdisciplinary minors for students in the ASOP program (but may be completed by students in other IU doctoral programs if desired). The first is **in Occupational Health Psychology** (OHP), an area with great potential for growth (see [http://www.apa.org/gradpsych/2008/11/postgrad.aspx](http://www.apa.org/gradpsych/2008/11/postgrad.aspx)) as well as for community partnership. Marion County (Indianapolis) is one of only eight counties chosen nationally by the Centers for Disease Control as a National Healthy Workplace Program Community ([http://www.cdc.gov/nationalhealthyworksite/communities/index.html](http://www.cdc.gov/nationalhealthyworksite/communities/index.html)). An OHP minor is consistent with IUPUI's vision of leadership in the health and life sciences (most recently manifested in the opening of the Richard M. Fairbanks School of Public Health). The OHP minor consists of courses in Psychology (PSY I-573 - Occupational Health Psychology), Public Health (PBHL A-633 - Occupational Safety & Health), and Sociology (SOC R-517 - Sociology of Work; R-525 - Gender and Work). In addition to these courses, students with interests in occupational health psychology could gain valuable research experience with faculty who have expertise in health-related topics (Sliter, workplace stress, interpersonal conflict; Stockdale, health outcomes of sexual harassment; and Ashburn-Nardo, health outcomes of discrimination and strategies for reducing health disparities).

Another minor is **Mixed Methods in Data Analytics for Social/Behavioral Sciences** (hereinafter Mixed Methods). This minor expands on students' training in statistics and research methods as part of the core requirements by exposing them to courses in qualitative research methods as well as advanced courses in statistics. The combination of qualitative and quantitative approaches to research and data analysis will provide students with enriched perspectives on research and advanced data analytic tools which may be used for variety of purposes related to the ASOP program, including the analysis of complex data sets with missing data, program evaluation, complex sampling and more. The statistical courses in this minor include PSY 60500 - Advanced Multivariate Statistics, Stat 52200 - Sampling and Survey Techniques, PBHL B-670 - Biostatistics Methods II - Categorical Data analysis and other approved statistics courses. The qualitative research methods in this course include PBHL S-615 - Culture and Qualitative Methods, SOC S-659 - Qualitative Methods in Sociology, SOC S - 652 Textual Analysis, SOC S-560 - Visual Sociological Methods and other approved qualitative research methods courses. In addition to these courses, students with interests in mixed methods research methods and data analysis will gain valuable exposure to faculty with interests in these areas including Dr. Pietri, who has a graduate minor in statistics; Dr. Stockdale, who has an extensive background in program evaluation; and several other faculty in the Psychology
Department who have interests in the advancement of knowledge and practice in research methods and analysis.

The third minor is **Legal Studies for Social/Behavioral Sciences** (hereinafter Legal Studies), which exposes students to legal issues that inform and are informed by social and organizational psychology. The minor consists of a seminar co-taught by two of the ASOP core faculty (Devine and Stockdale - PSY 1-575 - Psychology and Law), as well as several seminars in the Law School. To prepare for the law courses, students will take a two-credit course that introduces them to legal processes and methods (Law N - 836 Legal Process and Legal Methods), and then they can choose among the following courses: Law D/N-672 - Employment Law, Law D/N-653 - Discrimination in Employment; Law D/N-867 - Law & Social Change: The Civil Rights Movement; Law D/N 875 - Law & Poverty, Law D/N 685 - Race & the Law, Law D/N 826 - Sex Discrimination, and Law D/N 811 - Sexual Harassment Law. Furthermore students may broaden their exposure to law and psychology by working with faculty in the ASOP program with these interests (particularly Devine and Stockdale).

- **Alignment with Institutional Mission and Strategic Plans**

The proposed doctoral program squarely aligns with the IUPUI School of Science 2014-19 strategic plan (http://science.iupui.edu/sites/default/files/iupuisciencestrategicplan.pdf). Specifically the School’s vision involves state and national recognition for highest-quality science education, which our proposed program will provide with its foundation of research methods and statistics coursework and required student research engagement. Additionally, the School aims to become widely recognized for the highest-quality foundational and applied scientific research. Accordingly, our program will uniquely combine foundational social and organizational psychology theory with evidence-based scientific application for the solution of societal and organizational problems. Finally, the School of Science strives to provide a supportive environment to diverse faculty, staff, and students. Given our proposed program emphasis on diversity science, we will be well positioned to inform School recruitment, retention, and climate initiatives. For example, just as current I/O master’s students assist with School of Science staff performance reviews as part of a performance management course assignment, future Applied Social and Organizational Psychology doctoral students could assist with climate surveys and diversity training and education, as assessing and improving climate and culture within the School of Science are specific development goals in its strategic plan.

More specific objectives of the School of Science are innovation, education, engagement, development, and communication. For example, with regard to innovation, our extant I/O psychology faculty’s alignment with a doctoral program will serve both to increase research productivity and our competitiveness for external funding. Indeed, the 2012 Psychology Department external review specifically noted lack of access to research-active Ph.D. students as a challenge for our extant master’s program. Doctoral students will assist with faculty research as part of their training, and faculty will be better able to demonstrate to external funding sources
their ability to achieve research goals in a specified timeframe. In addition, with regard to education, the School of Science specifically aims to establish site-approved doctoral programs in each of its disciplines and to develop novel, innovative graduate programs. These goals clearly underscore the importance of approving and growing a distinctive doctoral program in Applied Social and Organizational Psychology.

The proposed program likewise is consistent with IUPUI’s strategic plan, completed in 2014 and titled “Our Commitment to Indiana and Beyond.” The ASOP program supports all three prongs of this plan: (a) Supporting the success of our students (specifically Goal 2: increasing capacity for graduate education); (b) Advancing the health and life science (especially Goal 5: as a life sciences program that provides advanced training and new research to address healthy workplaces and leadership development that will strengthen our health and life sciences mission); and (c) Contributing to the well-being of people in our city, region, state, and beyond (especially Goal 7: deepen our commitment to communication engagement and Goal 9: promote an inclusive campus climate, as our program will train students in the scientific methods to enrich an inclusive campus climate).

Moreover the ASOP program aligns directly with several of the key values articulated by this plan, most notably diversity. Clearly one of IUPUI’s strengths is its diversity. For the third consecutive year (2012-2014), IUPUI was recognized by INSIGHT into Diversity magazine with their Higher Education Excellence in Diversity award. Specifically, our campus was commended for improving minority enrollment and completion in our graduate programs and for initiatives such as the Multicultural Success Center and the Support for the Recruitment of Underrepresented Faculty fund (IUPUI Diversity Report, 2013). IUPUI was also recently named one of the 30 best colleges and universities that is not historically Black by Diverse: Issues in Higher Education (http://news.iupui.edu/releases/2014/09/heed-award-insight-into-diversity.shtml). However, as Chancellor Charles Bantz noted in his 2013 State of Diversity message, “Diversity and inclusion must remain a top priority in our Vision 2025 Strategic Plan and in our commitment to Indiana and beyond as an urban-serving university.” It is with that priority in mind that we propose the purposeful infusion of diversity throughout the curriculum of our proposed program. From personnel recruitment and selection, to training and performance appraisal, to compensation and climate, our program will uniquely emphasize the challenges and opportunities that diversity brings. Through careful curriculum planning and assessment, we strive to be, to our knowledge, the first Applied Social and Organizational Psychology doctoral program truly to infuse diversity throughout the proposed curriculum and to offer an optional concentration in Diversity Science.

In summary, the proposed doctoral program in Applied Social and Organizational Psychology has a solid rationale at the institutional level. It promises to help IUPUI and the School of Science achieve their vision and uphold their values in serving the State of Indiana and beyond.

- Population Served
The Ph.D. in Applied Social and Organizational Psychology has two audiences. The first audience consists of college seniors, including IUPUI seniors, who are graduating with a degree in Psychology or closely related field who are interested in acquiring advanced training in applied psychology for careers in academic institutions or in consulting, organizational development, human resource management research and related areas. A Bachelor’s degree in Psychology is preferred but we will consider applicants with degrees in similar areas. Of critical importance are courses in social science statistics and research methods. The second audience consists of students who have already earned a Master’s degree. If the coursework and research experiences in this master’s program are closely aligned with our curriculum, we will consider crediting students with some or all of their coursework, including a master’s thesis, if the ASOP faculty consider those courses and master’s thesis to be equivalent to those offered by the ASOP program.

We anticipate drawing on both a state and national population of students who seek advanced training related to applied social psychology or industrial/organizational psychology and who desire the cross-fertilization of these strong disciplines with specific emphasis on diversity science. Our current Master of Science in I/O psychology program draws students from Indiana, as well as from broader regions of the country and even international students. We expect the Ph.D. program to have a similar reach. We anticipate that the program will be particularly appealing to underrepresented minority women and men and to those who seek training for career opportunities in diversity-related organizational sciences.

Appendix 1: See links to Institutional Rational and Institution’s Strategic Plan for additional detail.

b. State Rationale

- Addressing Indiana Priorities: Reaching Higher, Achieving More

The proposed doctoral program in Applied Social and Organizational Psychology meets Indiana state higher education objectives (as described in the Indiana Commission for Higher Education’s Reaching Higher, Achieving More) in several key ways. First, our proposed program is mission-driven and will play a distinct but integrated role in the education of doctoral level students in the state. More specifically, the program, like other IUPUI doctoral programs in psychology, will emphasize the application of psychological science in the solution of important real-world problems. Our students will receive the highest quality training to conduct and apply psychology research that will help solve group, organizational, and societal issues. Although doctoral programs in social psychology (Indiana University, Purdue University), I/O psychology (Purdue University), and organizational behavior and human resource management (Indiana University, Purdue University) exist, the proposed program avoids duplication through its unique combination of applied social psychology and organizational psychology. That is, unlike other
programs, students will be required to take coursework in attitudes and social cognition (foundations of traditional social psychology) as well as in organizational psychology approached at the micro-, meso-, and macro-levels. No other program in the state offers this unique multi-disciplinary and multi-level approach. Traditional social psychology programs do not emphasize application and traditional organizational science programs tend to emphasize either micro- and meso-level psychological research or macro-level management. Our proposed program will combine these approaches for maximum student benefit and preparedness.

In a related vein, the proposed program is workforce-aligned with community partners, helping to ensure economic competitiveness for our graduates. Because our graduates will have broad-based training in applied social and organizational psychology across multiple levels of analysis, they will be in unique positions to conduct cutting-edge research and/or enter a variety of organizational settings prepared to develop effective, evidence-based solutions for whatever problems they face. Indeed, the extant I/O psychology master’s program has longstanding relationships with various local and state organizations. These relationships stand to grow with this new program as doctoral students are better prepared to offer professional consulting services than master’s level students who most often obtain entry-level positions in human resources. Moreover, one goal of the proposed program is to develop one or more signature centers that would partner with local and state organizations to address their needs and offer consultative services and, simultaneously, provide invaluable training experiences for students. Thus, the proposed doctoral program promises to provide great “return on investment” for the state of Indiana.

Finally, our proposed student-centered program recognizes the changing needs and demographics of students from Indiana and beyond. Indeed, the state, national, and international population from which we will recruit students is increasingly diverse, as is today’s workforce. Having a Diversity Science concentration (a Diversity Science minor for students in other Indiana University doctoral programs) will especially appeal to our changing population and prepare them for a more diverse Indiana (and US and global) workforce and society. However, students who choose not to complete a diversity science concentration formally will nonetheless be prepared through the program’s infusion of diversity subject matter throughout the curriculum. For example, students will learn the latest research and develop skills in core content areas such as selection, training, performance appraisal, compensation, leadership, organizational attitudes and climate, groups and teams, stress and occupational health. Further, in each core content area, they will learn about diversity issues such as adverse impact and disparities, as well as strategies for addressing these problems, such as organizational transformation, diversity training and prejudice reduction techniques. In short, through coursework and research experience, students will gain knowledge and professional skills to recognize and manage the challenges associated with increased diversity. This will give them a competitive edge in the job market that other doctoral programs in the state do not provide.
c. **Evidence of Labor Market Need** (note: subsections i – iv are synthesized and summarized below)

i. National, State, or Regional Need.
ii. Preparation for Graduate Programs or Other Benefits
iii. Summary of Indiana DWD and/or U.S Department of Labor Data
iv. National, State, or Regional Studies

Our doctoral program is designed to prepare graduates for careers in research, teaching, policy analysis, organizational consulting, diversity management, organizational health promotion, and related areas. Our program is situated in a unique nexus between Industrial/Organizational Psychology (I/O) and Applied Social Psychology. Each of these areas has high labor market need.

With regard to other benefits, recent evidence suggests that the time for creating a doctoral program in Applied Social and Organizational Psychology in the state of Indiana is now. Since the mid-2000s, the primary government funding agencies for psychological research, National Institutes of Health (NIH) and the National Science Foundation (NSF), have advocated for more translational research – research that bridges basic psychological research with practice. For example, Steven Breckler, then Executive Director for Science for the American Psychological Association, wrote in 2006 that translational research helps “facilitate the flow of scientific discovery to practical application” ([http://www.apa.org/monitor/jun06/sd.aspx](http://www.apa.org/monitor/jun06/sd.aspx)). He went on to say that “Research on human factors, education, organizational behavior, decision-making, environmental design and social influence has led to interventions and innovations that allow people to live healthier, safer and more productive lives.” Our proposed program will help fulfill this promise, as our students will be well equipped to use strong theoretical and methodological foundations of social and organizational psychology to improve workplace and societal conditions.

Other evidence of labor market need comes from the primary professional organizations with which our graduates will be affiliated. One is the Society for the Psychological Study of Social Issues (SPSSI), which is both an independent organization and a division of the American Psychological Association (APA). Founded in 1936, SPSSI comprises over 3000 scientists who seek “to bring theory and practice into focus on human problems of the group, the community, and nations, as well as the increasingly important problems that have no national boundaries” ([http://www.spssi.org/index.cfm?fuseaction=Page.viewPage&pageId=479](http://www.spssi.org/index.cfm?fuseaction=Page.viewPage&pageId=479)). As evidence of SPSSI’s national and international influence, it has headquarters in Washington, DC and is thus ideally located for shaping public policy; it has also been represented at the United Nations since 1987. Thus, there is national and international need for students with a strong foundation in applied social psychology to address social problems of national and international concern.
The other professional organization with which our graduates will be affiliated is the Society for Industrial and Organizational Psychology (SIOP). Like SPSSI, SIOP is a division of APA, as well as an affiliate of the Association for Psychological Science (APS), with the mission of enhancing “human well-being and performance in organizational and work settings” (http://www.siop.org/mission.aspx). SIOP has over 8000 members internationally and recently formed an advocacy project called Prosocial I/O, the purpose of which is “to broaden the scope of the outcomes we study to include the well-being of society, or the 'greater good'” (http://www.siop.org/prosocial/). Again, such programs are entirely consistent with the goals of our proposed program and underscore the emerging need for programs that train students to use psychological science to solve organizational and societal problems. Our proposed program will be the first of its kind in the state to do that.

Of all the sub-disciplines of psychology, I/O psychology currently has the greatest potential for growth in the next few decades. According to the O-Net Online database of jobs with a bright outlook (http://www.onetonline.org/find/bright?b=1&g=Go), it is projected to be the fastest growing occupation in the U.S. The US Department of Labor projects I/O psychology to grow 26% by the year 2018 (see http://www.bls.gov/ooh/fastest-growing.htm, and http://www.apa.org/gradpsych/2011/03/cover-sunny.aspx) and 53% by the year 2022. If I/O psychology is moving toward a prosocial I/O to enhance society’s well-being, and applied social psychology has long understood the value of theory in the solution of real-world social problems, then students with training at the intersection of these disciplines should be especially competitive in this encouraging job market.

Moreover, those students who elect a Diversity Science concentration may be especially competitive as demographics are rapidly shifting in this country and as the workplace is becoming increasingly global (Plaut, 2010⁴). A 2013 issue of Industrial and Organizational Psychology: Perspectives on Science and Practice, a SIOP publication, was devoted to a discussion on diversity and inclusivity, highlighting the significance of these issues for organizations. Indeed, one commentary advocated for a multiple perspectives in student training, given that few, if any, graduate programs in diversity science presently exist (Cucina, Peyton, Clark, Su, & Liberman, 2013⁵). Our proposed doctoral program provides those perspectives, marrying applied social and organizational psychology and with multiple levels of analysis. As such, it helps answer the call from the APA for a diversity science to help understand and reduce disparities in employment, education, the legal system, and health (Plaut, 2010) – all of which can be addressed with a doctoral degree in Applied Social and Organizational Psychology.

Other occupations that are relevant for graduates of the ASOP program include Training and Development Managers (11% growth, median pay $95,400; and Post Secondary Administrators/Chief Diversity Officers for Higher Education (15% growth rate, median pay=$86,490).

See Appendix 2: Labor Market Trends
See Appendix 3: National Studies for additional detail

v. Analyses of Job postings

For I/O Psychology alone, the Society for Industrial Psychology (the national professional organization for I/O psychologists) lists over 110 professional job openings. At the time of this writing (fall, 2014) we counted announcements for faculty positions in I/O or Social Psychology with applied interests. Several of those job announcements are provided in Appendix 3. The extant academic job announcements listed in Appendix 3 include faculty positions in traditional I/O psychology programs, applied social psychology programs, combined social and I/O programs, multicultural psychology programs, and organizational science programs. Positions in industry or more generally "non-academic" positions include announcements for chief diversity officers, talent and organizational developments managers, directors of organizational and employee development occupational safety and health research analysts, research analysts, and behavioral scientists. These are also listed in Appendix 3. Examples of post-doctoral fellowships, which are atypical in I/O but more common for social psychology and occupational health psychology, are listed in Appendix 3.

Appendix 4: Links to Job Postings

vi. Letters of Support

Letters of support are provided in Appendix 5, and they include letters from the Chairs of Psychological Sciences at Purdue University (Agnew), and the Department of Psychological and Brain Sciences at Indiana University Bloomington (Hetrick). In addition, the John F. Mee Chair of Management at the Kelley School of Business, Indiana University Bloomington (Aguinnes), provides a letter of support. Each of these letter writers claim the importance and value of the ASOP degree as well as the uniqueness of the ASOP degree in comparison with doctoral degrees offered in their program. Letters are also provided from academic representatives at Butler University (Morris) and Ball State University (Simon-Dack) which both view the ASOP program as an important addition to doctoral programs in Psychology in Indiana and one in which their graduates are likely to apply. We received letters of support from several partners in the private sector, including representatives from the Cancer Care Group (Freeland), Ice Miller (Gonso), Quality Environmental Professionals (Peters), Hylant of Indianapolis (Wells), and Eli Lilly and Company (Colquitt) who each note the importance of training doctoral students for careers that
will have direct impact on the viability of Indiana's business community. In addition, representatives from IUPUI administrators who rely on the scientific training of applied organizational and social psychologists to advance the fields their professional fields provided letters of support, including Vice Chancellor Karen Dace (Office of Diversity, Equity, and Inclusion) and Dr. Mary Dankoski, Executive Associate Dean for Faculty Affairs and Professional Development at the IU School of Medicine.

Finally, there are a number of academic programs on the IUPUI campus that have also expressed support for the program by way of supporting a proposed course, or a proposed minor that is part of our ASOP program. These include the Department of Mathematical Sciences (for including their course Stat 52200 in our minor in Mixed Methods); Department of Sociology (for (a) approving our proposed course PSY-I580 - Gender Issues in the Workplace; and (b) including several of their courses in two of our proposed minors – Mixed Methods and Occupational Health Psychology); Fairbanks School of Public Health (for including several of their courses in two of our proposed minors – Mixed Methods and Occupational Health Psychology); and McKinley School of Law (for including several of their courses in our proposed minor in Legal Studies).

See Appendix 5: Letters of Support

3. Cost of and Support for the program

a. Costs

i. Faculty and Staff

The required faculty are in place to deliver this degree program. They are currently teaching in the Department of Psychology and are affiliated with the Masters of Science in Industrial/Organizational Psychology. We recently completed a successful external search to replace a faculty member in the I/O area who recently resigned. We are pleased to have Dr. Evava Pietri (Ph.D. 2013, Social Psychology, Ohio State University) join our faculty. We will hire an additional faculty member at a more senior rank to provide national recognition for this program. Some shifting of current teaching assignments will be made to accommodate the new doctoral curriculum (as well as to maintain the extant MS in I/O psychology program). A single Area Head will serve as coordinator and chief advisor for students in the ASOP program as well as the I/O master’s program (mentoring will be done by individual faculty). The Area Head also manages internship and practicum placements for students in the I/O program, and can broaden these opportunities for students in the ASOP program.

The School’s Marketing Director and the chair of the Psychology Department will develop a marketing plan, with the emphasis on advertising the program in the divisions of the American Psychological Association that are closely aligned with our program, including Div. 14: Society
for Industrial and Organizational Psychology and Div. 9: Society for the Psychological Study of Social Issues, as well as with Div. 8: Society for Personality and Social Psychology.

Appendix 6: See the list of faculty with appointments to teach in the program.

ii. Facilities

Faculty and graduate students conduct most of their research in field settings (e.g., business settings, internet-based research). Existing classroom and laboratory space in the Psychology department is utilized for social-science-based laboratory research. Existing space in Psychology for non-animal research may be re-assigned and/or renovated to meet the needs of ASOP faculty and psychology faculty in other areas (e.g., clinical psychology).

Appendix 7: Facilities – not included in this proposal

iii. Other Capital Costs

The proposed program can be delivered with existing facilities. There will be no impact on facilities caused by this program.

Appendix 8: Other Capital Costs – not included in this proposal

b. Support

i. Nature of Support

Doctoral students in the ASOP program will receive tuition remission for up to 4 years, a stipend, and health insurance coverage. Currently, we do not anticipate special fees above baseline tuition.

Funds to support students in the ASOP program will come from the following sources:

- The school recently received a large gift ($0.5M) that is targeted to this program. It will fund one graduate stipend each year.
- Department operating budget allocated to TA support
- Increases to graduate student support from the School of Science, the Chancellor’s Reallocation Fund, and IU University Fellowships.
- Faculty grants and contracts

ii. Special Fees above Baseline Tuition

Currently, we do not anticipate special fees above baseline tuition.