

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 to be offered by Indiana University, IUPUI Campus, Indianapolis
The Degree includes a Master of Science in Applied Social and Organizational Psychology that is integrated with the Ph.D. program.

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)¹ 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 within groups and organizations and/or to apply research findings to the solution of real-world societal and organizational problems. Furthermore, through our proposed Diversity Science concentration and the intentional infusion of diversity throughout our curriculum, we aim to prepare our graduates for the unique challenges associated with today's increasingly global and diverse workplace. Our proposed core curriculum integrates aspects of social and

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.

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 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 alum 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.² The strengths of traditionally trained and research-active I/O psychologists and applied social psychologists helps 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*

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).

² The Applied Social Psychology master's program was discontinued in the late 1990s when primary faculty associated with the program retired.

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 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 in the ASOP program.

In addition to the required coursework and optional concentration, 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>) 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/nationalhealthyworksites/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 I-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>). 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>). 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.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, 2010³). 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, 2013⁴). 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

³ Plaut, V. C. (2010). Diversity science: Why and how difference makes a difference. *Psychological Inquiry*, 21, 77-93.

⁴ Cucina, J. M., Peyton, S. T., Clark, L. L., Su, C., & Liberman, B. E. (2013). Diversity and Inclusion Science and Practice Requires an Interdisciplinary Approach. *Industrial and Organizational Psychology*, 6(03), 221-232.

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 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.

4. Similar and Related Programs

Doctoral programs in social psychology and in industrial/organizational psychology are very common, both nationally and internationally. Graduates of social psychology doctoral programs most often seek careers in academia; those who do work in more applied settings often require post-doctoral training or even re-specialization. I/O Ph.D.s are more balanced in their employment opportunities, with some pursuing academic careers and others employed as consultants, primarily in business and industry. Our proposed program uniquely marries these two subdisciplines of psychology and develops graduates with the ability to conduct independent research in academic and/or applied settings and to consult in a broader variety of contexts (e.g., industry, government, community non-profit organizations) than would be expected of a typical I/O graduate. Our multi-level approach throughout the curriculum ensures a broad coverage of content expertise and prepares

students uniquely for social and organizational research and application at all levels of analysis. Finally, our proposed concentration in Diversity Science provides graduates with specialized training that will prepare them for the rapidly changing US demography and increasingly global workplace. Although the American Psychological Association and other professional societies have sounded a call for a diversity science, surprisingly few programs to date have responded. Tables 1-3 below list similar programs that combine social and I/O psychology as well as programs with some diversity science focus.

a. List of Programs and Degrees Conferred

i. Similar programs at other Institutions

Our proposed doctoral program in Applied Social and Organizational Psychology does not compete with existing graduate programs in Indiana. Although related 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, none combine social and organizational psychology theory and methods in this unique multi-level and multi-disciplinary manner. Furthermore, none offer specialized training in diversity science. Indeed, our peers at both sister campuses have provided letters of support (see Appendix), recognizing the complementarity of our proposed program with their own.

ii. Related programs at the proposing institution

The IUPUI Psychology Department's M.S. in Industrial/Organizational Psychology (Purdue Degree) is a related program.

b. List of Similar Programs Outside Indiana

Table 1. Combined Social and Organizational Psychology Programs

School	Degree
Bar Illan University, Israel	Social-Organizational Psychology Ph.D.
Teachers College, Columbia University, New York	Social-Organizational Psychology Ph.D.
Illinois State University	I/O-Social Psychology Masters
Koc University, Turkey	Social and Organizational Psychology Ph.D.
Northern Illinois University	Social-I/O Psychology Ph.D.
University of Exeter, UK	Social and Organisational Psychology Masters
University of Leiden, Netherlands	Social and Organisational Psychology Masters

University of Maryland, College Park	Social, Decision, and Organizational Sciences Ph.D.
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Table 2. Applied Social Psychology Programs with Organizational Emphasis

Southern Illinois University, Carbondale	Applied Psychology Ph.D.
Loyola University, Chicago	Applied Social Psychology Ph.D.
City University of New York	Basic and Applied Social Psychology Ph.D.
Portland State University, Oregon	Applied Social and Community Psychology Ph.D.
Claremont Graduate University, California	Basic and Applied Social Psychology Ph.D.

Table 3. Diversity Science Programs

School	Program
Northwestern University, Illinois	Center on the Science of Diversity (research center)
University of Washington, Seattle	Diversity Science Specialization Certificate (within Psychology)
University of California, Los Angeles	Diversity Science Initiative (research center)
University of Illinois, Chicago	Diversity Science minor (within Psychology)
Texas A&M University, College Station	Diversity Science Initiative (research center)
University of Cincinnati, Ohio	Science of Diversity Initiative (research center)
Cleveland State University, Ohio	Psychology-Diversity Management Masters

c. Articulation of Associate/Baccalaureate Programs

Not applicable

Appendix 9: Articulation of Associate/Baccalaureate Programs – not included in this proposal

d. Collaboration with Similar or Related Programs on Other Campuses

The M.S. in Industrial/Organizational Psychology (I/O) is a collaborative program. The faculty and many of the courses are identical. The I/O program will remain active and will run parallel to the M.S. and Ph.D. in ASOP.

The Departments of Sociology and Mathematical Sciences as well as the Schools of Law and Public Health are supporting the proposed minor for the ASOP program by including courses in that minor. Each has provided letters of support (see Appendix 5).

5. Quality and Other Aspects of the Program

a. Credit Hours Required/Time to Completion

A minimum of 91 credits will be required, which includes the attainment of a Master's Degree (minimum 36 credit hours including thesis requirement). The entire program can be completed in 4 years, with one required 1-credit course in the summer of their first year (a teaching seminar). Students pursuing a minor in Legal Studies will be required to take a 2-hour law course pre-requisite that is offered in summer sessions.

See Appendix 10: Program Description, Degree Map/Time to Completion, and Credit Hours Required.

b. Exceeding the Standard Expectation of Credit Hours

Not Applicable

Appendix 11: Exceeding the Standard Expectation of Credit Hours – not included in this proposal.

- c. Program Competencies or Learning Outcomes
- d. Assessment

Sections 5c. and 5d. are synthesized and described below:

As noted above, the proposed program blends together perspectives from both Social and Organizational Psychology with the goal of preparing students for careers in either academics or applied settings. Moreover, an integral aspect of the program is to ensure that students appreciate and understand the unique challenges organizations face when trying to manage a diverse workforce. The basic competencies for the ASOP program have thus been guided by the educational training competencies for doctoral students outlined by the Society for Industrial and Organizational Psychology (SIOP), the values espoused by the Society of Personality and Social Psychology (SPSP) and the Society for the Psychological Study of Social Issues (SPSSI) and recent guidance by leaders in the field regarding multicultural competencies needed for applied psychologists. These competencies are laid out in Table 4.

- *Overview of Competencies*

In 1999, SIOP updated the competencies is espoused as critical for training doctoral students. We have adopted 20 of the 25 competencies as ones that we explicitly include in our curriculum and program activities. In 2001, a group of highly regarded scholars and practitioners met to discuss the multicultural competencies that they believed are important for scholars and practitioners working in modern organizations. These include an understanding of the experiences of individuals from various sub-groups, an understanding of the biases that individuals experience, and how bias might exist in the way applied tools operate (e.g. assessments, measures, instruments) as a result of diverse characteristics.

The table below lists the competencies, the level of learning we hope to obtain for each, the location for this learning in our curriculum and the method of assessment. The revised Blooms taxonomy of cognitive learning is being used which is a six level taxonomy ranging from remembering at the lowest level to creating at the highest level.

Table 4. Applied Social and Organizational Psychology Competencies

Competency Area	Specific Competency	Levels of Learning	Place obtained in Curriculum	Assessment
Professional Development Competencies	Consulting and Business Skills	3 – Applying	Pro-Seminar (I-685) internship, practicum	SAFF
	Ethical, Legal, and Professional Contexts of I-O Psychology	4 – Analyzing	Pro-Seminar, (I-685)	Course Grades, SAFF
	Professional development/communication	3 - Applying	Pro-seminar (I-685)	Presentations in Proseminar, professional conferences, organizational citizenship
Research and Statistical Competencies	Research Methods	6 – Creating	PSY 681 and Individual Research	Course Grade, comprehensive qualifying

Competency Area	Specific Competency	Levels of Learning	Place obtained in Curriculum	Assessment
				exam (comps), and completion of Masters and Doctoral Theses
	Statistical Methods/Data Analysis	6 – Creating	PSY 600, 601	Course Grades, comps, and completion of Masters and Doctoral Theses
	Measurement Theory	6 – Creating	PSY 608	Course Grades, comps Masters and Doctoral Theses
	Multivariate Statistics	6 – Creating	PSY 605	Course Grades, Masters and Doctoral Theses
Organizational Psychology	Criterion Theory and Development	6 – Creating	PSY 570, 608	Course Grades, comps
	Health and Stress in Organizations (OHP)	2 –Understanding 4 – Analyzing 5 – Evaluating	I573	Course Grades, comps
	Human Performance/Human Factors	2 - Understanding	PSY 576	Course Grades, comps
	Individual Differences	2-Understanding 4 – Analyzing 5 – Evaluating	PSY 570	Course Grades, comps

Competency Area	Specific Competency	Levels of Learning	Place obtained in Curriculum	Assessment
	Job Task Analysis and Classification	4-Analyzing	PSY 570	Course Grades, comps
	Leadership and Management	2-Understanding 4 – Analyzing 5 – Evaluating	PSY 572	Course Grades, comps
	Organization Development	2-Understanding	PSY 572	Course Grades, comps
	Organizational Theory	2-Understanding	PSY 572	Course Grades, comps
	Performance Appraisal and Feedback	3-Applying	PSY 576	Course Grades, comps
	Personnel Selection, Recruitment, Retention	3-Applying	PSY 570	Course Grades, comps
	Small Group Theory and Group Processes	2-Understanding 4 – Analyzing 5 – Evaluating	PSY 572	Course Grades, comps
	Training	3-Applying 4 – Analyzing 5 – Evaluating	PSY 576	Course Grades, comps
	Work Motivation	2-Understanding 4 – Analyzing 5 – Evaluating	PSY 572	Course Grades, comps
Applied Social Psychology Competencies	Managing a Diverse Workforce	2-Understanding 4 – Analyzing 5 – Evaluating	I-582	Course Grades
	Social Stigma	2-Understanding 4 – Analyzing 5 – Evaluating	I-647,	Course Grades, comps
	Gender Issues in Organizations	2-Understanding 4 – Analyzing	I-581	Course Grades

Competency Area	Specific Competency	Levels of Learning	Place obtained in Curriculum	Assessment
		5 – Evaluating		
	Attitudes and Social Cognition	2 –Understanding 4 – Analyzing 5 – Evaluating	I-647	Course Grades, comps
	Judgment and Decision-Making	2-Understanding 4 – Analyzing 5 – Evaluating	I-583	Course Grades
	Psychology and Law	2 - Understanding 4 – Analyzing 5 – Evaluating	I-575	Course Grades

Note: Levels of Learning refer to Blooms Taxonomy. 1 – Remembering, 2 – Understanding, 3 – Applying, 4 – Analyzing, 5 – Evaluating, 6 – Creating.

- *Student Assessment*

1. Course Grades – The primary way that students will be assessed will be through course grades. Courses will be made up of exams based on content knowledge but also projects and papers as appropriate for the content.
2. Student Semester Feedback – The faculty will provide feedback each semester using the criteria outlined in the SAFF (Student and Faculty Feedback) document. Students and two faculty will meet at the end of each semester to discuss student progress in areas such as coursework, research, communication, professional development. Student goals will be discussed and career develop issues will be addressed.
3. Student Annual Review – ASOP faculty will meet to generate a written report which will be given to students each spring documenting their progress to date.
4. Participation in Pro-Seminar – Students and faculty will meet once a week in a pro-seminar. Topics to be covered in this pro-seminar will vary but will include faculty and student research colloquium, talks given by practitioners and researchers, discussion on ethics in research and practice, and journal article discussions. Students will be expected to be an active member and will receive course credit for their participation.
5. Comprehensive Qualifying Exam – Once a student has successfully completed their Master's thesis and the first two years of coursework they will be eligible to sit for the exam to qualify them for doctoral training. The qualifying exam will be a comprehensive exam with items developed by all program faculty. The exam be given across three time periods (4 hours each); two of the time periods will be based on course content and the third will be focused on statistical/methodological

issues. Students will take part in an oral exam approximately 2-3 weeks following the written portion.

6. Successful completion of Masters and Dissertation Theses – Students (in conjunction with their research mentor) will complete novel and meaningful scholarly activities to advance the discipline. They will have to successfully propose and defend their theses. There will be two members in addition to the chair for the Master’s thesis and three members (one of whom represents their minor) in addition to the chair for the doctoral thesis.

- *Program Assessment*

1. Every 5 years, the curriculum and program activities will be thoroughly reviewed to determine program fidelity. For instance, the current syllabi for courses will be compared against the competencies listed in Table 4. In addition, we will review the training guidelines from the appropriate Professional Societies (SIOP, APA, SPPSI) to determine whether new competencies should be added or expanded.
2. State of the Program Report – Every two years we will write a report detailing the success of the program; students, publications, grants, awards, etc. This will allow us to examine whether we are meeting our expectations in terms of student and research goals.
3. Advisory Board – An advisory board will be developed; made up of colleagues from the IUPUI campus and local organizations. We will share the State of the Program report with the advisory board. The faculty will subsequently meet with the board to obtain feedback, comments, and suggestions.
4. Alumni Survey – An alumni survey will be developed and implemented every 5 years to assess former student’s perceptions of the content and skills they received compared to what they need in their current positions. In addition, it will provide us with data about alumni occupations.
5. We will periodically (approximately every 5 years) benchmark our program against other top programs in Applied Social and Organizational Psychology. We will examine their coursework, program activities, and student funding levels to ensure our program remains competitive.

- e. Licensure and Certification

Neither licensure nor certification is required in the fields of applied social or organizational Psychology

- f. Placement of graduates

See section 2.d. and Appendix 2 for a description of the occupations and industries where the majority of graduates of the ASOP program are expected to find employment.

g. Accreditation

Special accreditation for the Applied Social and Organizational Psychology program is not required. General accreditation is covered by the campus' general accreditation by the Higher Learning Commission through the North Central Association.

6. Projected Headcount and FTE Enrollments and Degrees Conferred

We plan to admit 3 students to this program per year with the expectation that they will complete the M.S. in ASOP before transitioning to the Ph.D. program. Some students may be directly admitted to the Ph.D. program if they have received a substantially equivalent Master degree before applying to the Ph.D. program. All students are expected to be full time. By the 4th year in the program, there should be 12 students (12 FTE) in the program. All students will be located on the IUPUI campus. The entire program should be completed in four years.

Table 5. NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY

NEW ACADEMIC DEGREE PROGRAM PROPOSAL SUMMARY					
Institution/Location					
:	Indiana University-Purdue University Indianapolis				
Program:	Master of Science and Ph. D. in Applied Social and Organizational Psychology				
Proposed CIP					
Code:	42.2813				
Base Budget Year:	2014-15				
	Year 1	Year 2	Year 3	Year 4	Year 5
	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>
Enrollment Projections (Headcount)					
Master of Science	3	6	6	6	6
Ph. D.	=	=	<u>3</u>	<u>6</u>	<u>6</u>
	3	6	9	12	12
Enrollment Projections (FTE)					
Master of Science	3	5	5	5	5
Ph. D.	=	=	<u>3</u>	<u>6</u>	<u>6</u>
	3	5	8	11	11
Degree Completion Projection					
Master of Science	-	3	3	3	3
Ph. D.	=	=	=	<u>3</u>	<u>3</u>
	-	3	3	6	6
CHE Code:					
Campus Code:					
County Code:					
Degree Level:					
CIP Code:					

7. Other Information

i. Student Admission and Performance Criteria

We plan to admit 3 students to the Ph.D. in a cohort model every fall. All students will be full time and will be supported by a stipend, which includes health insurance, and tuition remission. When fully populated, the program will support approximately 12 students a year. The terminal M.S. in I/O will be continued, with some modifications to the curriculum so that it runs smoothly with the ASOP program. We plan to admit 3 students in the terminal M.S. I/O program (slightly fewer students than the current cohort size of about 4-5 students). When fully populated, the M.S. I/O program will have approximately 6 students per year. Between the two programs, therefore, we will have approximately 18 students taking courses and participating in program activities as a whole.

Students in the ASOP program must maintain a minimum GPA of 3.2 on a 4.0 scale, and earn a minimum of a B in every course. If a minimum grade is not earned, the course must be retaken. No classes (except the Proseminar and Thesis and Dissertation) can be taken on a pass/fail basis. Graduate students may not replace a grade. If a course is repeated, then both grades apply toward the cumulative GPA. After each semester a team composed of the student's advisor and at least one other ASOP faculty member of their choosing meet with the student to discuss progress in the program and any developmental needs. The program, called SAFF meetings (Student Assessment and Faculty Feedback) has been used in the terminal I/O master's program for several years and is very effective in helping to keep students on track and for addressing developmental issues before they become problems. In the rare event that a student's GPA falls below 3.2 or he or she is deemed to not be in good standing due to other problems in the program they may be placed on academic probation. Criteria for being removed from probation will include bringing the GPA up to 3.2 or better and to be in good standing in all other respects. Failure to meet these conditions is cause for dismissal. The M.S. in Applied Social and Organizational Psychology will be granted on completion of the requirements for this program, and with an affirmative faculty decision the student will be advanced to the doctoral program to complete the remainder of the program requirements. The Ph.D. in Applied Social and Organizational Psychology will be granted upon completion of the doctoral program.

c. Admission requirements

Applicants for the M.S./Ph.D. in Applied Social and Organizational Psychology must have a bachelor's or master's degree from an accredited college or university, with a minimum grade point average of 3.2 on a 4.0 scale, documented by an official transcript. The applicant must include the following material.

- *Official Transcripts* from all previous undergraduate and/or graduate institutions

- Nonnative speakers of English must present campus-approved evidence of *English language proficiency* (<http://iapply.iupui.edu/graduate/english/>). This can be accomplished in a variety of ways, such as a score of 79 or better on the IBT TOEFL, 550 on the paper-based TOEFL, 6.5 on the IELTS, or G011 on the IUPUI EAP Placement exam.
- Graduate Record Exam (GRE) scores with the past five years.
- A *personal statement* clearly explaining why the student wants to enter the program.
- Answers to the [Department of Psychology Questionnaire](#) (which will be modified to incorporate the ASOP program).
- Three confidential letters of recommendation provided by professionals who are familiar with the applicant's work and strengths.
- Curriculum Vitae (optional)
- Application fee (currently \$60.00)

Students who have completed an M.S. in a related program may be directly admitted to the doctoral program in ASOP with some or all of the master's coursework and thesis credited toward the Ph.D. program, as decided by the faculty.

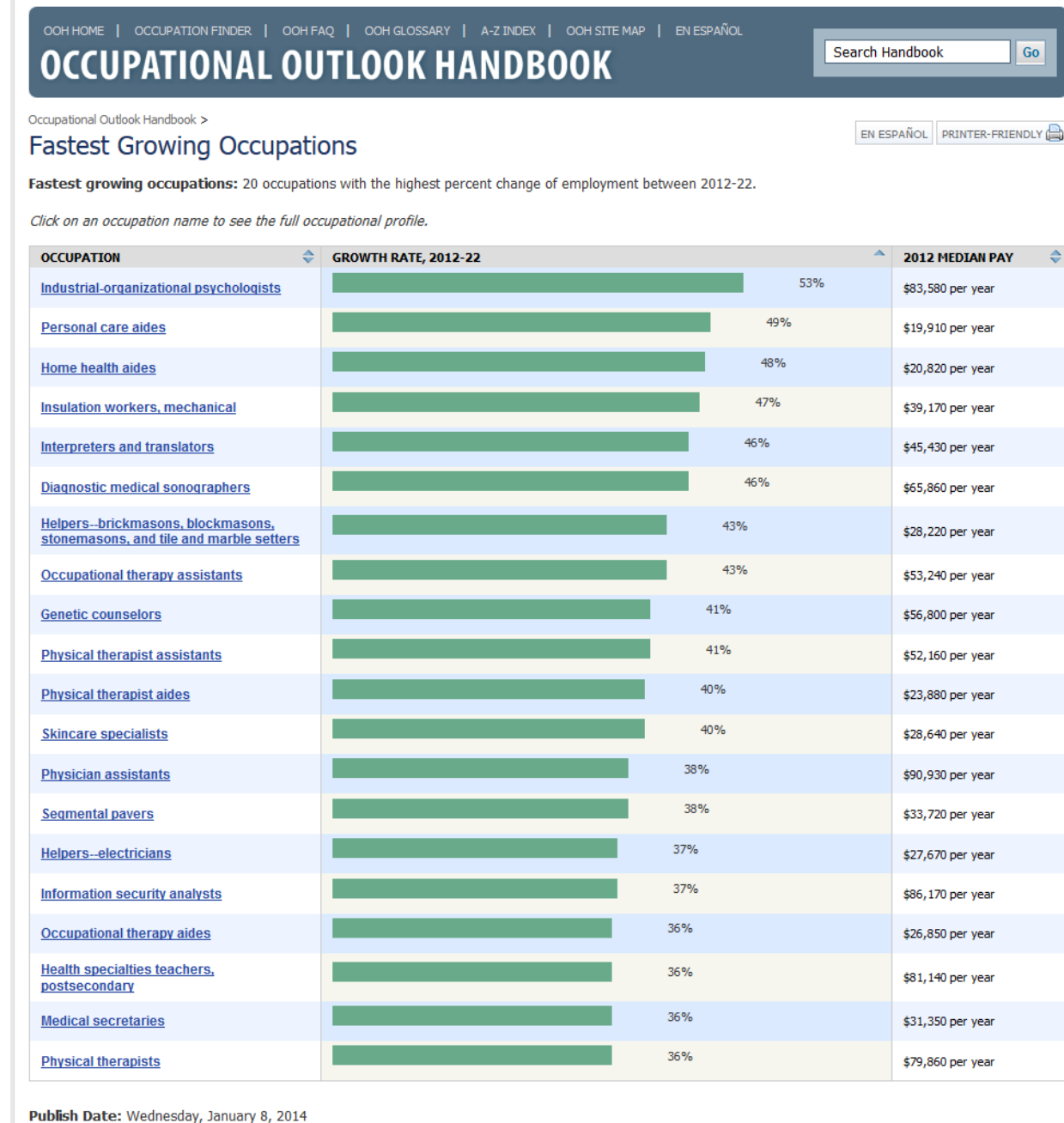
Appendix 1

Links to IUPUI Institutional Rational and Strategic Plans

1. [IUPUI core Vision, Mission, Values & Diversity](#)
2. IUPUI Campus Strategic Plan: Our commitment to Indiana and Beyond
 - a. [Executive Summary](#)
 - b. [IUPUI Strategic Plan](#)
 - c. [IUPUI's Strategic Goals and Objectives: An Overview](#)
3. [School of Science Strategic plan: 2014-2019](#)

Appendix 2: Labor Market Trends

1. Occupational Outlook data from the Bureau of Labor statistics shows that Industrial-Organizational psychology is the fast growing occupation in the country: (www.bls.gov/ooh/fastest-growing.htm)



2. Other occupations relevant for the ASOP program include (all statistics come from the U.S Bureau of Labor Statistics):

- Training and Development managers

- o Median pay (2012)=\$95,400/yr
 - o Number of jobs (2012)=28,600
 - o Job outlook 2012-22=11% (as fast as average)
- Psychologists (note: this is a gross occupational category)
 - o Median pay =\$ 69,280/yr
 - o Number of jobs (2012)=160,200
 - o Job outlook, 2012-22 = 12% (as fast as average)
- Top Executives (e.g., Chief Diversity Officer, Chief Talent Manager Officer) – statistics are for the gross occupational category
 - o Median Pay = \$101,650/yr
 - o Number of jobs (2012)=2,303,200
 - o Job Outlook, 2012-22 = 11% (as fast as average)
- Postsecondary Administrators (e.g., Chief Diversity Officers for Higher Education) – statistics are for the gross occupational category
 - o Median Pay = \$86,490
 - o Number of jobs (2012) = 161,800
 - o Job Outlook, 2012-22=15% (faster than average)
- Postsecondary Teachers (e.g., Psychology Professors) – statistics are for the gross occupational category
 - o Median Pay = \$68,970
 - o Number of jobs (2012) = 1,267,700
 - o Job Outlook, 2012-22=19% (faster than average)
- Postsecondary Psychology Teachers
 - o Median Pay = \$48,980
 - o Number of jobs (2012) = 48,000
 - o Job outlook, 2012-22=8%-14% (as fast as average)

Appendix 3: National State or Regional Studies

Links to national studies

1. Data on I/O as the fastest growing occupation can be found at: www.bls.gov/ooh/fastest-growing.htm
2. Occupational outlook data:
 - a. Training Development Managers: <http://www.bls.gov/ooh/management/training-and-development-managers.htm>
 - b. Management analysts: <http://www.bls.gov/ooh/business-and-financial/management-analysts.htm>
 - c. Psychologists: <http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm>
 - d. Top Executives: <http://www.bls.gov/ooh/management/top-executives.htm>
 - e. Postsecondary education administrators: <http://www.bls.gov/ooh/management/postsecondary-education-administrators.htm>
 - f. Postsecondary teachers: <http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm>
 - g. Postsecondary Psychology Teachers: <http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm>

Appendix 4: Position Announcements posted 2014 (note: the links below were active as of fall, 2014. If the link is no longer active, contact Dr. Peggy Stockdale (pstockda@iupui.edu) for a screen shot of the position announcement when it was active).

- Psychology college professor (for areas including I/O, Applied Social, Diversity Science, Occupational Health Psychology)
 - A partial list of current postings on the *APA Monitor* website (the premier national resource for professional jobs in Psychology), and Psychjobsearch.wikidot.com include academic openings in these fields at:
 - Austin Peay State University
 - [Azusa Pacific University](#) (I/O or Social Psychology)
 - [Baylor University](#) (social/health psychology)
 - [Berea College](#)
 - [Bilkent University](#)
 - [Brooklyn College](#) (I/O)
 - [Brown University](#) (social psychology)
 - [California Lutheran University](#) (social/personality – interest in gender and prejudice)
 - [California State University San Bernardino](#) (I/O)
 - [California State University, East Bay](#) (I/O/Social)
 - California State University, Northridge (Cultural or Multicultural Psychology) – see ad copy in Appendix 3)
 - [Clemson University](#) (I/O; applied psychology)
 - [Colgate University](#) (social psychology)
 - [Colorado State University](#) (I/O)
 - [Dickinson College](#) (Cultural or Cross-Cultural Psychology)
 - [Dortdt College](#)
 - [Drake University](#) (Social Psychology)
 - [Fairleigh Dickinson University](#) (social/social cognition)
 - Florida Gulf Coast University
 - [Florida Institute of Technology](#)
 - [Florida International University](#)
 - [Florida State University](#) (social psychology)
 - [George Mason University](#) (I/O)
 - [High Point University](#)
 - [Illinois Institute of Technology](#)
 - Indiana University
 - [Indiana University-Purdue University Indianapolis](#) (I/O; applied social)
 - [Kent State University](#) (social/health psychology)
 - [Louisiana State University](#) (I/O)
 - [Manhattan College](#) (Social – specialization in Health Psychology)
 - [Michigan State University](#) (Social/Personality)
 - [Michigan State University](#) (Multicultural Psychology – marginalized populations)
 - [Mills college](#) (cultural or psychology of gender)
 - [Missouri University of Science & Technology](#) (social psychology)
 - [Muhlenberg College](#) (social psychology – health, interpersonal communication)

- [New School for Social Research](#) (social – emotion, decision making conflict resolution)
- [North Carolina State University](#) (community psychology)
- Oregon Institute of Occupational Health Sciences, Oregon Health and Science University
- Pacific University
- [Penn State York](#) (social emphasis in I/O)
- [Penn State Brandywine](#) (I/O among other areas)
- [Penn State Berks college](#) (social or I/O)
- [Penn State University](#)
- Purdue University (Social Decision Making and Sustainability -- see copy of job ad in Appendix 3)
- [Rutgers University at Newark](#) (social psychology/social cognition)
- [Saint Mary's University of Minnesota](#)
- [Saint Xavier University](#) (social psychology/social cognition)
- [Southeast Missouri State University](#) (social or I/O)
- [St. Catherine University](#) (social psychology)
- [SUNY Cortland](#)
- [Syracuse University](#)
- Texas Tech University (see copy of job ad in Appendix 3)
- [Trinity College](#) (social/cultural psychology)
- [University of Central Florida](#) (I/O Stress/burnout)
- [University of Colorado Boulder](#) (social psychology)
- [University of Hawaii at West Oahu](#) (social psychology)
- [University of Illinois, Springfield](#) (social psychology)
- [University of Massachusetts-Boston](#) (social psychology – center for survey research)
- [University of Michigan-Ann Arbor](#) (Psychology/AfroAmerican and African Studies)
- [University of Michigan Dearborn](#) (applied social psychology)
- [University of New Hampshire](#) (social psychology – statistics)
- [University of North Florida](#) (social psychology)
- [University of South Carolina, Aiken](#) (social psychology)
- [University of South Carolina, Sarasota/Manatee](#) (social –research meth/stat)
- [University of Texas San Antonio](#)
- [University of Texas, Arlington](#) (endowed professorships: leadership, I/O, Talent Development & Technology)
- [University of Washington Tacoma](#)
- [Williams College](#) (social psychology)
- o Post-doctoral positions (Note: post-doctoral fellowships are atypical for organizational psychology):
 - [Post-doctoral Mustard Fellowship](#) in Work and Health, Institute for Work and Health, Toronto, Canada
 - [Post-doctoral Fellow](#), University of Witwatersrand, Department of Psychology, Johannesburg, South Africa
 - [Behavioral Health Research NRC Fellow](#), Walter Reed Army Institute for Research
 - Research Fellow for Army Data Health Analysis, University of Pennsylvania

- Statistical Programmer for Army Data Health Analysis, University of Pennsylvania (website says position has expired)
 - [American Bar Foundation](#) – Chicago NSF sponsored law and inequality
 - [University of Michigan – Psychology Diversity](#)
- Current position openings for jobs titled “Diversity Officer” or related include:
 - [VP Global Talent and Organizational Effectiveness, CDK, Chicago IL](#)
 - [Chief Diversity Officer](#), Norwalk Community College
 - [Chief Diversity and Inclusion Officer, Department of Info tech & Telecomm, Manhattan, NY](#)
 - [Special Assistant to the Chancellor and Chief Diversity Officer](#), Indiana University East, Richmond, IN
 - [Chief Diversity Officer](#), Cincinnati Children’s Hospital
 - [Director of Organizational and Employee Development](#), University of Colorado
 - [Chief Diversity Officer](#), Dominican University
 - [Diversity and Recruitment Programs Manager](#), State of Washington, Lacey, WA
 - [Director, Talent Management/Diversity](#), Citi, Long Island, New York
 - [Chief diversity and Inclusion Officer](#) NYC Department of Housing Preservation and Development, New York, NY
 - [Chief Diversity and Inclusion Officer](#), New York City Department of Health and Mental Hygiene
 - [Chief Diversity and Inclusion Officer](#), New York City department of Sanitation
 - [Chief Diversity Officer](#), United States Coast Guard Academy
 - [Vice President, Talent & Organizational Performance](#), Kaiser Permanente
 - [Vice President, Talent Management New Vision for Public Schools](#), New York
 - [Director of Talent Acquisition](#), Saks Fifth Avenue
- Other current non-academic positions suited for graduate of our program include:
 - [Occupational Safety/Health Research Analyst](#), RTI International, Research Triangle Park, NC
 - Supervisory Engineering Psychologist, Volpe National Transportation Systems Center
 - Occupational Health Research Psychology, SHARP research at Washington Department of Labor & Industries
 - Behavioral Scientist, National Institute for Occupational Safety and Health
 - [Talent & Organizational Development Consulting Manager](#), Plante Moran
 - [VP, Research and Development](#), PI Worldwide
 - [Senior Consultant, MDA Leadership Consulting](#)
 - [Manager, Talent Management Analytics & Solutions](#), Marriott International, Inc.
 - [I/O Senior Manager, Global Testing Leader](#), The Proctor & Gamble Company
 - [Research Fellows](#), Centre for Workplace Leadership
 - [Sr. Data Analyst](#) – Talent Analytics, Qualcomm
 - Researcher (I/O Psych), American Institute for Research
 - SVP, Employee Surveys & Analytics, Citi
 - [Research Scientist, C2 Technologies](#), Vienna, VA
 - [Research Analyst, C2 Technologies](#), Vienna, VA

ii. Preparation for Graduate Programs or Other Benefits

The PhD is the terminal degree in Psychology, therefore the program will not be preparing students for other graduate programs. Post-doctoral fellowships, although relatively rare, are becoming more common in social psychology and related areas of applied Psychology; therefore, our graduates may be competitive for such opportunities; for example:

- [Post-doctoral Mustard Fellowship in Work and Health, Institute for Work and Health, Toronto, Canada](#)
- Post-doctoral Fellow, University of Witwatersrand, Department of Psychology, Johannesburg, South Africa
- Behavioral Health Research NRC Fellow, Walter Reed Army Institute for Research
- [Research Fellow for Army Data Health Analysis, University of Pennsylvania](#)
- [Statistical Programmer for Army Data Health Analysis, University of Pennsylvania](#)

Appendix 5: Letters of support

1. Chris Agnew – Chair, Department of Psychological Sciences, Purdue University West Lafayette
2. William Hetrick – Chair, Department of Psychological and Brain Science, IU Bloomington
3. Herman Aguinis – John F. Mee Chair of Management, Kelley School of Business, IU Bloomington
4. Kathryn Morris, Provost and VC Academic Affairs, Butler University
5. Stephanie Simon-Dack - Assistant Professor, Department of Psychological Sciences, Ball State
6. Stephen Freeland, CEO Cancer Career Group
7. Harry Gonso, Ice Miller
8. Deborah Peters, President, Quality Environmental Professionals, Inc.
9. W. Mike Wells, Chairman, Hylant Indianapolis
10. Alan Colquitt, Director, Global Assessment and Workforce Research, Eli Lilly and Company
11. Karen Dace, Vice Chancellor Office of Diversity, Equity and Inclusion, IUPUI
12. Mary Dankoski, Executive Associate Dena for Faculty Affairs and Professional Development, IUSM
13. Joseph Rosenblatt, Chair, Department of Mathematical Sciences, IUPUI
14. Robert White, Chair, Department of Sociology, IUPUI
15. Carole Kacius, Associate Dean for Education and Training, Richard M. Fairbanks School of Public Health, IUPUI.
16. Steve Lacey, Chair, Department of Environmental Health Science, Richard M. Fairbanks School of Public Health, IUPUI.
17. Andrew Klein, Dean and Professor, IU McKinney School of Law

Appendix 5: Letters of support

1. Chris Agnew – Chair, Department of Psychological Sciences, Purdue University West Lafayette
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6. Stephen Freeland, CEO Cancer Career Group
7. Harry Gonso, Ice Miller
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14. Robert White, Chair, Department of Sociology, IUPUI
15. Carole Kacius, Associate Dean for Education and Training, Richard M. Fairbanks School of Public Health, IUPUI.
16. Steve Lacey, Chair, Department of Environmental Health Science, Richard M. Fairbanks School of Public Health, IUPUI.
17. Andrew Klein, Dean and Professor, IU McKinney School of Law

December 22, 2014

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 North Blackford Ave., LD 124
Indianapolis, IN 46022

Re: Letter of support for the proposed doctoral program in Applied Social and
Organizational Psychology

Dear Dr. Stockdale,

I am writing to support the IUPUI Psychology Department's proposal to develop a doctoral program in Applied Social and Organizational Psychology, via Indiana University. As Head of the Department of Psychological Sciences at Purdue University, I see the value in establishing a new doctoral program that trains students in a rigorous, scientifically-based curriculum focused on social and organizational psychology, particularly one that emphasizes diversity issues as well as occupational health. Industrial-Organizational (I/O) psychology, which is aligned with this proposed program, is the fastest growing occupation in the U.S, according to recent statistics by the Bureau of Labor Statistics, so there is little doubt that graduates will find employment.

The State of Indiana already has renowned doctoral training programs in various fields within psychology. At our campus in West Lafayette, for example, both our Social Psychology program and our I/O program are consistently nationally ranked. Indiana University in Bloomington also has a top program in social psychology. Your proposed doctoral program in Applied Social and Organizational Psychology promises to add to the existing strong base of social and organizational psychology programs in a unique and important way, which will strengthen the state's reputation for high quality advanced research and training programs in psychological science. The focus on diversity science and occupational health, in particular, are important and unique contributions.

The Chair of our Department's Graduate Committee, as well as representative members of our Social and I/O faculty, have reviewed a synopsis of the IUPUI proposal and see no conflicts. We offer our full support.

Sincerely,



Christopher R. Agnew, Ph.D.
Professor and Head



DEPARTMENT OF PSYCHOLOGICAL AND BRAIN SCIENCES

INDIANA UNIVERSITY

Bloomington

December 10, 2014

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 North Blackford Ave., LD 124
Indianapolis, IN 46022

Re: Letter of support for the proposed doctoral program in Applied Social and Organizational Psychology

Dear Dr. Stockdale,

I am writing to support the IUPUI Psychology Department's proposal to develop a doctoral program in Applied Social and Organizational Psychology. As Chair of the Department of Psychological and Brain Sciences at Indiana University Bloomington, I see great value in a doctoral program that trains students in a rigorous, scientifically-based curriculum in social and organizational psychology, particularly one that emphasizes diversity issues as well as occupational health. The discipline of Industrial-Organizational Psychology, which is closely aligned with this proposed program, is among the fastest growing occupations in the U.S, according to recent statistics by the Bureau of Labor Statistics, so there is no doubt that graduates will easily find meaningful employment. Graduates will likely fill important positions not only as university faculty, but also as chief diversity officers, talent management executives, organizational health behavioral scientists, and more.

Indiana has renowned doctoral training programs in psychology. At Indiana University-Bloomington our social psychology program ranks 15th in Princeton Review's Gourman Report of Graduate Programs. Purdue-West Lafayette's social psychology ranks 22nd and their I/O program consistently ranks in the top 15 if not top 5. IUPUI's proposed doctoral program in Applied Social and Organizational Psychology promises to add to this impressive base of social and organizational psychology programs in a unique and important way, which will strengthen the state's reputation for high quality advanced research and training programs. Their focus on diversity science and occupational health, in particular, are important and unique contributions.

Our department's Policy and Steering Committee has reviewed a synopsis of the IUPUI proposal and we see no conflict. We offer our full support for its approval.

Sincerely,

A handwritten signature in black ink, reading "William P. Hetrick". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

William P. Hetrick, Ph.D.

Professor and Department Chair

Department of Psychological and Brain Science

Programs in Neuroscience and Clinical Science

1101 E. 10th Street

Bloomington, IN 47405



KELLEY SCHOOL OF BUSINESS

INDIANA UNIVERSITY

Department of Management and Entrepreneurship

November 26, 2014

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 North Blackford Ave., LD 124
Indianapolis, IN 46022

Dear Dr. Stockdale,

I am writing to express my strong support of **IUPUI Psychology Department's proposal to develop a doctoral program in Applied Social and Organizational Psychology**. As a faculty member in the Kelley School of Business, Indiana University, I see great value in a doctoral program that trains students in a rigorous, scientifically-based curriculum in applied social and organizational psychology, particularly one that emphasizes diversity issues as well as occupational health.

Proposals such as yours are often faced with a healthy dose of skepticism and scrutiny to make sure there is no duplication of programs. Thus, let me address some unique features that your proposed program has that are NOT features of the related doctoral program in organizational behavior and human resource management in the Kelley School of Business:

1. Your program will train individuals for academic and non-academic jobs, whereas our program trains individuals for academic jobs only.
2. Your program emphasizes diversity issues as well as occupational health, whereas ours does not.
3. Your program will train individuals in the discipline of industrial-organizational (I-O) psychology, which is the fastest growing occupation in the U.S, according to recent statistics by the Bureau of Labor Statistics. Our program does not train individuals in I-O psychology.
4. Your program will train individuals to be able to offer solutions to societal and organizational problems, whereas our program focuses primarily on organizational problems.

In short, I believe yours is a unique program that fills an important gap and there is minimal overlap with the doctoral program in organizational behavior and human resources management offered by the Kelley School of Business, Indiana University. Thank you for the opportunity to comment on your proposal and I certainly hope it will be approved.

Sincerely,

Herman Aguinis, Ph.D.
John F. Mee Chair of Management
Professor of Organizational Behavior and Human Resources
Founding Director, Institute for Global Organizational Effectiveness

1309 E. 10th Street
Bloomington, IN 47405-1701

voice: (812) 856-0780
fax: (812) 855-4246

Email: haguinis@indiana.edu
<http://mypage.iu.edu/~haguinis>



**BUTLER
UNIVERSITY**

Office of the Provost and
Vice President for Academic Affairs

4600 Sunset Avenue
Indianapolis, Indiana 46208-3485
(317) 940-9903
Fax: (317) 940-9990

December 3, 2014

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 North Blackford Ave., LD 124
Indianapolis, IN 46022

Re: Letter of support for the proposed doctoral program in Applied Social and Organizational Psychology

Dear Dr. Stockdale,

I am writing to support the IUPUI Psychology Department's proposal to develop a doctoral program in Applied Social and Organizational Psychology. As Provost and Professor of Psychology at Butler University, I see great value in a doctoral program that trains students in a rigorous, scientifically-based curriculum in social and organizational psychology, particularly one that emphasizes diversity issues.

The discipline of Industrial-Organizational Psychology, which is closely aligned with the proposed program, is the fastest growing occupation in the U.S, according to recent statistics by the Bureau of Labor Statistics, so there is no doubt that graduates will easily find meaningful employment. In the realm of higher education, I predict that graduates will fill important positions not only as university faculty, but also as chief diversity officers. According to a recent study conducted by *Inside Higher Ed*, chief diversity officers are one of the fastest growing positions in higher education administration. Results demonstrated that successful chief diversity officers benefit from academic credentials, including a terminal degree from a rigorous program. Furthermore, they have expertise in measurement, a keen understanding of socio-cultural influences on behavior, and a comprehensive awareness of organizational change theory and practice. From the program description I have read, the proposed doctoral program will cultivate these and other competencies leading to success in chief diversity officer positions. Of course, chief diversity officer positions are not limited to higher education contexts; graduates of this new program would be as successful in for-profit and corporate organizations as in institutions of higher education.

Many of Butler's graduates pursue doctoral training in the state, and I am confident that many of them will be interested in the proposed program due to its rigor, applied nature, and emphasis on diversity. This triad of characteristics dovetails with our graduates' desires to gain a strong education that yields a variety of career options post graduation.

Although Indiana has renowned doctoral training programs in psychology, IUPUI's proposed doctoral program in Applied Social and Organizational Psychology is unique due to its focus on diversity science. I therefore believe it will be a strong complement to the impressive base of social and organizational psychology doctoral programs in our state. Also of note, organizations such as the Lilly Endowment, Inc. have worked with our state's institutions of higher education and other corporations and organizations to reduce "brain drain" from the state. A high quality graduate program in Indianapolis—particularly one that will open so many occupational doors for students—will contribute to these efforts to retain our best and brightest college graduates to pursue further training and their careers within our state.

I am delighted to offer full support for the approval of this doctoral program and look forward to encouraging our psychology students to apply to it.

Sincerely,

A handwritten signature in black ink, appearing to read "Kathryn A. Morris".

Kathryn A. Morris, Ph.D.

Provost and Vice President for Academic Affairs



College of Science and Humanities
Department of Psychological Science

Muncie, Indiana 47306-0520
Phone: 765-285-1690

December 2, 2014

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 North Blackford Ave., LD 124
Indianapolis, IN 46022

Re: Letter of support for the proposed doctoral program in Applied Social and Organizational Psychology

Dear Dr. Stockdale,


I am writing to support the IUPUI Psychology Department's proposal to develop a doctoral program in Applied Social and Organizational Psychology. As the Chair of the Graduate Committee in Psychological Science at Ball State University, I see great value in a doctoral program that trains students in a rigorous, scientifically-based curriculum in social and organizational psychology, particularly one that emphasizes diversity issues as well as occupational health. The discipline of Industrial-Organizational Psychology, which is closely aligned with this proposed program, is the fastest growing occupation in the U.S, according to recent statistics by the Bureau of Labor Statistics, so there is no doubt that graduates will easily find meaningful employment. Graduates will fill important positions not only as university faculty, but also as chief diversity officers, talent management executives, organizational health behavioral scientists, and more.

Indiana has renowned doctoral training programs in psychology. The Purdue-West Lafayette social psychology program ranks 22nd and its I/O program consistently ranks in the top 15 if not top 5 in Princeton Review's Gourman Report of Graduate Programs. Indiana University-Bloomington's social psychology program ranks 15th. IUPUI's proposed doctoral program in Applied Social and Organizational Psychology promises to add to this impressive

base of social and organizational psychology doctoral programs in a unique and important way, which will strengthen the state's reputation for high quality advanced research and training programs. Their focus on diversity science and occupational health, in particular, are important and unique contributions. Our own master's program in Cognitive and Social Processes, as well as our department's history of supporting diversity science, provide clear connections for our students and faculty as collaborators.

Our department's Graduate Committee has reviewed a synopsis of the IUPUI proposal and we see no conflict. We offer our full support for its approval.

Sincerely,

A handwritten signature in black ink, appearing to read 'Stephanie L. Simon-Dack', written in a cursive style.

Stephanie L. Simon-Dack
Assistant Professor
Department of Psychological Science
Ball State University
2000 W. University Ave.
Muncie, IN 47306
phone: 765-285-1693
e-mail: SLSimondack@bsu.edu



C A N C E R C A R E G R O U P

6100 W. 96th Street, Suite 125
Indianapolis, Indiana 46278
Telephone: 317-715-1800 Facsimile: 317-715-6200
Website: www.cancercaregroup.com

December 3, 2014

Peggy S. Stockdale, PhD
Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 Blackford Drive, LD 124
Indianapolis, IN 46202

Dr. Stockdale:

I am writing this letter to you to share my full support and enthusiasm for the **Applied Social and Organizational Psychology** (ASOP) program that you are proposing.

This program aligns perfectly with the ultimate goal of creating higher paid future jobs for Hoosiers, and in an industry sector that is deemed the fastest occupation in the US labor market according to the US Bureau of Labor Statistics. In the competitive job market, graduates of this program will be of significant value to the economies of both Indiana and the U.S

In comparing your proposed program with those of other Indiana public universities, there is a unique focus with your program on both the social and Industrial/Occupational psychology of your program, as well as a strong applied research component that can benefit local employers and organizations.

Focusing on the needs of employers is a unique asset of this program that makes it highly valuable to the marketplace. As an employer myself, and an executive who in my prior career oversaw a large occupational health program, the value that this type of a program brings to the business community is significant.

I would also emphasize the importance of partnerships with the business community through this program. Having students and faculty collaborate with employers on applied applications and research will raise the profile of this program and IUPUI in the eyes of future employers for these students and the business community at large.

Thank you for presenting this program recently to our IUPUI School of Science Advisory Council and I can assure you we were all excited about the potential for this program under your leadership and advocate for its approval by the University leadership.

Sincerely,

Stephen A. Freeland, MBA
Chief Executive Officer, Cancer Care Group, P.C.
Chairman, IUPUI School of Science Dean's Advisory Council

Benesse Oncology Center of
Major Hospital-Shelbyville
317-421-1800

CENTA
317-926-1056

St. Francis Hospital
317-865-5171 - Indianapolis
317-834-5900 - Mooresville

Columbus Regional Hospital
812-376-5544

Decatur County
Memorial Hospital-Greensburg
812-663-1301

Union Hospital - Terre Haute
Hux Cancer Center
812-338-7504

Logansport Regional
Cancer Center
574-722-3650

Riverview Hospital-Noblesville
317-776-7179

St. Vincent Hospital & Health
Services
317-338-6613

St. Vincent Oncology Center
317-415-6760

Hancock Regional Hospital
317-468-4789

Hendricks Regional Health
Cancer Center - Avon
317-272-3636

Witham Memorial Hospital -
Lebanon
765-483-7310

Fayette Regional Hospital -
Connersville
765-827-8000

St. Joseph Hospital - Kokomo
765-456-5687

The Hansen Center (Margaret
Mary Hospital)-Batesville
812-933-3703

American Health Network-Peru
765-472-2124

December 8, 2014

Writer's Direct Number: (317) 236-2325
Direct Fax: (317) 592-4669
Internet: HARRY.GONSO@ICEMILLER.COM

VIA ELECTRONICAL TRANSMITTAL
(pstockda@iupui.edu)

Peggy Stockdale
Professor and Chair
Department of Psychology
Indiana University – Purdue University Indianapolis
402 North Blackford Street, LD 124
Indianapolis, IN 46202

RE: Proposal for PhD in Applied Social and Organizational Psychology

Dear Peggy:

I am pleased to write in support the creation of the PhD program in Applied Social and Organizational Psychology. I know you will be receiving other letters of support which will no doubt have numerous good solid reasons for the creation and authorization of this degree program.

I would like to approach it from a different perspective. My long relationship with IU and in particular IUPUI and doing business in our capital as a lawyer, entrepreneur and governmental servant (for a couple of years with Governor Mitch Daniels). I have had the pleasure of being involved with Indiana University and especially the Bloomington and Indianapolis campuses since my undergraduate days. For 18 years I served on the IU Board of Trustees and for the past many years on the IUPUI Board of Advisors. I have also served for many years on the IU Foundation which provides financial support to the University.

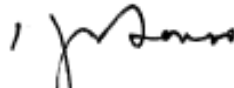
The evolution of the University and in particular the Indianapolis campus over the last 40 or so years has been truly remarkable. Not only in the change of the landscape and buildings here in Indianapolis but also the quality of the programs and the impact it has had on our local community and state. It is also noteworthy that when it comes to making Indiana a better place to live and an attractive place to start and expand a business IU and in particular IUPUI has stepped up to meet that challenge. IUPUI was once a scattered campus with a dominance of the School of Medicine ... now IUPUI has an important and relevant undergraduate program to go along with its remarkably gifted professional degree programs. This is good for Indianapolis and for the state. This state needs IUPUI to continue to grow and serve as a leader in education and economic development of the state. Where would our Life Sciences Initiative be without the strong contributions of IUPUI.

Peggy Stockdale
December 8, 2014
Page 2

This is also an appropriate time to recognize the impact that technology and the Internet and advanced social communications has on our society, our workplace and our individual relationships. This new degree program in Applied Social and Organizational psychology will address virtually every element of our socio-economic structure and help us do a better job at keeping in touch as humans, and in being effective and efficient as well.

Very truly yours,

ICE MILLER LLP

A handwritten signature in black ink, appearing to read 'Harry L. Gonso', written over a horizontal line.

Harry L. Gonso

HLG/eac



December 7, 2014

Peggy S. Stockdale, PhD
Department of Psychology Chair
Indiana University-Purdue University Indianapolis
402 Blackford Drive, LD 124
Indianapolis, IN 46202

Dr. Stockdale:

The intent of this letter is to let you know that I fully support the Applied Social and Organizational Psychology (ASOP) program that you described to the IUPUI School of Science Advisory Council. I was very impressed and enthusiastic about the program as it will offer professionals that are much needed in the market place.

This program would be beneficial to the private sector businesses as we are all seeking professionals with this skill set who can work with our most important assets, our employees. As a Business Owner, I work with a very diverse staff of professional Engineers, Geologists, Scientists, Ecological Experts, Environmental Compliance Managers, Quality Management and Business professionals, Administrative Staff, Marketing and Finance. This is not an easy task as the personnel are as unique and diverse as the positions they hold, as are the methods of how discipline communicate. Therefore, since effective communication is the key to a successful business, this ASOP program that you are proposing is a perfect fit for business community.

I am aware that the program will have a strong applied research component that will benefit more than just businesses, but I truly hope that this ASOP program is launched as soon as possible. As a high-tech employer I want to continue to keep and create more high paid professionals here in Indiana and throughout the Midway.

I appreciated hearing that the IUPUI School of Science is at the forefront of training the future professionals to help out in the marketplace. I support that under your leadership I will be an advocate for its approval by the University.

Sincerely,

Deborah E. Peters, LPG
President
IUPUI School of Science Dean's Advisory Council



hylant.com

301 Pennsylvania Parkway
Suite 201
Indianapolis, IN 46280
P 317-817-5000
F 317-817-5151

December 3, 2014

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University – Purdue University Indianapolis
402 Blackford Dr., LD 124
Indianapolis, IN 46202

Re: Proposal for the new PhD in APPLIED SOCIAL AND ORGANIZATIONAL PSYCHOLOGY
(ASOP)

Dear Peggy:

I have reviewed the overview of the proposed New PhD program referred to above. I must say, I was surprised that there was almost a void in the Applied Science aspect of Organizational Behavior when it came to PhD programs that focus upon this topic. As I think I told you, when I was recently asked at a Kelley School Dean's Advisory Council bi-annual meeting "what were the most significant courses that had the most impact on your career during your Business School days", I replied that it was the Organizational Behavior courses I took during my MBA courses at Kelley – by a large margin. The reason is that this discipline focused upon the Human Resource component of an Organization, and in the end, the success of all Organizations is determined by the effective use of Human Resources. As I think back on the challenges I have faced in my business career, the most difficult were about the People involved.

As I understand the focus of this new program, it will be to have as its OUTPUT the development of individuals who will have the skills and insight necessary to help ANY Organization maximize its potential by helping it understand the importance of its Human Resources and helping lead it to provide the optimal environment with necessary tools to allow the individuals to be the best they can be.

This is one of the biggest demands in the job market today, and, more importantly, for the FUTURE workforce. The jobs of the future will be of higher intellectual requirements and thus the complexity will require a higher level of human understanding on behalf of the Organization. I see these individuals leaving the new Program as well prepared candidates especially for the PRIVATE job market as well as the academic sector.

I also understand that this program is NOT a redundant program but fills a niche that is not adequately fulfilled right now and actually addresses Diversity and Occupational Health that are very timely subjects of emphasis.

The fact that this program can be implemented with a low annual cost structure that should be relatively easy to be funded, is an added rationale for moving forward with this program.

In summation, the real value is that the end result of this program will be to produce graduates who will be of significant impact to the overall economy, but, most importantly, I feel the graduates will most likely truly make a difference in the Private sector. The difference will be the impact made upon the development these graduates can make upon the most important resource that exists, and that is the Human Resource.

Peggy, I commend you on the initiative your team has taken to develop this new program and hope that the Indiana Commission on Higher Education views it the same way I do a very positive new opportunity to provide an enhancement to our future economy and workplace at a very small investment cost with little to no dislocation or negative impact upon existing structures.

Let me know if there is any other way I can help.

Best Wishes,

Myant of Indianapolis, LLC

A handwritten signature in black ink, appearing to read "W. Michael Wells", followed by a long horizontal line extending to the right.

W. Michael Wells CPCU MBA
Chairman



December 12, 2014

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 North Blackford Ave., LD 124
Indianapolis, IN 46022

Eli Lilly and Company

Lilly Corporate Center
Indianapolis, Indiana 46285 U.S.A.
+1.317.276.2000
www.lilly.com

Re: Support for the proposed doctoral program in Applied Social and Organizational Psychology

Dear Dr. Stockdale,

I wanted to express my support for the IUPUI Psychology Department's proposal to develop a doctoral program in Applied Social and Organizational Psychology. I see great value in a doctoral program that trains students in a rigorous, scientifically-based curriculum in social and organizational psychology, particularly one that emphasizes diversity issues as well as occupational health.

We at Lilly are keenly aware from our own research and experience that important insights increasingly come from cross-discipline collaboration and we would see strong possibilities coming from a collaborative curriculum that combines social psychology and organizational psychology. Many of our most important organizational challenges relate to designing and reconfiguring social systems to match changes to technical and structural systems. Our most important failures and lessons learned have come from failures to account for social system dynamics when we plan, design and implement these changes. Large multi-national organizations like ours are making fundamental, large-scale changes to our businesses and organizations. These changes require we understand how to change social systems, how to change attitudes and behaviors, and how to manage change effectively in general. This includes changes that have global and cross-cultural implications which should be informed by strong social psychological principles. Fairness and justice issues are also central to making effective social system changes in organizations. A strong, collaborative curriculum that looks at organizational problems and solutions through these lenses would be of keen interest to us.

Finally, as a company whose life-blood is innovation, new ideas and a fertile environment for them to develop are vitally important. We have learned first-hand this does not happen without an environment where people can bring their full selves to work and where their uniqueness can be expressed. We have a keen interest in any academic program that can help unlock the secrets to valuing and leveraging diversity in the service of important individual and organizational goals and objectives.

I am quite confident that the outcomes from such a program would benefit us and other business locally and within the region. We have already enjoyed a strong partnership with the department, placing practicum students and engaging in shared learning activities. I think this will only increase as the fruits of this program are realized. I eagerly await the start of this program and would support it fully.

Sincerely,

Alan L. Colquitt, Ph.D.
Director, Global Assessment and Workforce Research
Eli Lilly and Company

IUPUI
OFFICE OF
DIVERSITY, EQUITY
AND INCLUSION

INDIANA UNIVERSITY-PURDUE UNIVERSITY
INDIANAPOLIS

December 10, 2014

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 Blackford Dr., LD 124
Indianapolis, IN 46202


Dear Dr. Stockdale:

Please accept this letter in support of the proposal for a new doctoral program in the Department of Psychology—Applied Social and Organizational Psychology. Of particular interest to the Division of Diversity, Equity and Inclusion is the opportunity afforded students in the new program to specialize in Diversity Science.

As you are aware, IUPUI is committed to enhancing the educational experience through diversity. Creating opportunities for graduate students to learn more about and work across difference makes them better citizens, scholars and employees. The materials in the proposal are in line with many of IUPUI's diversity goals including "using education to develop the potential of all students, faculty and staff for their personal, social and professional advancement." Should the proposal be successful, it will also support IUPUI's efforts to lead in the area of curricular transformation by infusing principles of multiculturalism, pluralism, equity and diversity into the curriculum.

I do hope the proposal for the new doctoral program in Applied Social and Organizational Psychology is successful. Members of the Division of Diversity, Equity and Inclusion team stand ready to support the Department of Psychology on this new initiative.

Sincerely,


Karen L. Dace, Ph.D.
Vice Chancellor



IUPUI

**DEPARTMENT OF
MATHEMATICAL SCIENCES**

SCHOOL OF SCIENCE

Indiana University-Purdue University
Indianapolis

January 29, 2015

Peggy Stockdale, PhD
Professor and Chair, Department of Psychology
Indiana University-Purdue University Indianapolis
402 N. Blackford St., LD 124
Indianapolis, IN 46202

Re: Letter of support for proposed doctoral program in Applied Social and Organizational Psychology and Minor in Mixed Methods Data Analytics for Social/Behavioral Sciences

Dear Dr. Stockdale:

I am writing about the proposed IU doctoral program in Applied Social and Organizational Psychology to be delivered by the Psychology Department at IUPUI. I have talked with a number of our faculty with expertise in applied and theoretical statistics about this program. We agreed that this is a worthwhile and interesting program that will train students in a rigorous, scientifically-based curriculum in social and organizational psychology.

In addition, we understand that as part of this new program the Department of Psychology is proposing an interdisciplinary graduate minor in Mixed Methods Data Analytics for Social/Behavioral Sciences that will include courses in both advanced quantitative (statistical) and qualitative approaches to research in sociology and psychology. We are glad to have our course Statistics 522 Survey and Sampling Methods included in this minor. We understand that students will minimally have had an undergraduate course in statistics and additional experience using statistics before enrolling in Statistics 52200.

I am giving my strong support for the approval of this doctoral program and for the interdisciplinary minor in Mixed Methods Data Analytics for Social/Behavioral Sciences.

Sincerely yours,

Joseph Rosenblatt, PhD
Professor and Chair
Department of Mathematical Sciences
IUPUI



SCHOOL OF MEDICINE

INDIANA UNIVERSITY

Office of the Dean

January 30, 2015

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 North Blackford Ave., LD 124
Indianapolis, IN 46022

Re: Letter of support for the proposed doctoral program in Applied Social and Organizational Psychology

Dear Dr. Stockdale,

I am writing to support the IUPUI Psychology Department's proposal to develop a doctoral program in Applied Social and Organizational Psychology. As Executive Associate Dean for Faculty Affairs and Professional Development in the Indiana University School of Medicine (IUSM), I see great value in a doctoral program that trains students in a rigorous, scientifically-based curriculum in social and organizational psychology, particularly one that emphasizes diversity issues as well as occupational health. The IUSM Office of Diversity and Inclusion, and our programs for the advancement of women, are major areas of responsibility that I oversee in my administrative leadership role.

The nation is changing and our higher education institutions need to reflect these changes; by 2050, there will be no clear racial or ethnic majority in the U.S. Communities of color will provide many of tomorrow's patients, physicians, scientists, and leaders. Our challenge is to prepare a workforce for the future. Thus, the IU School of Medicine has recently renewed our commitment to our approach to advancing diversity and inclusion across the organization, curriculum, and co-curriculum.

Expertise in diversity science is sorely needed for our organizations – and our country – to achieve the full benefits of a truly representative and inclusive workforce. It is exciting to me to imagine such expertise right here on the IUPUI campus. I can foresee a number of collaborative opportunities that would provide mutual benefit to the IUSM and the Department of Psychology. I offer my enthusiastic support for the approval of this new program.

Sincerely,

Executive Associate Dean for Faculty Affairs and Professional Development
Lester D. Bibler Scholar and Associate Professor of Family Medicine



SCHOOL OF LIBERAL ARTS

INDIANA UNIVERSITY

Department of Sociology
IUPUI

January 30, 2015

Peggy Stockdale, PhD
Professor and Chair, Department of Psychology
Indiana University-Purdue University Indianapolis
402 N. Blackford St., LD 124
Indianapolis, IN 46202

Re: Letter of support for proposed doctoral program in Applied Social and Organizational Psychology, proposed courses, and minors in Mixed Methods Data Analytics and Occupational Health Psychology

Dear Dr. Stockdale

I write in support of the proposed IU doctoral program in Applied Social and Organizational Psychology to be delivered by the Psychology Department at IUPUI. This program promises to train students in a rigorous, scientifically-based curriculum in social and organizational psychology with a strong focus on diversity.

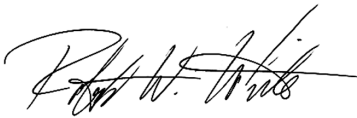
The new courses proposed for this curriculum, including Gender Issues in the Workplace, are important and welcome additions to the graduate offerings available on the IUPUI campus. Sociology offers R525 Gender and Work, a course that will complement the primarily psychological approach adopted in the Gender Issues course. Students in a variety of academic disciplines interested in advanced gender and diversity studies would benefit from both courses.

The Department of Sociology also supports the Department of Psychology's proposed interdisciplinary graduate minor in Mixed Methods Data Analytics which will include courses in advanced quantitative (statistical) and qualitative approaches to research. We are pleased to have our graduate-level qualitative methods courses included in that minor, such as, S659 Qualitative Methods in Sociology. In addition, research methods/statistics sections of S560 Topics in Sociology, such as Visual Sociological Methods and Qualitative Textual Analysis, will be relevant to this mixed-methods-based minor. We also plan on offering an advanced statistics topics section of S560 that will cover topics that include categorical variable analysis and repeated measures longitudinal analysis. These new courses will be useful additions to this minor.

Finally, we support Psychology's proposed interdisciplinary graduate minor in Occupational Health Psychology which will include courses from Psychology, Public Health and Sociology. We are pleased to include R517 Sociology of Work and R525 Gender and Work, as well as other graduate-level courses in Sociology that may suit students' interests in this area of focus.

I am pleased to offer full support for the approval of this doctoral program, the proposed new courses, and for the interdisciplinary minor in Mixed Methods Data Analytics.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert W. White", with a stylized flourish at the end.

Robert W. White
Professor and Chair



**RICHARD M. FAIRBANKS
SCHOOL OF PUBLIC HEALTH**

INDIANA UNIVERSITY
IUPUI

January 22, 2015

Peggy Stockdale, PhD
Professor and Chair, Department of Psychology
Indiana University-Purdue University Indianapolis
402 N. Blackford St., LD 124
Indianapolis, IN 46202

Re: Letter of support for proposed doctoral program in Applied Social and Organizational Psychology and Minor in Mixed Methods Data Analytics

Dear Dr. Stockdale,

On behalf of the faculty in the IU Richard M. Fairbanks School of Public Health, I am writing to express our support for your proposal for a doctoral program in Applied Social and Organizational Psychology. Your proposal promises to train students in a rigorous, scientifically-based curriculum in social and organizational psychology with a special focus on diversity.

In addition, we understand that the Department of Psychology is proposing an interdisciplinary graduate minor in Mixed Methods Data Analytics which will include courses in both advanced quantitative and qualitative approaches to research. We are pleased to have PBHL S615 Culture and Qualitative Methods and possibly other courses included in this minor.

Sincerely,

Carole Kacius, PhD
Associate Dean for Education and Training



IUPUI

**RICHARD M. FAIRBANKS
SCHOOL OF PUBLIC HEALTH**

INDIANA UNIVERSITY

Indianapolis

January 29, 2015

Peggy Stockdale, PhD
Professor and Chair, Department of Psychology
Indiana University-Purdue University Indianapolis
402 N. Blackford St., LD 124
Indianapolis, IN 46202

Re: Proposed minor in Occupational Health Psychology

Dear Dr. Stockdale,

On behalf of the Environmental Health Sciences faculty at the Fairbanks School of Public Health, I am writing to express our support for your proposed minor in Occupational Health Psychology (OHP). I understand that this minor supports the proposed doctoral program in Applied Social and Organizational Psychology, which aims to train students in a rigorous, scientifically-based curriculum in social and organizational psychology. The OHP minor provides further comprehensive training for students pursuing scholarship and careers addressing workplace health and safety outcomes.

We are pleased to include our course, PBHL A-633 Occupational Safety & Health, as a required course for this minor. Furthermore, as our curriculum in occupational health expands, we will be pleased to offer relevant courses as electives in this minor.

Sincerely,

Steven E. Lacey, PhD, CIH, CSP
Chair, Department of Environmental Health Science



**ROBERT H. MCKINNEY
SCHOOL OF LAW**

INDIANA UNIVERSITY

Indianapolis

February 3, 2015

Peggy Stockdale, PhD
Professor and Chair, Department of Psychology
Indiana University-Purdue University Indianapolis
402 N. Blackford St., LD 124
Indianapolis, IN 46202

Re: Letter of support for proposed doctoral program in Applied Social and Organizational Psychology and minor in Legal Studies.

Dear Dr. Stockdale

I am writing to support the proposed IU doctoral program in Applied Social and Organizational Psychology (ASOP) to be delivered by the Psychology Department at IUPUI. This program promises to train students in a rigorous, scientifically-based curriculum in social and organizational psychology with a strong focus on diversity.

We understand that Psychology is also proposing an interdisciplinary graduate minor in Legal Studies for students in the ASOP program. This program will include a graduate seminar taught by psychology faculty that addresses the application of social and organizational psychology to legal issues. We are pleased to include a variety of law courses for this minor including:

- N 836 Legal Process
- D/N 653 Discrimination in Employment
- D/N 672 Employment Law
- D/N 867 Law & Social change: The Civil Rights Movement
- D/N 875 Law & Poverty
- D/N 685 Race & the Law
- D/N 826 Sex Discrimination
- D/N 811 Sexual Harassment Law

I am pleased to offer full support for his doctoral program, as well as support for the interdisciplinary minor in Legal Studies, contingent on the outcome of our normal faculty committee review process.

Sincerely,

Andrew R. Klein
Dean and Paul E. Beam Professor of Law

Appendix 6: Faculty with appointments to teach in the program:

I. Core Faculty currently affiliated with the PhD in Applied Social and Organizational Psychology

- Leslie Ashburn-Nardo, Ph.D., Associate Professor, Department of Psychology, School of Science
- Dennis Devine, Ph.D., Associate Professor, Department of Psychology, School of Science
- Mike Sliter, Ph.D., Assistant Professor, Department of Psychology, School of Science
- Peggy Stockdale, PhD. Professor and Chair, Department of Psychology, School of Science
- Jane Williams, Ph.D. Associate Professor, Department of Psychology, School of Science and Assistant Dean for Strategic Initiatives, School of Science, IUPUI
- Evava Pietri, Ph.D. Assistant Professor, Department of Psychology, School of Science (appointment begins August, 2015)

II. Psychology Faculty supporting the PhD in Applied Social and Organizational Psychology

- Steve Boehm, Ph.D. Associate Professor, Department of Psychology, School of Science
- Lisa Contino, Ph.D. Senior Lecturer, Department of Psychology, School of Science
- Melissa Cyders, Ph.D. Assistant Professor, Department of Psychology, School of Science
- Cristine Czachowski, Ph.D., Associate Professor, Department of Psychology, School of Science
- Charles Goodlett, Ph.D. Professor, Department of Psychology, School of Science
- Nick Grahame, Ph.D. Associate Professor, Department of Psychology, School of Science
- John Guare, Ph.D. Clinical Associate Professor, Department of Psychology, School of Science
- Debbie Herold, Ph.D. Senior Lecturer, Department of Psychology, School of Science
- Adam Hirsh, Ph.D. Assistant Professor, Department of Psychology, School of Science
- Kathy Johnson Ph.D., Professor of Psychology, Dean of the University College, and Associate Vice Chancellor for Undergraduate Education
- Shenan Kroupa, Ph.D. Lecturer, Department of Psychology, School of Science
- Christopher Lapish, Ph.D. Assistant Professor, Department of Psychology, School of Science
- Marian Logrip, Ph.D. Assistant Professor, Department of Psychology, School of Science (appointment begins August, 2015)
- John McGrew, Ph.D. Professor, Department of Psychology, School of Science
- Kyle Minor, Ph.D. Assistant Professor, Department of Psychology, School of Science
- Catherine Mosher, Ph.D. Assistant Professor, Department of Psychology, School of Science
- Bethany Neal-Beliveau, Ph.D. Associate Professor, Department of Psychology, School of Science
- Milena Petrovic, Ph.D. Lecturer, Department of Psychology, School of Science
- Kevin Rand, Ph.D. Associate Professor, Department of Psychology, School of Science
- Michelle Salyers, Ph.D. Professor, Department of Psychology, School of Science
- Jesse Stewart, Ph.D. Associate Professor, Department of Psychology, School of Science
- Robert Stewart, Ph.D. Senior Lecturer, Department of Psychology, School of Science
- Tamika Zapolski, Ph.D. Assistant Professor, Department of Psychology, School of Science

II. Cross-Appointed Faculty

Christopher Porter (Kelley School of Management, IUPUI)

III. Adjunct Faculty

Alan Colquitt, Ph.D. Eli Lilly & Co. Pharmaceuticals

Appendix 10: Program Description, Degree Map/Time to completion with Credit Hours Requires, and Course Descriptions

A. Program Description

The PhD in Applied Social and Organizational Psychology is a graduate degree program offered by the Department of Psychology in the School of Science on the IUPUI campus. A minimum of 91 credit hours (36 of which transfer from the M.S. in ASOP program) will be required for the proposed degree, which includes

(a) Required courses in **statistics and research methods** (4 courses, 12 Credit Hours);

- Psy 60000 (Statistical Inference) (3 credit hours)
- Psy 60100 (Correlation and Experimental Design)(3 credit hours)
- Psy 60800 (Psychological Measurement) (3 credit hours)
- Psy 68100 (Seminar in Research Methods in I/O Psychology) (3 credit hours)

(b) Core courses in **applied social and organizational psychology** (4 courses, 12 Credit Hours)

- Psy I-647(Attitudes and Social Cognition) (3 credit hours)
- Psy 57000¹ (Staffing) (3 credit hours)
- Psy 57200 (Organizational Psychology) (3 credit hours)
- Psy 57600² (Human Resource Development) (3 credit hours)

(c) A **concentration** (e.g., diversity science) (3 courses, 9 Credit Hours):

i. Diversity Science Concentration

- Psy I-579 Foundations of Diversity Science(3 credit hours)
- Psy I-581 Gender Issues in the Workplace(3 credit hours)
- Psy I-582 Organizational Diversity and Intergroup Relations(3 credit hours)

ii. Tailor-made concentrations (to be developed)

(d) A **minor**³ primarily outside of Psychology (4-5 courses, 12-14 Credit Hours),

i. **Legal Studies minor** (11-4 credit hours):

- Psy I-575 Psychology and Law Seminar (3 credit hours)

¹ Currently, this course is titled Industrial Psychology. A course change proposal will be submitted to change the name to Staffing.

² Currently this course is titled Training and Compensation. A course change proposal will be submitted to change the name to Human Resource Development.

³ Three interdisciplinary minors were created to support the PhD in ASOP. A Minor committee consists of the student's PhD Advisor, an additional faculty member in the ASOP program, and a faculty member representing one of the outside departments represented by the minor). Letters of support from participating academic units for these minors is included in Appendix 5.

- Law N-836 Legal Process and Legal Methods (2 credit hours)

Plus 2-3 from:

- Law D/N 653 (Discrimination in Employment) (3 credit hours)
- Law D/N 672 (Employment Law) (3 credit hours)
- Law D/N 867 (Law & Social change: The Civil Rights Movement) (3 credit hours)
- Law D/N 875 (Law & Poverty) (3 credit hours)
- Law D/N 685 (Race & the Law) (3 credit hours)
- Law D/N 826 (Sex Discrimination) (3 credit hours)
- Law D/N 811 (Sexual Harassment Law) (3 credit hours)
- Other approved courses

ii. **Mixed Methods in Data Analytics for Social/Behavioral Sciences** (four courses, 12 Credit hours, total)

- Psy 60500 (Advanced Multivariate Statistics) (3 credit hours)

At least one from

- PBHL S-615 (Culture and Qualitative Methods) (3 credit hours)
- Soc S-659 (Qualitative Methods in Sociology) (3 credit hours)
- Soc S-652 Textual Analysis (3 credit hours)
- Soc S-560 – (Topics in Sociology Visual Sociological Methods) (3 credit hours)
- Other approved qualitative methods course

At least one from

- STAT 52200 (Sampling and Survey Techniques) (3 credit hours)
- Soc R-560 Topics in Sociology (advanced statistics courses) (3 credit hours)
- PBHL B-670 Biostatistics Method II-Categorical Data Analysis(3 credit hours)
- Other approved statistics courses

iii. **Occupational Health Psychology** (4 courses, 12 credit hours)

- Psy I-573 – Occupational Health Psychology (3 credit hours)

At least three from

- PBHL A-633 Occupational Safety & Health(3 credit hours)
- Soc R-517 Sociology of Work(3 credit hours)
- Soc R-525 Gender and Work(3 credit hours)
- Other approved courses

(f) **Other program requirements**

- Psy I-685 (Proseminar in Applied Social and Organizational Psychology) – repeatable up to 8 credit hours total (e.g., 4 from M.S. program and 4 in PhD program)
- Psy I-595 (Teaching Seminar in Psychology (1 credit hour)

- Psy 69800 (Thesis Research) (4-8 credit hours)
- Psy 69900 (Dissertation Research) (20 credit hours)

(g) **Electives** (at least 3) (9 Credit Hours), e.g., (must not duplicate any requirement above)

- Psy I-573 (Occupational Health Psychology) (3 credit hours)
- Psy I-583 (Judgment and Decision Making in Organizations) (3 credit hours)
- Psy I-575 (Psychology and Law Seminar) (3 credit hours)
- Psy I-614 (Behavioral Medicine in Rehabilitation) (3 credit hours)
- Psy 51800 (Memory and Cognition) (3 credit hours)
- Psy 54000 (History of Psychology) (3 credit hours)
- Psy 61500 (Introduction to Psychobiology) (3 credit hours)
- Psy I-650 (Developmental Psychology) (3 credit hours)
- Other graduate courses approved by student's committee

The required coursework for the M.S. in ASOP includes the following elements/courses from the above list:

(a) statistics and research methods courses (4 courses, 12 credit hours)– See the **statistics and research methods** courses above);

(b) core courses (4 courses, 12 credit hours) – See applied social and organizational psychology courses above

(c) Proseminar in ASOP (repeatable with variable credit, up to 4 credit hours)

(d) Thesis (8 credits)

Total: 36 Credit Hours

Students will complete a Master's of Science degree en route to completing the PhD degree.

B. Degree Map/Time to completion with Credit Hours Requirements

Entering Fall Odd							Entering Fall Even					
		Course 1	Course 2	Course 3	Other	CH		Course 1	Course 2	Course 3	Other	CH
Year 1	Fall-odd	Psy 60000	Psy I-649	Psy 57600	Psy I-685	10	Fall-even	Psy 60000	Psy 57000	Psy I-579	Psy I-685	10
	Spring-Even	Psy 60100	Psi 68100	Psy 57200	Psy I-685 + Psy 69800 (2)	12	Spring-Odd	Psy 60100	Psi 68100	Psy I-582	Psy I-685 + Psy 69800 (2)	12
	Summ-er	Psy I-595				1		Psy I-595				1
Year 2	Fall-even	Psy 60800	Psy I-579	Psy 57000	Psy I-685 + Psy 69800 (3)	13	Fall-Odd	Psy I-649	Psy 57600	Psy 60800	Psy I-685 + Psy 69800 (3)	13
	Spring-Odd	Psy I-582	Minor or Elective course	Psy I-581	Psy I-685 + Psy 69800 (3)	13	Spring-even	Psy 57200	Psy I-581	Minor/Elective	Psy I-685 + Psy 69800 (3)	13
Defend Master's Thesis at the end of 2nd year (end of Spring term of 2nd year)												
Year 3	Fall-Odd	Minor/Elective	Minor/Elective	Minor/Elective	Psy I-685	10	Fall-Even	Minor/Elective	Minor/Elective	Minor/Elective	Psy I-685	10
Prelims at end of fall term 3rd year												
	Spring-even	Minor	Minor	Elective	Psy I-685 + Psy 69900 (1)	11	Spring-Odd	Minor	Minor	Elective	Psy I-685 + Psy 69900 (1)	11

Year
4

<i>Fall-even</i>	Psy 69900 (10)
Spring-Odd	Psy 69900 (9)

Psy I-685 11

Psy I-685 10

91

Fall-Odd	Psy 69900 (10)
Spring-Even	Psy 69900 (9)

Psy I-685 11

Psy I-685 10

91

C. Course Descriptions

1. Required statistics and research methods courses

Psy 60000 Statistical Inference: This course is intended to be an introduction to the statistical methods for graduate psychology students. There are two main sections to the course: (1) discussion of the conceptual and theoretical foundations of inferential statistics and (2) survey and practical application of several statistical analyses based on inferential statistics and the general linear model. We will begin with a brief review of basic statistical concepts in order to set the stage for discussing inferential statistics. Then, we will discuss the foundations for inferential statistics, including probability theory. Finally, we will cover several statistical procedures pertaining to inferences about mean differences (e.g., t-tests, ANOVA) and strengths of relationships (e.g., correlation). My goal is to provide you with a basic theoretical understanding of inferential statistics and practical tools for understanding and conducting research.

Psy 60100 Experimental Design : This is an intermediate-level course intended to advance your knowledge beyond descriptive statistics and ANOVA-type analyses. The two overarching goals for the course are to provide you with: (a) a good conceptual understanding of the primary correlation/regression-based statistical procedures used by psychologists, and (b) hands-on practice running and interpreting these analyses using the SPSS software package. *In this course, we will cover: (1) multivariate data screening and exploration, (2) correlation and partial correlation, (3) meta-analysis, (4) linear regression, and (5) logistic regression.*

Psy 60800 Psychological Measurement: The goals in this course are to increase knowledge of measurement theory, skills in applying this knowledge, and comfort and abilities related to analyzing and interpreting certain data sets. These goals are achieved through a survey development and implementation project (survey project), several applied/data analytic projects, and two exams.

Psy 68100 Seminar in Research Methods in Industrial/Organizational Psychology: Intensive analysis of application of various research and statistical methods to the study of human behavior in organizational settings.

2. Core courses in Applied Social and Organizational Psychology

Psy I-649 Attitudes and Social Cognition: This graduate-level seminar provides an overview of contemporary social psychological theory and research, emphasizing the social-cognitive, affective, and motivational processes underlying attitudes, social inference, stereotyping, prejudice, and self-regulation. Class discussion will focus on the application of this research to promote prosocial and prevent antisocial behaviors affecting individuals, organizations, and society.

Psy 57000 Staffing: This seminar course will introduce students to HR practices associated with bringing new members into organizations. Topics covered include recruitment, procedures for assessing the individual differences of applicants, models used to make selection decisions, and legal considerations associated with personnel selection (e.g., discrimination and affirmative action). The course will focus on theory and empirical research related primarily to the fields of industrial/organizational psychology and management.

Psy 57200 Organizational Psychology: A survey of basic behavioral science research and thinking as these contribute to the understanding of individual, dyadic, group, intergroup, and other large organization behavioral phenomena. The topics covered include motivation, perception, attitudes and morale, communication, leadership, conflict, problem solving, behavior change, and organizational effectiveness.

Psy 57600 Human Resource Development: This is a graduate level course intended for individuals who are seeking advanced training in the science and practice of employee development. Employee Development is construed broadly in this course to include performance management, employee training, and other developmental activities such as coaching and mentoring. Students will be exposed to the critical extant literature, to best practices in the development of these human resources systems in organizations, and will gain applied experience through course projects.

3. Diversity Science Concentration

Psy I-579 Foundations of Diversity Science: Diversity science investigates the creation, consequences, and maintenance of group differences. This graduate-level seminar takes a sociocultural approach to diversity science questions at the micro-level of analysis, focusing on the psychological processes that give rise to intergroup behavior and individual strategies for addressing and coping with group-based biases and stigma.

Psy I-581 Gender Issues in the Workplace: This is a graduate seminar that examines women's (and by comparison, men's) experiences in the workplace, with a focus on intersectionality. Topics will span the psychological and related social science literature on gender issues in career interests, occupational decisions, work experiences, advancement, discrimination, and organizational interventions to address these issues.

Psy I-582 Organizational Diversity and Intergroup Relations: Examines the importance of diversity in groups, discrimination and biases in organizations, minority and majority group reactions to different diversity initiatives, the unintended consequences of diversity initiatives, and the importance of empirically validating diversity interventions and trainings.

4. Electives Courses

Psy I-573: Occupational Health Psychology: Occupational health psychology (OHP) is one of the most heavily researched areas within the work domain, although it is not well publicized in the traditional IO psychology domain. For instance, traditional topics in IO, such as job design (job characteristic model), person- environment fit, shift work, job stress, coping and adjustment, type A/B, safety climate, workplace violence, and so on, are covered in the OHP. This course provides an in depth treatment of this literature with the foci on occupational stress, violence, and safety.

Psy I-583 Judgment and Decision Making: This graduate seminar examines how decisions are made by individuals and groups in various organizational and institutional settings. Topics covered include how individuals process information, make judgments, and reach decisions; how groups reach decisions through interactive social processes; and how choices, decisions and plans are formulated by individuals and groups in selected real-world contexts (e.g., legal, medical, politics, sports, business, etc.). The course will rely heavily on theory and empirical research in psychology, but also draw on the scholarly literature in related social science fields (e.g., sociology).

Psy I-575 Psychology and Law Seminar: This is a graduate seminar that examines how social and industrial/organizational (I/O) theory and research is used in forensic contexts, including criminal and tortious behavior, police and other investigatory processes, evaluation of behavioral evidence, employment law issues, and the role of psychological consultants and expert witnesses.

PSY-I 614 Behavioral Medicine in Rehabilitation (3 cr.) P: Consent of instructor. The theory and practice of behavioral medicine will be explored. Emphasis is on the application of behavioral principles to individuals suffering from various chronic diseases or disabilities including spinal cord injury, chronic pain, cancer, diabetes, strokes, cardiovascular diseases, and epilepsy.

Psy 61500 Introduction to Psychobiology: A survey of the integrated neurosciences emphasizing physiological psychology. Neural processes of sensory and motor function, arousal and sleep, motivation, learning and memory, language function, and personality disorders will be presented with selected coverage of neuroanatomy, neurophysiology, neuropharmacology, and neuroendocrinology. Both normal and pathological functions will be covered.

Psy 51800 Memory and Cognition: A graduate-level survey of theories and research concerned with the acquisition, retention, and retrieval of information. Topics include amnesia, eyewitness memory, forgetting, developmental trends in memory, related issues in attention, language processing, and problem solving.

Psy I-650 Developmental Psychology: Major concepts, principles, and facts concerning the biological and environmental influences on behavioral and psychological development. Particular emphasis on essential principles of ontogenetic development (lifespan) emerging from current research in genetics and psychology.

Psy 54000 History of Psychology: A review of the philosophical, theoretical, and methodological issues that entered into the development of modern psychology. Emphasis on historical themes that continue to be active in the science and profession of psychology.

Other Graduate Courses approved by student's committee.

5. Minors

a. Legal Studies Minor

Psy I-575 Psychology and Law Seminar: This is a graduate seminar that examines how social and industrial/organizational (I/O) theory and research is used in forensic contexts, including criminal and tortious behavior, police and other investigatory processes, evaluation of behavioral evidence, employment law issues, and the role of psychological consultants and expert witnesses.

Law N-836 Legal Process and Legal Methods:

Law D/N 653 Discrimination in Employment: Considers federal and state statutes and regulations relating to discrimination on the basis of race, sex, and other factors with respect to terms and conditions of employment by either employers or unions.

Law D/N 672: Employment Law: A study of the historical development of employment law from the early nineteenth century to the early twentieth century. Topics include establishing employment and its terms; employers' obligation to employees; termination of the employee relationship;

protecting employees' reputations, privacy, and dignity; and protecting employees' physical integrity through the Occupational Safety and Health Act.

Law D/N 867 Law & Social change: The Civil Rights Movement: Examines the Civil Rights Movement, focusing on the roles of lawyers and 'the law', and their relationships to direct action and other forms of advocacy, in advancing and impeding social change. Topics include: marches on Washington; the Journey to Reconciliation and the Freedom Rides; school desegregation (Little Rock, New Orleans, Ole Miss); the murders of Emmett Till and many others; the Montgomery Bus Boycott; student sit-ins; Freedom Summer; Black Nationalism and the Black Power Movement; and the Selma-to-Montgomery March. The course is permeated with consideration of the conflicts between violence and nonviolence and among law, politics, and morality. Each student will write a weekly reflection and a book review.

Law D/N 875 Law & Poverty: Addresses law and policy pertaining to federal and state social welfare systems designed to meet basic needs of the poor, such as cash assistance, disability insurance, housing, and health care. The course emphasizes legal aspects of social problems of the poor, such as discrimination on the basis of race, sex, and handicap.

Law D/N 685 Race & the Law: Examines the response of the law to racial issues presented in a variety of contemporary legal contexts, including civil procedure, property, torts, contracts, criminal law and procedure, employment law and education law. Also examines international human rights law instruments applicable in the United States. Materials for the course include a mix of cases and scholarly commentary.

Law D/N 826 Sex Discrimination: Explores areas in which discrimination, or differentiation in treatment, is based solely or primarily on sex, and examines the effect of constitutional provisions and federal and state statutes on such discrimination.

Law D/N 811 Sexual Harassment Law: explores the legal response to harassment based upon sex, gender, sexual orientation and transgendered status in the workplace. Title VII of the 1964 Civil Rights Act, the Indiana Civil Rights Act and the California Fair Employment and Housing Act will be examined, as well as pertinent case law and scholarly articles that discuss the theory and public policy concerns regarding sexual harassment. The second half of the course will consider responsive strategies (informal action and formal complaint procedures) and specialty areas of interest, explore the relevance of the First Amendment protection of free speech, and discuss topics such as: intersectionality (the Anita Hill hearings), the plaintiffs' litigation considerations (including the psychological impact of sexual harassment), the defense's litigation considerations (including false claims), the admissibility of sexual history evidence, and alternative dispute resolution.

b. Mixed Methods in Data Analytics for Social/Behavioral Sciences

Psy 60500 Advanced Multivariate Statistics: This course is intended to be a workshop on several multivariate analytic techniques. There are two main sections to the course: (1) discussion of the conceptual and theoretical foundations of multivariate analyses and (2) practical application of multivariate analyses based on the multivariate general linear model. We will begin with a brief review of basic multivariate concepts and an overview of different applications. Then, we will begin an in-depth exploration of different applications of structural equation modeling. My goal is to

provide you with a basic theoretical understanding of multivariate statistics and practical tools for understanding and conducting research.

PBHL S-615 Culture and Qualitative Methods: This course provides learning opportunities for public health graduate students to develop an understanding of culture and of how qualitative methods can be used to develop sensitivity to and understanding of cultural practices. Such cultural sensitivities and competencies are basic to effective program planning, implementation, service delivery, and program evaluation. This class will provide important knowledge and opportunities related to public health practice in a community setting comprised of a multicultural population with different health beliefs, values, behaviors and health care needs. By the end of the semester, the student will be able to define and distinguish the concepts of culture and traditions, acculturation and enculturation, traditionalism and modernism, and will be able to begin to identify how to build on cultural practices to develop interventions aimed at influencing health behaviors. Further, the student will have active experience in conducting qualitative research in a community setting, including skills in conducting windshield surveys, participant observations, key informant interviews, and focus groups.

PBHL B-670: Biostatistics Methods II-Categorical Data Analysis: This course covers applied statistical methods for analysis of categorical data with special emphasis on data collected from epidemiologic studies and general biomedical studies. The contents of this course include measures of disease-exposure association, causal inference, confounding and interaction, matched study, logistics regression, receiver operating characteristics, logistic regression for case-control study, Poisson regression for count data and regressions for response with multiple levels.

Soc S-659 Qualitative Methods in Sociology: This course provides an overview of qualitative research methods in sociology, with special emphasis on in-depth interview research. Qualitative research refers to the systematic collection and analysis of non-numerical data, such as interview transcripts, journal entries, or photographs, as a way to discover and develop new concepts and theories about the social world. It involves an interpretive approach to its subject matter. This means that qualitative researchers attempt to interpret social phenomena in terms of the meanings people bring to them. Course topics include the scientific foundation of qualitative research, developing appropriate research questions, the basic elements of qualitative research design (e.g., ethics, sampling, and quality issues), different types of qualitative data collection; including observation, interviews, and focus groups, and the basics of analyzing qualitative data. This course is taught using a combination of lecture and seminar formats, structured around discussion of shared reading and research assignments. interviews to coding and analyzing data. The result of your work in this class will be a write-up of your interview study, using either an article or proposal format.

Soc S-652 Textual Analysis: Goals of the course are to expose students to some of the conceptual and methodological issues involved in undertaking textual analysis in social research; To examine and “deconstruct” examples of published textual analysis, particularly focusing on data and research methods, mode of argumentation, use of evidence, and framing of research contributions; To lay the groundwork for future research by guiding students through a manageable research project utilizing textual analysis.

Soc S-560 Special Topics: Visual Sociology: Visual sociology attempts to understand visual records as data, sometimes alone and sometimes in combination with verbal and/or numeric data. Goals of the

course are to become more aware of the pervasiveness of visual imagery; begin to apply the principles of visual research; understand how visual imagery is increasingly used to describe and interpret modern life; understand how visual information and visually-based instruments reveal features of social worlds not tapped by other research methodologies.

Soc S-560 Special Topics in Advanced Statistics: Topics rotate from semester to semester, covering categorical variable analysis (ordinal and probit regression, etc), structural equation modeling, approaches to repeated measures longitudinal analysis latent growth curves and hierarchical modeling.

Stat 52200 Sampling & Survey Techniques: Survey designs; simple random, stratified, and systematic samples; systems of sampling; methods of estimation; ratio and regression estimates; and costs. Other related topics as time permits.

c. Occupational Health Psychology

Psy I-573: Occupational Health Psychology: Occupational health psychology (OHP) is one of the most heavily researched areas within the work domain, although it is not well publicized in the traditional IO psychology domain. For instance, traditional topics in IO, such as job design (job characteristic model), person- environment fit, shift work, job stress, coping and adjustment, type A/B, safety climate, workplace violence, and so on, are covered in the OHP. This course provides an in depth treatment of this literature with the foci on occupational stress, violence, and safety.

PBHL A-633 Occupational Safety & Health: This course is a survey of the technical and regulatory aspects of protecting the health and safety of workers. Topics include basic toxicology; skin, eye, and respiratory hazards; measuring hazardous atmospheres; ventilation systems; fire and explosion hazards; emergency response; noise-induced hearing loss in the workplace; radiation; accident prevention; cumulative trauma; and personal protective equipment. The course provides students with an introduction to the principles and practice of industrial hygiene. Industrial hygiene is concerned with the anticipation, recognition, evaluation and control of environmental and occupational factors that pose hazards to health and safety in the workplace. These aspects parallel the basic components of risk assessment: hazard identification, dose-response determination, exposure assessment, risk assessment, and risk management. Greater attention is focused on anticipation, recognition, and evaluation, but some consideration of control methods and hazard communication will also be included. These functions all require a sound understanding of basic toxicology, procedures for investigation, methods of exposure measurement and assessment, behavior of chemical and physical agents in the environment, and the application of guidelines and standards, topics which form the primary elements of the course

Soc R-517 Sociology of Work: Topics include the changing meaning of work, the quest for dignity in the workplace, the plight of the working poor, and the transformation of the culture of work and its impact on occupations and professions. The prospects for a revival of the labor movement will also be examined.

Soc R-525 Gender and Work: This course critically analyzes contemporary theory and research on gender and work. It examines how women's and men's roles in paid and unpaid work are socially constructed, through socialization, social interaction and the actions of social institutions. The interaction gender, race, ethnicity and social class will be explored.

d. Other Program Requirements

Psy I-685 Proseminar in Applied Social and Organizational Psychology: This graduate proseminar is designed to facilitate the professional development of graduate students in the Applied Social and Organizational Psychology program. A presentation or discussion will occur each week although the topics will vary. Presentations will be conducted by outside speakers, faculty and/or graduate students on both applied and research oriented topics. Doctoral candidates will present their dissertation work during the third or fourth year. In addition, during facilitated discussions the students will review newly published research and address ethics in our discipline. This is a course that students will repeat throughout their training and topics of vary each semester

Psy I-595 Teaching Seminar in Psychology: This seminar has been developed to help prepare graduate students in psychology to effectively and competently teach undergraduate courses in psychology. It is intended to provide training and support for students in psychology who have been recruited to serve as teaching assistants, recitation instructors, and course instructors for undergraduate classes in psychology. Content includes teaching philosophies, teaching methods, development of curricula and syllabi, assessment, and teaching ethics. Course goals will be accomplished through readings, demonstrations of teaching, class discussions, and applications.

Psy 69800 Thesis Research

Psy 69900 Dissertation Research

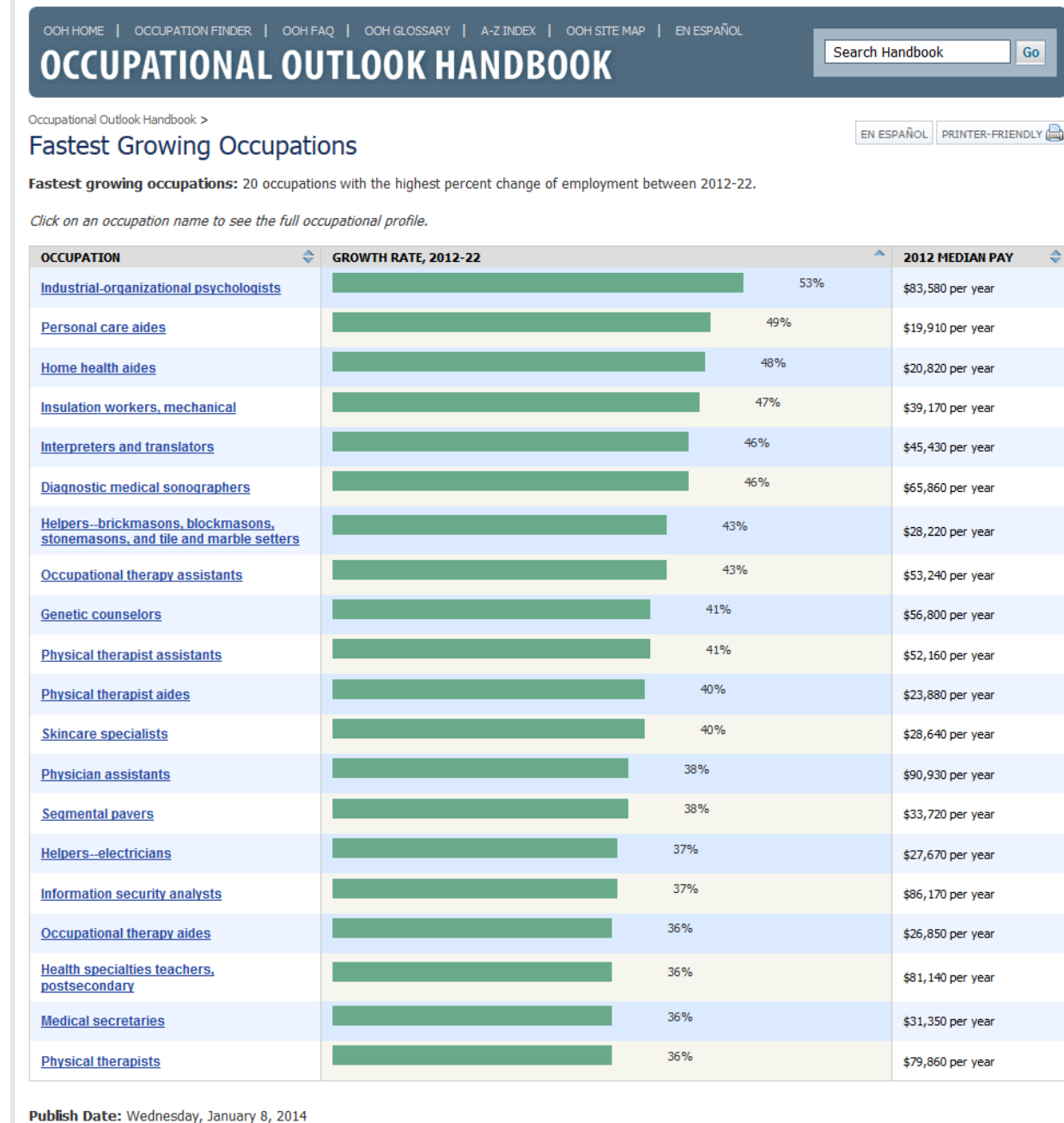
Appendix 1

Links to IUPUI Institutional Rational and Strategic Plans

1. [IUPUI core Vision, Mission, Values & Diversity](#)
2. IUPUI Campus Strategic Plan: Our commitment to Indiana and Beyond
 - a. [Executive Summary](#)
 - b. [IUPUI Strategic Plan](#)
 - c. [IUPUI's Strategic Goals and Objectives: An Overview](#)
3. [School of Science Strategic plan: 2014-2019](#)

Appendix 2: Labor Market Trends

- Occupational Outlook data from the Bureau of Labor statistics shows that Industrial-Organizational psychology is the fast growing occupation in the country: (www.bls.gov/ooh/fastest-growing.htm)



- Other occupations relevant for the ASOP program include (all statistics come from the U.S Bureau of Labor Statistics):

- Training and Development managers

- o Median pay (2012)=\$95,400/yr
 - o Number of jobs (2012)=28,600
 - o Job outlook 2012-22=11% (as fast as average)
- Psychologists (note: this is a gross occupational category)
 - o Median pay =\$ 69,280/yr
 - o Number of jobs (2012)=160,200
 - o Job outlook, 2012-22 = 12% (as fast as average)
- Top Executives (e.g., Chief Diversity Officer, Chief Talent Manager Officer) – statistics are for the gross occupational category
 - o Median Pay = \$101,650/yr
 - o Number of jobs (2012)=2,303,200
 - o Job Outlook, 2012-22 = 11% (as fast as average)
- Postsecondary Administrators (e.g., Chief Diversity Officers for Higher Education) – statistics are for the gross occupational category
 - o Median Pay = \$86,490
 - o Number of jobs (2012) = 161,800
 - o Job Outlook, 2012-22=15% (faster than average)
- Postsecondary Teachers (e.g., Psychology Professors) – statistics are for the gross occupational category
 - o Median Pay = \$68,970
 - o Number of jobs (2012) = 1,267,700
 - o Job Outlook, 2012-22=19% (faster than average)
- Postsecondary Psychology Teachers
 - o Median Pay = \$48,980
 - o Number of jobs (2012) = 48,000
 - o Job outlook, 2012-22=8%-14% (as fast as average)

Appendix 3: National State or Regional Studies

Links to national studies

1. Data on I/O as the fastest growing occupation can be found at: www.bls.gov/ooh/fastest-growing.htm
2. Occupational outlook data:
 - a. Training Development Managers: <http://www.bls.gov/ooh/management/training-and-development-managers.htm>
 - b. Management analysts: <http://www.bls.gov/ooh/business-and-financial/management-analysts.htm>
 - c. Psychologists: <http://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm>
 - d. Top Executives: <http://www.bls.gov/ooh/management/top-executives.htm>
 - e. Postsecondary education administrators: <http://www.bls.gov/ooh/management/postsecondary-education-administrators.htm>
 - f. Postsecondary teachers: <http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm>
 - g. Postsecondary Psychology Teachers: <http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm>

Appendix 4: Position Announcements posted 2014 (note: the links below were active as of fall, 2014. If the link is no longer active, contact Dr. Peggy Stockdale (pstockda@iupui.edu) for a screen shot of the position announcement when it was active).

- Psychology college professor (for areas including I/O, Applied Social, Diversity Science, Occupational Health Psychology)
 - A partial list of current postings on the *APA Monitor* website (the premier national resource for professional jobs in Psychology), and Psychjobsearch.wikidot.com include academic openings in these fields at:
 - Austin Peay State University
 - [Azusa Pacific University](#) (I/O or Social Psychology)
 - [Baylor University](#) (social/health psychology)
 - [Berea College](#)
 - [Bilkent University](#)
 - [Brooklyn College](#) (I/O)
 - [Brown University](#) (social psychology)
 - [California Lutheran University](#) (social/personality – interest in gender and prejudice)
 - [California State University San Bernardino](#) (I/O)
 - [California State University, East Bay](#) (I/O/Social)
 - California State University, Northridge (Cultural or Multicultural Psychology) – see ad copy in Appendix 3)
 - [Clemson University](#) (I/O; applied psychology)
 - [Colgate University](#) (social psychology)
 - [Colorado State University](#) (I/O)
 - [Dickinson College](#) (Cultural or Cross-Cultural Psychology)
 - [Dortdt College](#)
 - [Drake University](#) (Social Psychology)
 - [Fairleigh Dickinson University](#) (social/social cognition)
 - Florida Gulf Coast University
 - [Florida Institute of Technology](#)
 - [Florida International University](#)
 - [Florida State University](#) (social psychology)
 - [George Mason University](#) (I/O)
 - [High Point University](#)
 - [Illinois Institute of Technology](#)
 - Indiana University
 - [Indiana University-Purdue University Indianapolis](#) (I/O; applied social)
 - [Kent State University](#) (social/health psychology)
 - [Louisiana State University](#) (I/O)
 - [Manhattan College](#) (Social – specialization in Health Psychology)
 - [Michigan State University](#) (Social/Personality)
 - [Michigan State University](#) (Multicultural Psychology – marginalized populations)
 - [Mills college](#) (cultural or psychology of gender)
 - [Missouri University of Science & Technology](#) (social psychology)
 - [Muhlenberg College](#) (social psychology – health, interpersonal communication)

- [New School for Social Research](#) (social – emotion, decision making conflict resolution)
- [North Carolina State University](#) (community psychology)
- Oregon Institute of Occupational Health Sciences, Oregon Health and Science University
- Pacific University
- [Penn State York](#) (social emphasis in I/O)
- [Penn State Brandywine](#) (I/O among other areas)
- [Penn State Berks college](#) (social or I/O)
- [Penn State University](#)
- Purdue University (Social Decision Making and Sustainability -- see copy of job ad in Appendix 3)
- [Rutgers University at Newark](#) (social psychology/social cognition)
- [Saint Mary's University of Minnesota](#)
- [Saint Xavier University](#) (social psychology/social cognition)
- [Southeast Missouri State University](#) (social or I/O)
- [St. Catherine University](#) (social psychology)
- [SUNY Cortland](#)
- [Syracuse University](#)
- Texas Tech University (see copy of job ad in Appendix 3)
- [Trinity College](#) (social/cultural psychology)
- [University of Central Florida](#) (I/O Stress/burnout)
- [University of Colorado Boulder](#) (social psychology)
- [University of Hawaii at West Oahu](#) (social psychology)
- [University of Illinois, Springfield](#) (social psychology)
- [University of Massachusetts-Boston](#) (social psychology – center for survey research)
- [University of Michigan-Ann Arbor](#) (Psychology/AfroAmerican and African Studies)
- [University of Michigan Dearborn](#) (applied social psychology)
- [University of New Hampshire](#) (social psychology – statistics)
- [University of North Florida](#) (social psychology)
- [University of South Carolina, Aiken](#) (social psychology)
- [University of South Carolina, Sarasota/Manatee](#) (social –research meth/stat)
- [University of Texas San Antonio](#)
- [University of Texas, Arlington](#) (endowed professorships: leadership, I/O, Talent Development & Technology)
- [University of Washington Tacoma](#)
- [Williams College](#) (social psychology)
- o Post-doctoral positions (Note: post-doctoral fellowships are atypical for organizational psychology):
 - [Post-doctoral Mustard Fellowship](#) in Work and Health, Institute for Work and Health, Toronto, Canada
 - [Post-doctoral Fellow](#), University of Witwatersrand, Department of Psychology, Johannesburg, South Africa
 - [Behavioral Health Research NRC Fellow](#), Walter Reed Army Institute for Research
 - Research Fellow for Army Data Health Analysis, University of Pennsylvania

- Statistical Programmer for Army Data Health Analysis, University of Pennsylvania (website says position has expired)
 - [American Bar Foundation](#) – Chicago NSF sponsored law and inequality
 - [University of Michigan – Psychology Diversity](#)
- Current position openings for jobs titled “Diversity Officer” or related include:
 - [VP Global Talent and Organizational Effectiveness, CDK, Chicago IL](#)
 - [Chief Diversity Officer](#), Norwalk Community College
 - [Chief Diversity and Inclusion Officer, Department of Info tech & Telecomm, Manhattan, NY](#)
 - [Special Assistant to the Chancellor and Chief Diversity Officer](#), Indiana University East, Richmond, IN
 - [Chief Diversity Officer](#), Cincinnati Children’s Hospital
 - [Director of Organizational and Employee Development](#), University of Colorado
 - [Chief Diversity Officer](#), Dominican University
 - [Diversity and Recruitment Programs Manager](#), State of Washington, Lacey, WA
 - [Director, Talent Management/Diversity](#), Citi, Long Island, New York
 - [Chief diversity and Inclusion Officer](#) NYC Department of Housing Preservation and Development, New York, NY
 - [Chief Diversity and Inclusion Officer](#), New York City Department of Health and Mental Hygiene
 - [Chief Diversity and Inclusion Officer](#), New York City department of Sanitation
 - [Chief Diversity Officer](#), United States Coast Guard Academy
 - [Vice President, Talent & Organizational Performance](#), Kaiser Permanente
 - [Vice President, Talent Management New Vision for Public Schools](#), New York
 - [Director of Talent Acquisition](#), Saks Fifth Avenue
- Other current non-academic positions suited for graduate of our program include:
 - [Occupational Safety/Health Research Analyst](#), RTI International, Research Triangle Park, NC
 - Supervisory Engineering Psychologist, Volpe National Transportation Systems Center
 - Occupational Health Research Psychology, SHARP research at Washington Department of Labor & Industries
 - Behavioral Scientist, National Institute for Occupational Safety and Health
 - [Talent & Organizational Development Consulting Manager](#), Plante Moran
 - [VP, Research and Development](#), PI Worldwide
 - [Senior Consultant, MDA Leadership Consulting](#)
 - [Manager, Talent Management Analytics & Solutions](#), Marriott International, Inc.
 - [I/O Senior Manager, Global Testing Leader](#), The Proctor & Gamble Company
 - [Research Fellows](#), Centre for Workplace Leadership
 - [Sr. Data Analyst](#) – Talent Analytics, Qualcomm
 - Researcher (I/O Psych), American Institute for Research
 - SVP, Employee Surveys & Analytics, Citi
 - [Research Scientist, C2 Technologies](#), Vienna, VA
 - [Research Analyst, C2 Technologies](#), Vienna, VA

ii. Preparation for Graduate Programs or Other Benefits

The PhD is the terminal degree in Psychology, therefore the program will not be preparing students for other graduate programs. Post-doctoral fellowships, although relatively rare, are becoming more common in social psychology and related areas of applied Psychology; therefore, our graduates may be competitive for such opportunities; for example:

- [Post-doctoral Mustard Fellowship in Work and Health, Institute for Work and Health, Toronto, Canada](#)
- Post-doctoral Fellow, University of Witwatersrand, Department of Psychology, Johannesburg, South Africa
- Behavioral Health Research NRC Fellow, Walter Reed Army Institute for Research
- [Research Fellow for Army Data Health Analysis, University of Pennsylvania](#)
- [Statistical Programmer for Army Data Health Analysis, University of Pennsylvania](#)

Appendix 5: Letters of support

1. Chris Agnew – Chair, Department of Psychological Sciences, Purdue University West Lafayette
2. William Hetrick – Chair, Department of Psychological and Brain Science, IU Bloomington
3. Herman Aguinis – John F. Mee Chair of Management, Kelley School of Business, IU Bloomington
4. Kathryn Morris, Provost and VC Academic Affairs, Butler University
5. Stephanie Simon-Dack - Assistant Professor, Department of Psychological Sciences, Ball State
6. Stephen Freeland, CEO Cancer Career Group
7. Harry Gonso, Ice Miller
8. Deborah Peters, President, Quality Environmental Professionals, Inc.
9. W. Mike Wells, Chairman, Hylant Indianapolis
10. Alan Colquitt, Director, Global Assessment and Workforce Research, Eli Lilly and Company
11. Karen Dace, Vice Chancellor Office of Diversity, Equity and Inclusion, IUPUI
12. Mary Dankoski, Executive Associate Dena for Faculty Affairs and Professional Development, IUSM
13. Joseph Rosenblatt, Chair, Department of Mathematical Sciences, IUPUI
14. Robert White, Chair, Department of Sociology, IUPUI
15. Carole Kacius, Associate Dean for Education and Training, Richard M. Fairbanks School of Public Health, IUPUI.
16. Steve Lacey, Chair, Department of Environmental Health Science, Richard M. Fairbanks School of Public Health, IUPUI.
17. Andrew Klein, Dean and Professor, IU McKinney School of Law

December 22, 2014

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 North Blackford Ave., LD 124
Indianapolis, IN 46022

Re: Letter of support for the proposed doctoral program in Applied Social and
Organizational Psychology

Dear Dr. Stockdale,

I am writing to support the IUPUI Psychology Department's proposal to develop a doctoral program in Applied Social and Organizational Psychology, via Indiana University. As Head of the Department of Psychological Sciences at Purdue University, I see the value in establishing a new doctoral program that trains students in a rigorous, scientifically-based curriculum focused on social and organizational psychology, particularly one that emphasizes diversity issues as well as occupational health. Industrial-Organizational (I/O) psychology, which is aligned with this proposed program, is the fastest growing occupation in the U.S, according to recent statistics by the Bureau of Labor Statistics, so there is little doubt that graduates will find employment.

The State of Indiana already has renowned doctoral training programs in various fields within psychology. At our campus in West Lafayette, for example, both our Social Psychology program and our I/O program are consistently nationally ranked. Indiana University in Bloomington also has a top program in social psychology. Your proposed doctoral program in Applied Social and Organizational Psychology promises to add to the existing strong base of social and organizational psychology programs in a unique and important way, which will strengthen the state's reputation for high quality advanced research and training programs in psychological science. The focus on diversity science and occupational health, in particular, are important and unique contributions.

The Chair of our Department's Graduate Committee, as well as representative members of our Social and I/O faculty, have reviewed a synopsis of the IUPUI proposal and see no conflicts. We offer our full support.

Sincerely,



Christopher R. Agnew, Ph.D.
Professor and Head



DEPARTMENT OF PSYCHOLOGICAL AND BRAIN SCIENCES

INDIANA UNIVERSITY

Bloomington

December 10, 2014

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 North Blackford Ave., LD 124
Indianapolis, IN 46022

Re: Letter of support for the proposed doctoral program in Applied Social and Organizational Psychology

Dear Dr. Stockdale,

I am writing to support the IUPUI Psychology Department's proposal to develop a doctoral program in Applied Social and Organizational Psychology. As Chair of the Department of Psychological and Brain Sciences at Indiana University Bloomington, I see great value in a doctoral program that trains students in a rigorous, scientifically-based curriculum in social and organizational psychology, particularly one that emphasizes diversity issues as well as occupational health. The discipline of Industrial-Organizational Psychology, which is closely aligned with this proposed program, is among the fastest growing occupations in the U.S, according to recent statistics by the Bureau of Labor Statistics, so there is no doubt that graduates will easily find meaningful employment. Graduates will likely fill important positions not only as university faculty, but also as chief diversity officers, talent management executives, organizational health behavioral scientists, and more.

Indiana has renowned doctoral training programs in psychology. At Indiana University-Bloomington our social psychology program ranks 15th in Princeton Review's Gourman Report of Graduate Programs. Purdue-West Lafayette's social psychology ranks 22nd and their I/O program consistently ranks in the top 15 if not top 5. IUPUI's proposed doctoral program in Applied Social and Organizational Psychology promises to add to this impressive base of social and organizational psychology programs in a unique and important way, which will strengthen the state's reputation for high quality advanced research and training programs. Their focus on diversity science and occupational health, in particular, are important and unique contributions.

Our department's Policy and Steering Committee has reviewed a synopsis of the IUPUI proposal and we see no conflict. We offer our full support for its approval.

Sincerely,

A handwritten signature in black ink, appearing to read "William P. Hetrick", with a long horizontal flourish extending to the right.

William P. Hetrick, Ph.D.

Professor and Department Chair

Department of Psychological and Brain Science

Programs in Neuroscience and Clinical Science

1101 E. 10th Street

Bloomington, IN 47405



KELLEY SCHOOL OF BUSINESS

INDIANA UNIVERSITY

Department of Management and Entrepreneurship

November 26, 2014

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 North Blackford Ave., LD 124
Indianapolis, IN 46022

Dear Dr. Stockdale,

I am writing to express my strong support of **IUPUI Psychology Department's proposal to develop a doctoral program in Applied Social and Organizational Psychology**. As a faculty member in the Kelley School of Business, Indiana University, I see great value in a doctoral program that trains students in a rigorous, scientifically-based curriculum in applied social and organizational psychology, particularly one that emphasizes diversity issues as well as occupational health.

Proposals such as yours are often faced with a healthy dose of skepticism and scrutiny to make sure there is no duplication of programs. Thus, let me address some unique features that your proposed program has that are NOT features of the related doctoral program in organizational behavior and human resource management in the Kelley School of Business:

1. Your program will train individuals for academic and non-academic jobs, whereas our program trains individuals for academic jobs only.
2. Your program emphasizes diversity issues as well as occupational health, whereas ours does not.
3. Your program will train individuals in the discipline of industrial-organizational (I-O) psychology, which is the fastest growing occupation in the U.S, according to recent statistics by the Bureau of Labor Statistics. Our program does not train individuals in I-O psychology.
4. Your program will train individuals to be able to offer solutions to societal and organizational problems, whereas our program focuses primarily on organizational problems.

In short, I believe yours is a unique program that fills an important gap and there is minimal overlap with the doctoral program in organizational behavior and human resources management offered by the Kelley School of Business, Indiana University. Thank you for the opportunity to comment on your proposal and I certainly hope it will be approved.

Sincerely,

Herman Aguinis, Ph.D.
John F. Mee Chair of Management
Professor of Organizational Behavior and Human Resources
Founding Director, Institute for Global Organizational Effectiveness

1309 E. 10th Street
Bloomington, IN 47405-1701

voice: (812) 856-0780
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Email: haguinis@indiana.edu
<http://mypage.iu.edu/~haguinis>



**BUTLER
UNIVERSITY**

Office of the Provost and
Vice President for Academic Affairs

4600 Sunset Avenue
Indianapolis, Indiana 46208-3485
(317) 940-9903
Fax: (317) 940-9990

December 3, 2014

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 North Blackford Ave., LD 124
Indianapolis, IN 46022

Re: Letter of support for the proposed doctoral program in Applied Social and Organizational Psychology

Dear Dr. Stockdale,

I am writing to support the IUPUI Psychology Department's proposal to develop a doctoral program in Applied Social and Organizational Psychology. As Provost and Professor of Psychology at Butler University, I see great value in a doctoral program that trains students in a rigorous, scientifically-based curriculum in social and organizational psychology, particularly one that emphasizes diversity issues.

The discipline of Industrial-Organizational Psychology, which is closely aligned with the proposed program, is the fastest growing occupation in the U.S, according to recent statistics by the Bureau of Labor Statistics, so there is no doubt that graduates will easily find meaningful employment. In the realm of higher education, I predict that graduates will fill important positions not only as university faculty, but also as chief diversity officers. According to a recent study conducted by *Inside Higher Ed*, chief diversity officers are one of the fastest growing positions in higher education administration. Results demonstrated that successful chief diversity officers benefit from academic credentials, including a terminal degree from a rigorous program. Furthermore, they have expertise in measurement, a keen understanding of socio-cultural influences on behavior, and a comprehensive awareness of organizational change theory and practice. From the program description I have read, the proposed doctoral program will cultivate these and other competencies leading to success in chief diversity officer positions. Of course, chief diversity officer positions are not limited to higher education contexts; graduates of this new program would be as successful in for-profit and corporate organizations as in institutions of higher education.

Many of Butler's graduates pursue doctoral training in the state, and I am confident that many of them will be interested in the proposed program due to its rigor, applied nature, and emphasis on diversity. This triad of characteristics dovetails with our graduates' desires to gain a strong education that yields a variety of career options post graduation.

Although Indiana has renowned doctoral training programs in psychology, IUPUI's proposed doctoral program in Applied Social and Organizational Psychology is unique due to its focus on diversity science. I therefore believe it will be a strong complement to the impressive base of social and organizational psychology doctoral programs in our state. Also of note, organizations such as the Lilly Endowment, Inc. have worked with our state's institutions of higher education and other corporations and organizations to reduce "brain drain" from the state. A high quality graduate program in Indianapolis—particularly one that will open so many occupational doors for students—will contribute to these efforts to retain our best and brightest college graduates to pursue further training and their careers within our state.

I am delighted to offer full support for the approval of this doctoral program and look forward to encouraging our psychology students to apply to it.

Sincerely,

A handwritten signature in black ink, appearing to read "Kathryn A. Morris".

Kathryn A. Morris, Ph.D.

Provost and Vice President for Academic Affairs



College of Science and Humanities
Department of Psychological Science

Muncie, Indiana 47306-0520
Phone: 765-285-1690

December 2, 2014

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 North Blackford Ave., LD 124
Indianapolis, IN 46022

Re: Letter of support for the proposed doctoral program in Applied Social and Organizational Psychology

Dear Dr. Stockdale,

I am writing to support the IUPUI Psychology Department's proposal to develop a doctoral program in Applied Social and Organizational Psychology. As the Chair of the Graduate Committee in Psychological Science at Ball State University, I see great value in a doctoral program that trains students in a rigorous, scientifically-based curriculum in social and organizational psychology, particularly one that emphasizes diversity issues as well as occupational health. The discipline of Industrial-Organizational Psychology, which is closely aligned with this proposed program, is the fastest growing occupation in the U.S, according to recent statistics by the Bureau of Labor Statistics, so there is no doubt that graduates will easily find meaningful employment. Graduates will fill important positions not only as university faculty, but also as chief diversity officers, talent management executives, organizational health behavioral scientists, and more.

Indiana has renowned doctoral training programs in psychology. The Purdue-West Lafayette social psychology program ranks 22nd and its I/O program consistently ranks in the top 15 if not top 5 in Princeton Review's Gourman Report of Graduate Programs. Indiana University-Bloomington's social psychology program ranks 15th. IUPUI's proposed doctoral program in Applied Social and Organizational Psychology promises to add to this impressive

base of social and organizational psychology doctoral programs in a unique and important way, which will strengthen the state's reputation for high quality advanced research and training programs. Their focus on diversity science and occupational health, in particular, are important and unique contributions. Our own master's program in Cognitive and Social Processes, as well as our department's history of supporting diversity science, provide clear connections for our students and faculty as collaborators.

Our department's Graduate Committee has reviewed a synopsis of the IUPUI proposal and we see no conflict. We offer our full support for its approval.

Sincerely,

A handwritten signature in black ink, appearing to read 'Stephanie L. Simon-Dack', written in a cursive style.

Stephanie L. Simon-Dack
Assistant Professor
Department of Psychological Science
Ball State University
2000 W. University Ave.
Muncie, IN 47306
phone: 765-285-1693
e-mail: SLSimondack@bsu.edu



C A N C E R C A R E G R O U P

6100 W. 96th Street, Suite 125
Indianapolis, Indiana 46278
Telephone: 317-715-1800 Facsimile: 317-715-6200
Website: www.cancercaregroup.com

December 3, 2014

Peggy S. Stockdale, PhD
Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 Blackford Drive, LD 124
Indianapolis, IN 46202

Dr. Stockdale:

I am writing this letter to you to share my full support and enthusiasm for the **Applied Social and Organizational Psychology (ASOP)** program that you are proposing.

This program aligns perfectly with the ultimate goal of creating higher paid future jobs for Hoosiers, and in an industry sector that is deemed the fastest occupation in the US labor market according to the US Bureau of Labor Statistics. In the competitive job market, graduates of this program will be of significant value to the economies of both Indiana and the U.S

In comparing your proposed program with those of other Indiana public universities, there is a unique focus with your program on both the social and Industrial/Occupational psychology of your program, as well as a strong applied research component that can benefit local employers and organizations.

Focusing on the needs of employers is a unique asset of this program that makes it highly valuable to the marketplace. As an employer myself, and an executive who in my prior career oversaw a large occupational health program, the value that this type of a program brings to the business community is significant.

I would also emphasize the importance of partnerships with the business community through this program. Having students and faculty collaborate with employers on applied applications and research will raise the profile of this program and IUPUI in the eyes of future employers for these students and the business community at large.

Thank you for presenting this program recently to our IUPUI School of Science Advisory Council and I can assure you we were all excited about the potential for this program under your leadership and advocate for its approval by the University leadership.

Sincerely,

Stephen A. Freeland, MBA
Chief Executive Officer, Cancer Care Group, P.C.
Chairman, IUPUI School of Science Dean's Advisory Council

Benesse Oncology Center of
Major Hospital-Shelbyville
317-421-1800

CENTA
317-926-1056

St. Francis Hospital
317-865-5171 - Indianapolis
317-834-5900 - Mooresville

Columbus Regional Hospital
812-376-5544

Decatur County
Memorial Hospital-Greensburg
812-663-1301

Union Hospital - Terre Haute
Hux Cancer Center
812-338-7504

Logansport Regional
Cancer Center
574-722-3650

Riverview Hospital-Noblesville
317-776-7179

St. Vincent Hospital & Health
Services
317-338-6613

St. Vincent Oncology Center
317-415-6760

Hancock Regional Hospital
317-468-4789

Hendricks Regional Health
Cancer Center - Avon
317-272-3636

Witham Memorial Hospital -
Lebanon
765-483-7310

Fayette Regional Hospital -
Connersville
765-827-8000

St. Joseph Hospital - Kokomo
765-456-5687

The Hansen Center (Margaret
Mary Hospital)-Batesville
812-933-3703

American Health Network-Peru
765-472-2124

December 8, 2014

Writer's Direct Number: (317) 236-2325
Direct Fax: (317) 592-4669
Internet: HARRY.GONSO@ICEMILLER.COM

VIA ELECTRONICAL TRANSMITTAL

(pstockda@iupui.edu)

Peggy Stockdale
Professor and Chair
Department of Psychology
Indiana University – Purdue University Indianapolis
402 North Blackford Street, LD 124
Indianapolis, IN 46202

RE: Proposal for PhD in Applied Social and Organizational Psychology

Dear Peggy:

I am pleased to write in support the creation of the PhD program in Applied Social and Organizational Psychology. I know you will be receiving other letters of support which will no doubt have numerous good solid reasons for the creation and authorization of this degree program.

I would like to approach it from a different perspective. My long relationship with IU and in particular IUPUI and doing business in our capital as a lawyer, entrepreneur and governmental servant (for a couple of years with Governor Mitch Daniels). I have had the pleasure of being involved with Indiana University and especially the Bloomington and Indianapolis campuses since my undergraduate days. For 18 years I served on the IU Board of Trustees and for the past many years on the IUPUI Board of Advisors. I have also served for many years on the IU Foundation which provides financial support to the University.

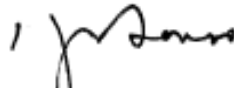
The evolution of the University and in particular the Indianapolis campus over the last 40 or so years has been truly remarkable. Not only in the change of the landscape and buildings here in Indianapolis but also the quality of the programs and the impact it has had on our local community and state. It is also noteworthy that when it comes to making Indiana a better place to live and an attractive place to start and expand a business IU and in particular IUPUI has stepped up to meet that challenge. IUPUI was once a scattered campus with a dominance of the School of Medicine ... now IUPUI has an important and relevant undergraduate program to go along with its remarkably gifted professional degree programs. This is good for Indianapolis and for the state. This state needs IUPUI to continue to grow and serve as a leader in education and economic development of the state. Where would our Life Sciences Initiative be without the strong contributions of IUPUI.

Peggy Stockdale
December 8, 2014
Page 2

This is also an appropriate time to recognize the impact that technology and the Internet and advanced social communications has on our society, our workplace and our individual relationships. This new degree program in Applied Social and Organizational psychology will address virtually every element of our socio-economic structure and help us do a better job at keeping in touch as humans, and in being effective and efficient as well.

Very truly yours,

ICE MILLER LLP

A handwritten signature in black ink, appearing to read 'Harry L. Gonso', written over a horizontal line.

Harry L. Gonso

HLG/eac



December 7, 2014

Peggy S. Stockdale, PhD
Department of Psychology Chair
Indiana University-Purdue University Indianapolis
402 Blackford Drive, LD 124
Indianapolis, IN 46202

Dr. Stockdale:

The intent of this letter is to let you know that I fully support the Applied Social and Organizational Psychology (ASOP) program that you described to the IUPUI School of Science Advisory Council. I was very impressed and enthusiastic about the program as it will offer professionals that are much needed in the market place.

This program would be beneficial to the private sector businesses as we are all seeking professionals with this skill set who can work with our most important assets, our employees. As a Business Owner, I work with a very diverse staff of professional Engineers, Geologists, Scientists, Ecological Experts, Environmental Compliance Managers, Quality Management and Business professionals, Administrative Staff, Marketing and Finance. This is not an easy task as the personnel are as unique and diverse as the positions they hold, as are the methods of how discipline communicate. Therefore, since effective communication is the key to a successful business, this ASOP program that you are proposing is a perfect fit for business community.

I am aware that the program will have a strong applied research component that will benefit more than just businesses, but I truly hope that this ASOP program is launched as soon as possible. As a high-tech employer I want to continue to keep and create more high paid professionals here in Indiana and throughout the Midway.

I appreciated hearing that the IUPUI School of Science is at the forefront of training the future professionals to help out in the marketplace. I support that under your leadership I will be an advocate for its approval by the University.

Sincerely,

Deborah E. Peters, LPG
President
IUPUI School of Science Dean's Advisory Council



hylant.com

301 Pennsylvania Parkway
Suite 201
Indianapolis, IN 46280
P 317-817-5000
F 317-817-5151

December 3, 2014

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University – Purdue University Indianapolis
402 Blackford Dr., LD 124
Indianapolis, IN 46202

Re: Proposal for the new PhD in APPLIED SOCIAL AND ORGANIZATIONAL PSYCHOLOGY
(ASOP)

Dear Peggy:

I have reviewed the overview of the proposed New PhD program referred to above. I must say, I was surprised that there was almost a void in the Applied Science aspect of Organizational Behavior when it came to PhD programs that focus upon this topic. As I think I told you, when I was recently asked at a Kelley School Dean's Advisory Council bi-annual meeting "what were the most significant courses that had the most impact on your career during your Business School days", I replied that it was the Organizational Behavior courses I took during my MBA courses at Kelley – by a large margin. The reason is that this discipline focused upon the Human Resource component of an Organization, and in the end, the success of all Organizations is determined by the effective use of Human Resources. As I think back on the challenges I have faced in my business career, the most difficult were about the People involved.

As I understand the focus of this new program, it will be to have as its OUTPUT the development of individuals who will have the skills and insight necessary to help ANY Organization maximize its potential by helping it understand the importance of its Human Resources and helping lead it to provide the optimal environment with necessary tools to allow the individuals to be the best they can be.

This is one of the biggest demands in the job market today, and, more importantly, for the FUTURE workforce. The jobs of the future will be of higher intellectual requirements and thus the complexity will require a higher level of human understanding on behalf of the Organization. I see these individuals leaving the new Program as well prepared candidates especially for the PRIVATE job market as well as the academic sector.

I also understand that this program is NOT a redundant program but fills a niche that is not adequately fulfilled right now and actually addresses Diversity and Occupational Health that are very timely subjects of emphasis.

The fact that this program can be implemented with a low annual cost structure that should be relatively easy to be funded, is an added rationale for moving forward with this program.

In summation, the real value is that the end result of this program will be to produce graduates who will be of significant impact to the overall economy, but, most importantly, I feel the graduates will most likely truly make a difference in the Private sector. The difference will be the impact made upon the development these graduates can make upon the most important resource that exists, and that is the Human Resource.

Peggy, I commend you on the initiative your team has taken to develop this new program and hope that the Indiana Commission on Higher Education views it the same way I do a very positive new opportunity to provide an enhancement to our future economy and workplace at a very small investment cost with little to no dislocation or negative impact upon existing structures.

Let me know if there is any other way I can help.

Best Wishes,

Myant of Indianapolis, LLC

A handwritten signature in black ink, appearing to read "W. Michael Wells", followed by a long horizontal line extending to the right.

W. Michael Wells CPCU MBA
Chairman



December 12, 2014

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 North Blackford Ave., LD 124
Indianapolis, IN 46022

Eli Lilly and Company

Lilly Corporate Center
Indianapolis, Indiana 46285 U.S.A.
+1.317.276.2000
www.lilly.com

Re: Support for the proposed doctoral program in Applied Social and Organizational Psychology

Dear Dr. Stockdale,

I wanted to express my support for the IUPUI Psychology Department's proposal to develop a doctoral program in Applied Social and Organizational Psychology. I see great value in a doctoral program that trains students in a rigorous, scientifically-based curriculum in social and organizational psychology, particularly one that emphasizes diversity issues as well as occupational health.

We at Lilly are keenly aware from our own research and experience that important insights increasingly come from cross-discipline collaboration and we would see strong possibilities coming from a collaborative curriculum that combines social psychology and organizational psychology. Many of our most important organizational challenges relate to designing and reconfiguring social systems to match changes to technical and structural systems. Our most important failures and lessons learned have come from failures to account for social system dynamics when we plan, design and implement these changes. Large multi-national organizations like ours are making fundamental, large-scale changes to our businesses and organizations. These changes require we understand how to change social systems, how to change attitudes and behaviors, and how to manage change effectively in general. This includes changes that have global and cross-cultural implications which should be informed by strong social psychological principles. Fairness and justice issues are also central to making effective social system changes in organizations. A strong, collaborative curriculum that looks at organizational problems and solutions through these lenses would be of keen interest to us.

Finally, as a company whose life-blood is innovation, new ideas and a fertile environment for them to develop are vitally important. We have learned first-hand this does not happen without an environment where people can bring their full selves to work and where their uniqueness can be expressed. We have a keen interest in any academic program that can help unlock the secrets to valuing and leveraging diversity in the service of important individual and organizational goals and objectives.

I am quite confident that the outcomes from such a program would benefit us and other business locally and within the region. We have already enjoyed a strong partnership with the department, placing practicum students and engaging in shared learning activities. I think this will only increase as the fruits of this program are realized. I eagerly await the start of this program and would support it fully.

Sincerely,

Alan L. Colquitt, Ph.D.
Director, Global Assessment and Workforce Research
Eli Lilly and Company

IUPUI
OFFICE OF
DIVERSITY, EQUITY
AND INCLUSION

INDIANA UNIVERSITY-PURDUE UNIVERSITY
INDIANAPOLIS

December 10, 2014

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 Blackford Dr., LD 124
Indianapolis, IN 46202


Dear Dr. Stockdale:

Please accept this letter in support of the proposal for a new doctoral program in the Department of Psychology—Applied Social and Organizational Psychology. Of particular interest to the Division of Diversity, Equity and Inclusion is the opportunity afforded students in the new program to specialize in Diversity Science.

As you are aware, IUPUI is committed to enhancing the educational experience through diversity. Creating opportunities for graduate students to learn more about and work across difference makes them better citizens, scholars and employees. The materials in the proposal are in line with many of IUPUI's diversity goals including "using education to develop the potential of all students, faculty and staff for their personal, social and professional advancement." Should the proposal be successful, it will also support IUPUI's efforts to lead in the area of curricular transformation by infusing principles of multiculturalism, pluralism, equity and diversity into the curriculum.

I do hope the proposal for the new doctoral program in Applied Social and Organizational Psychology is successful. Members of the Division of Diversity, Equity and Inclusion team stand ready to support the Department of Psychology on this new initiative.

Sincerely,


Karen L. Dace, Ph.D.
Vice Chancellor



IUPUI

**DEPARTMENT OF
MATHEMATICAL SCIENCES**

SCHOOL OF SCIENCE

Indiana University-Purdue University
Indianapolis

January 29, 2015

Peggy Stockdale, PhD
Professor and Chair, Department of Psychology
Indiana University-Purdue University Indianapolis
402 N. Blackford St., LD 124
Indianapolis, IN 46202

Re: Letter of support for proposed doctoral program in Applied Social and Organizational Psychology and Minor in Mixed Methods Data Analytics for Social/Behavioral Sciences

Dear Dr. Stockdale:

I am writing about the proposed IU doctoral program in Applied Social and Organizational Psychology to be delivered by the Psychology Department at IUPUI. I have talked with a number of our faculty with expertise in applied and theoretical statistics about this program. We agreed that this is a worthwhile and interesting program that will train students in a rigorous, scientifically-based curriculum in social and organizational psychology.

In addition, we understand that as part of this new program the Department of Psychology is proposing an interdisciplinary graduate minor in Mixed Methods Data Analytics for Social/Behavioral Sciences that will include courses in both advanced quantitative (statistical) and qualitative approaches to research in sociology and psychology. We are glad to have our course Statistics 522 Survey and Sampling Methods included in this minor. We understand that students will minimally have had an undergraduate course in statistics and additional experience using statistics before enrolling in Statistics 52200.

I am giving my strong support for the approval of this doctoral program and for the interdisciplinary minor in Mixed Methods Data Analytics for Social/Behavioral Sciences.

Sincerely yours,

Joseph Rosenblatt, PhD
Professor and Chair
Department of Mathematical Sciences
IUPUI



SCHOOL OF MEDICINE

INDIANA UNIVERSITY

Office of the Dean

January 30, 2015

Peggy Stockdale, Professor and Chair
Department of Psychology
Indiana University-Purdue University Indianapolis
402 North Blackford Ave., LD 124
Indianapolis, IN 46022

Re: Letter of support for the proposed doctoral program in Applied Social and Organizational Psychology

Dear Dr. Stockdale,

I am writing to support the IUPUI Psychology Department's proposal to develop a doctoral program in Applied Social and Organizational Psychology. As Executive Associate Dean for Faculty Affairs and Professional Development in the Indiana University School of Medicine (IUSM), I see great value in a doctoral program that trains students in a rigorous, scientifically-based curriculum in social and organizational psychology, particularly one that emphasizes diversity issues as well as occupational health. The IUSM Office of Diversity and Inclusion, and our programs for the advancement of women, are major areas of responsibility that I oversee in my administrative leadership role.

The nation is changing and our higher education institutions need to reflect these changes; by 2050, there will be no clear racial or ethnic majority in the U.S. Communities of color will provide many of tomorrow's patients, physicians, scientists, and leaders. Our challenge is to prepare a workforce for the future. Thus, the IU School of Medicine has recently renewed our commitment to our approach to advancing diversity and inclusion across the organization, curriculum, and co-curriculum.

Expertise in diversity science is sorely needed for our organizations – and our country – to achieve the full benefits of a truly representative and inclusive workforce. It is exciting to me to imagine such expertise right here on the IUPUI campus. I can foresee a number of collaborative opportunities that would provide mutual benefit to the IUSM and the Department of Psychology. I offer my enthusiastic support for the approval of this new program.

Sincerely,

Executive Associate Dean for Faculty Affairs and Professional Development
Lester D. Bibler Scholar and Associate Professor of Family Medicine



SCHOOL OF LIBERAL ARTS

INDIANA UNIVERSITY

Department of Sociology
IUPUI

January 30, 2015

Peggy Stockdale, PhD
Professor and Chair, Department of Psychology
Indiana University-Purdue University Indianapolis
402 N. Blackford St., LD 124
Indianapolis, IN 46202

Re: Letter of support for proposed doctoral program in Applied Social and Organizational Psychology, proposed courses, and minors in Mixed Methods Data Analytics and Occupational Health Psychology

Dear Dr. Stockdale

I write in support of the proposed IU doctoral program in Applied Social and Organizational Psychology to be delivered by the Psychology Department at IUPUI. This program promises to train students in a rigorous, scientifically-based curriculum in social and organizational psychology with a strong focus on diversity.

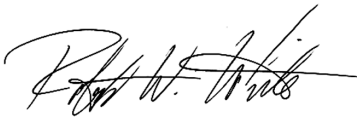
The new courses proposed for this curriculum, including Gender Issues in the Workplace, are important and welcome additions to the graduate offerings available on the IUPUI campus. Sociology offers R525 Gender and Work, a course that will complement the primarily psychological approach adopted in the Gender Issues course. Students in a variety of academic disciplines interested in advanced gender and diversity studies would benefit from both courses.

The Department of Sociology also supports the Department of Psychology's proposed interdisciplinary graduate minor in Mixed Methods Data Analytics which will include courses in advanced quantitative (statistical) and qualitative approaches to research. We are pleased to have our graduate-level qualitative methods courses included in that minor, such as, S659 Qualitative Methods in Sociology. In addition, research methods/statistics sections of S560 Topics in Sociology, such as Visual Sociological Methods and Qualitative Textual Analysis, will be relevant to this mixed-methods-based minor. We also plan on offering an advanced statistics topics section of S560 that will cover topics that include categorical variable analysis and repeated measures longitudinal analysis. These new courses will be useful additions to this minor.

Finally, we support Psychology's proposed interdisciplinary graduate minor in Occupational Health Psychology which will include courses from Psychology, Public Health and Sociology. We are pleased to include R517 Sociology of Work and R525 Gender and Work, as well as other graduate-level courses in Sociology that may suit students' interests in this area of focus.

I am pleased to offer full support for the approval of this doctoral program, the proposed new courses, and for the interdisciplinary minor in Mixed Methods Data Analytics.

Sincerely,

A handwritten signature in black ink, appearing to read "Robert W. White". The signature is fluid and cursive, with a long horizontal stroke extending from the end.

Robert W. White
Professor and Chair



**RICHARD M. FAIRBANKS
SCHOOL OF PUBLIC HEALTH**

INDIANA UNIVERSITY
IUPUI

January 22, 2015

Peggy Stockdale, PhD
Professor and Chair, Department of Psychology
Indiana University-Purdue University Indianapolis
402 N. Blackford St., LD 124
Indianapolis, IN 46202

Re: Letter of support for proposed doctoral program in Applied Social and Organizational Psychology and Minor in Mixed Methods Data Analytics

Dear Dr. Stockdale,

On behalf of the faculty in the IU Richard M. Fairbanks School of Public Health, I am writing to express our support for your proposal for a doctoral program in Applied Social and Organizational Psychology. Your proposal promises to train students in a rigorous, scientifically-based curriculum in social and organizational psychology with a special focus on diversity.

In addition, we understand that the Department of Psychology is proposing an interdisciplinary graduate minor in Mixed Methods Data Analytics which will include courses in both advanced quantitative and qualitative approaches to research. We are pleased to have PBHL S615 Culture and Qualitative Methods and possibly other courses included in this minor.

Sincerely,

Carole Kacius, PhD
Associate Dean for Education and Training



IUPUI

**RICHARD M. FAIRBANKS
SCHOOL OF PUBLIC HEALTH**

INDIANA UNIVERSITY

Indianapolis

January 29, 2015

Peggy Stockdale, PhD
Professor and Chair, Department of Psychology
Indiana University-Purdue University Indianapolis
402 N. Blackford St., LD 124
Indianapolis, IN 46202

Re: Proposed minor in Occupational Health Psychology

Dear Dr. Stockdale,

On behalf of the Environmental Health Sciences faculty at the Fairbanks School of Public Health, I am writing to express our support for your proposed minor in Occupational Health Psychology (OHP). I understand that this minor supports the proposed doctoral program in Applied Social and Organizational Psychology, which aims to train students in a rigorous, scientifically-based curriculum in social and organizational psychology. The OHP minor provides further comprehensive training for students pursuing scholarship and careers addressing workplace health and safety outcomes.

We are pleased to include our course, PBHL A-633 Occupational Safety & Health, as a required course for this minor. Furthermore, as our curriculum in occupational health expands, we will be pleased to offer relevant courses as electives in this minor.

Sincerely,

Steven E. Lacey, PhD, CIH, CSP
Chair, Department of Environmental Health Science



**ROBERT H. MCKINNEY
SCHOOL OF LAW**

INDIANA UNIVERSITY

Indianapolis

February 3, 2015

Peggy Stockdale, PhD
Professor and Chair, Department of Psychology
Indiana University-Purdue University Indianapolis
402 N. Blackford St., LD 124
Indianapolis, IN 46202

Re: Letter of support for proposed doctoral program in Applied Social and Organizational Psychology and minor in Legal Studies.

Dear Dr. Stockdale

I am writing to support the proposed IU doctoral program in Applied Social and Organizational Psychology (ASOP) to be delivered by the Psychology Department at IUPUI. This program promises to train students in a rigorous, scientifically-based curriculum in social and organizational psychology with a strong focus on diversity.

We understand that Psychology is also proposing an interdisciplinary graduate minor in Legal Studies for students in the ASOP program. This program will include a graduate seminar taught by psychology faculty that addresses the application of social and organizational psychology to legal issues. We are pleased to include a variety of law courses for this minor including:

- N 836 Legal Process
- D/N 653 Discrimination in Employment
- D/N 672 Employment Law
- D/N 867 Law & Social change: The Civil Rights Movement
- D/N 875 Law & Poverty
- D/N 685 Race & the Law
- D/N 826 Sex Discrimination
- D/N 811 Sexual Harassment Law

I am pleased to offer full support for his doctoral program, as well as support for the interdisciplinary minor in Legal Studies, contingent on the outcome of our normal faculty committee review process.

Sincerely,

Andrew R. Klein
Dean and Paul E. Beam Professor of Law

Appendix 10: Program Description, Degree Map/Time to completion with Credit Hours Requires, and Course Descriptions

A. Program Description

The PhD in Applied Social and Organizational Psychology is a graduate degree program offered by the Department of Psychology in the School of Science on the IUPUI campus. A minimum of 91 credit hours (36 of which transfer from the M.S. in ASOP program) will be required for the proposed degree, which includes

(a) Required courses in **statistics and research methods** (4 courses, 12 Credit Hours);

- Psy 60000 (Statistical Inference) (3 credit hours)
- Psy 60100 (Correlation and Experimental Design) (3 credit hours)
- Psy 60800 (Psychological Measurement) (3 credit hours)
- Psy 68100 (Seminar in Research Methods in I/O Psychology) (3 credit hours)

(b) Core courses in **applied social and organizational psychology** (4 courses, 12 Credit Hours)

- Psy I-647 (Attitudes and Social Cognition) (3 credit hours)
- Psy 57000¹ (Staffing) (3 credit hours)
- Psy 57200 (Organizational Psychology) (3 credit hours)
- Psy 57600² (Human Resource Development) (3 credit hours)

(c) A **concentration** (e.g., diversity science) (3 courses, 9 Credit Hours):

i. Diversity Science Concentration

- Psy I-579 Foundations of Diversity Science (3 credit hours)
- Psy I-581 Gender Issues in the Workplace (3 credit hours)
- Psy I-582 Organizational Diversity and Intergroup Relations (3 credit hours)

ii. Tailor-made concentrations (to be developed)

(d) A **minor**³ primarily outside of Psychology (4-5 courses, 12-14 Credit Hours),

i. **Legal Studies minor** (11-4 credit hours):

- Psy I-575 Psychology and Law Seminar (3 credit hours)

¹ Currently, this course is titled Industrial Psychology. A course change proposal will be submitted to change the name to Staffing.

² Currently this course is titled Training and Compensation. A course change proposal will be submitted to change the name to Human Resource Development.

³ Three interdisciplinary minors were created to support the PhD in ASOP. A Minor committee consists of the student's PhD Advisor, an additional faculty member in the ASOP program, and a faculty member representing one of the outside departments represented by the minor). Letters of support from participating academic units for these minors is included in Appendix 5.

- Law N-836 Legal Process and Legal Methods (2 credit hours)

Plus 2-3 from:

- Law D/N 653 (Discrimination in Employment) (3 credit hours)
- Law D/N 672 (Employment Law) (3 credit hours)
- Law D/N 867 (Law & Social change: The Civil Rights Movement) (3 credit hours)
- Law D/N 875 (Law & Poverty) (3 credit hours)
- Law D/N 685 (Race & the Law) (3 credit hours)
- Law D/N 826 (Sex Discrimination) (3 credit hours)
- Law D/N 811 (Sexual Harassment Law) (3 credit hours)
- Other approved courses

ii. **Mixed Methods in Data Analytics for Social/Behavioral Sciences** (four courses, 12 Credit hours, total)

- Psy 60500 (Advanced Multivariate Statistics) (3 credit hours)

At least one from

- PBHL S-615 (Culture and Qualitative Methods) (3 credit hours)
- Soc S-659 (Qualitative Methods in Sociology) (3 credit hours)
- Soc S-652 Textual Analysis (3 credit hours)
- Soc S-560 – (Topics in Sociology Visual Sociological Methods) (3 credit hours)
- Other approved qualitative methods course

At least one from

- STAT 52200 (Sampling and Survey Techniques) (3 credit hours)
- Soc R-560 Topics in Sociology (advanced statistics courses) (3 credit hours)
- PBHL B-670 Biostatistics Method II-Categorical Data Analysis(3 credit hours)
- Other approved statistics courses

iii. **Occupational Health Psychology** (4 courses, 12 credit hours)

- Psy I-573 – Occupational Health Psychology (3 credit hours)

At least three from

- PBHL A-633 Occupational Safety & Health(3 credit hours)
- Soc R-517 Sociology of Work(3 credit hours)
- Soc R-525 Gender and Work(3 credit hours)
- Other approved courses

(f) **Other program requirements**

- Psy I-685 (Proseminar in Applied Social and Organizational Psychology) – repeatable up to 8 credit hours total (e.g., 4 from M.S. program and 4 in PhD program)
- Psy I-595 (Teaching Seminar in Psychology) (1 credit hour)

- Psy 69800 (Thesis Research) (4-8 credit hours)
- Psy 69900 (Dissertation Research) (20 credit hours)

(g) **Electives** (at least 3) (9 Credit Hours), e.g., (must not duplicate any requirement above)

- Psy I-573 (Occupational Health Psychology) (3 credit hours)
- Psy I-583 (Judgment and Decision Making in Organizations) (3 credit hours)
- Psy I-575 (Psychology and Law Seminar) (3 credit hours)
- Psy I-614 (Behavioral Medicine in Rehabilitation) (3 credit hours)
- Psy 51800 (Memory and Cognition) (3 credit hours)
- Psy 54000 (History of Psychology) (3 credit hours)
- Psy 61500 (Introduction to Psychobiology) (3 credit hours)
- Psy I-650 (Developmental Psychology) (3 credit hours)
- Other graduate courses approved by student's committee

The required coursework for the M.S. in ASOP includes the following elements/courses from the above list:

(a) statistics and research methods courses (4 courses, 12 credit hours)– See the **statistics and research methods** courses above);

(b) core courses (4 courses, 12 credit hours) – See applied social and organizational psychology courses above

(c) Proseminar in ASOP (repeatable with variable credit, up to 4 credit hours)

(d) Thesis (8 credits)

Total: 36 Credit Hours

Students will complete a Master's of Science degree en route to completing the PhD degree.

B. Degree Map/Time to completion with Credit Hours Requirements

Entering Fall Odd							Entering Fall Even					
		Course 1	Course 2	Course 3	Other	CH		Course 1	Course 2	Course 3	Other	CH
Year 1	Fall-odd	Psy 60000	Psy I-649	Psy 57600	Psy I-685	10	Fall-even	Psy 60000	Psy 57000	Psy I-579	Psy I-685	10
	Spring-Even	Psy 60100	Psi 68100	Psy 57200	Psy I-685 + Psy 69800 (2)	12	Spring-Odd	Psy 60100	Psi 68100	Psy I-582	Psy I-685 + Psy 69800 (2)	12
	Summer	Psy I-595				1		Psy I-595				1
Year 2	Fall-even	Psy 60800	Psy I-579	Psy 57000	Psy I-685 + Psy 69800 (3)	13	Fall-Odd	Psy I-649	Psy 57600	Psy 60800	Psy I-685 + Psy 69800 (3)	13
	Spring-Odd	Psy I-582	Minor or Elective course	Psy I-581	Psy I-685 + Psy 69800 (3)	13	Spring-even	Psy 57200	Psy I-581	Minor/Elective	Psy I-685 + Psy 69800 (3)	13
Defend Master's Thesis at the end of 2nd year (end of Spring term of 2nd year)												
Year 3	Fall-Odd	Minor/Elective	Minor/Elective	Minor/Elective	Psy I-685	10	Fall-Even	Minor/Elective	Minor/Elective	Minor/Elective	Psy I-685	10
Prelims at end of fall term 3rd year												
	Spring-even	Minor	Minor	Elective	Psy I-685 + Psy 69900 (1)	11	Spring-Odd	Minor	Minor	Elective	Psy I-685 + Psy 69900 (1)	11

[illegible]

C. Course Descriptions

1. Required statistics and research methods courses

Psy 60000 Statistical Inference: This course is intended to be an introduction to the statistical methods for graduate psychology students. There are two main sections to the course: (1) discussion of the conceptual and theoretical foundations of inferential statistics and (2) survey and practical application of several statistical analyses based on inferential statistics and the general linear model. We will begin with a brief review of basic statistical concepts in order to set the stage for discussing inferential statistics. Then, we will discuss the foundations for inferential statistics, including probability theory. Finally, we will cover several statistical procedures pertaining to inferences about mean differences (e.g., t-tests, ANOVA) and strengths of relationships (e.g., correlation). My goal is to provide you with a basic theoretical understanding of inferential statistics and practical tools for understanding and conducting research.

Psy 60100 Experimental Design : This is an intermediate-level course intended to advance your knowledge beyond descriptive statistics and ANOVA-type analyses. The two overarching goals for the course are to provide you with: (a) a good conceptual understanding of the primary correlation/regression-based statistical procedures used by psychologists, and (b) hands-on practice running and interpreting these analyses using the SPSS software package. *In this course, we will cover: (1) multivariate data screening and exploration, (2) correlation and partial correlation, (3) meta-analysis, (4) linear regression, and (5) logistic regression.*

Psy 60800 Psychological Measurement: The goals in this course are to increase knowledge of measurement theory, skills in applying this knowledge, and comfort and abilities related to analyzing and interpreting certain data sets. These goals are achieved through a survey development and implementation project (survey project), several applied/data analytic projects, and two exams.

Psy 68100 Seminar in Research Methods in Industrial/Organizational Psychology: Intensive analysis of application of various research and statistical methods to the study of human behavior in organizational settings.

2. Core courses in Applied Social and Organizational Psychology

Psy I-649 Attitudes and Social Cognition: This graduate-level seminar provides an overview of contemporary social psychological theory and research, emphasizing the social-cognitive, affective, and motivational processes underlying attitudes, social inference, stereotyping, prejudice, and self-regulation. Class discussion will focus on the application of this research to promote prosocial and prevent antisocial behaviors affecting individuals, organizations, and society.

Psy 57000 Staffing: This seminar course will introduce students to HR practices associated with bringing new members into organizations. Topics covered include recruitment, procedures for assessing the individual differences of applicants, models used to make selection decisions, and legal considerations associated with personnel selection (e.g., discrimination and affirmative action). The course will focus on theory and empirical research related primarily to the fields of industrial/organizational psychology and management.

Psy 57200 Organizational Psychology: A survey of basic behavioral science research and thinking as these contribute to the understanding of individual, dyadic, group, intergroup, and other large organization behavioral phenomena. The topics covered include motivation, perception, attitudes and morale, communication, leadership, conflict, problem solving, behavior change, and organizational effectiveness.

Psy 57600 Human Resource Development: This is a graduate level course intended for individuals who are seeking advanced training in the science and practice of employee development. Employee Development is construed broadly in this course to include performance management, employee training, and other developmental activities such as coaching and mentoring. Students will be exposed to the critical extant literature, to best practices in the development of these human resources systems in organizations, and will gain applied experience through course projects.

3. Diversity Science Concentration

Psy I-579 Foundations of Diversity Science: Diversity science investigates the creation, consequences, and maintenance of group differences. This graduate-level seminar takes a sociocultural approach to diversity science questions at the micro-level of analysis, focusing on the psychological processes that give rise to intergroup behavior and individual strategies for addressing and coping with group-based biases and stigma.

Psy I-581 Gender Issues in the Workplace: This is a graduate seminar that examines women's (and by comparison, men's) experiences in the workplace, with a focus on intersectionality. Topics will span the psychological and related social science literature on gender issues in career interests, occupational decisions, work experiences, advancement, discrimination, and organizational interventions to address these issues.

Psy I-582 Organizational Diversity and Intergroup Relations: Examines the importance of diversity in groups, discrimination and biases in organizations, minority and majority group reactions to different diversity initiatives, the unintended consequences of diversity initiatives, and the importance of empirically validating diversity interventions and trainings.

4. Electives Courses

Psy I-573: Occupational Health Psychology: Occupational health psychology (OHP) is one of the most heavily researched areas within the work domain, although it is not well publicized in the traditional IO psychology domain. For instance, traditional topics in IO, such as job design (job characteristic model), person- environment fit, shift work, job stress, coping and adjustment, type A/B, safety climate, workplace violence, and so on, are covered in the OHP. This course provides an in depth treatment of this literature with the foci on occupational stress, violence, and safety.

Psy I-583 Judgment and Decision Making: This graduate seminar examines how decisions are made by individuals and groups in various organizational and institutional settings. Topics covered include how individuals process information, make judgments, and reach decisions; how groups reach decisions through interactive social processes; and how choices, decisions and plans are formulated by individuals and groups in selected real-world contexts (e.g., legal, medical, politics, sports, business, etc.). The course will rely heavily on theory and empirical research in psychology, but also draw on the scholarly literature in related social science fields (e.g., sociology).

Psy I-575 Psychology and Law Seminar: This is a graduate seminar that examines how social and industrial/organizational (I/O) theory and research is used in forensic contexts, including criminal and tortious behavior, police and other investigatory processes, evaluation of behavioral evidence, employment law issues, and the role of psychological consultants and expert witnesses.

PSY-I 614 Behavioral Medicine in Rehabilitation (3 cr.) P: Consent of instructor. The theory and practice of behavioral medicine will be explored. Emphasis is on the application of behavioral principles to individuals suffering from various chronic diseases or disabilities including spinal cord injury, chronic pain, cancer, diabetes, strokes, cardiovascular diseases, and epilepsy.

Psy 61500 Introduction to Psychobiology: A survey of the integrated neurosciences emphasizing physiological psychology. Neural processes of sensory and motor function, arousal and sleep, motivation, learning and memory, language function, and personality disorders will be presented with selected coverage of neuroanatomy, neurophysiology, neuropharmacology, and neuroendocrinology. Both normal and pathological functions will be covered.

Psy 51800 Memory and Cognition: A graduate-level survey of theories and research concerned with the acquisition, retention, and retrieval of information. Topics include amnesia, eyewitness memory, forgetting, developmental trends in memory, related issues in attention, language processing, and problem solving.

Psy I-650 Developmental Psychology: Major concepts, principles, and facts concerning the biological and environmental influences on behavioral and psychological development. Particular emphasis on essential principles of ontogenetic development (lifespan) emerging from current research in genetics and psychology.

Psy 54000 History of Psychology: A review of the philosophical, theoretical, and methodological issues that entered into the development of modern psychology. Emphasis on historical themes that continue to be active in the science and profession of psychology.

Other Graduate Courses approved by student's committee.

5. Minors

a. Legal Studies Minor

Psy I-575 Psychology and Law Seminar: This is a graduate seminar that examines how social and industrial/organizational (I/O) theory and research is used in forensic contexts, including criminal and tortious behavior, police and other investigatory processes, evaluation of behavioral evidence, employment law issues, and the role of psychological consultants and expert witnesses.

Law N-836 Legal Process and Legal Methods:

Law D/N 653 Discrimination in Employment: Considers federal and state statutes and regulations relating to discrimination on the basis of race, sex, and other factors with respect to terms and conditions of employment by either employers or unions.

Law D/N 672: Employment Law: A study of the historical development of employment law from the early nineteenth century to the early twentieth century. Topics include establishing employment and its terms; employers' obligation to employees; termination of the employee relationship;

protecting employees' reputations, privacy, and dignity; and protecting employees' physical integrity through the Occupational Safety and Health Act.

Law D/N 867 Law & Social change: The Civil Rights Movement: Examines the Civil Rights Movement, focusing on the roles of lawyers and 'the law', and their relationships to direct action and other forms of advocacy, in advancing and impeding social change. Topics include: marches on Washington; the Journey to Reconciliation and the Freedom Rides; school desegregation (Little Rock, New Orleans, Ole Miss); the murders of Emmett Till and many others; the Montgomery Bus Boycott; student sit-ins; Freedom Summer; Black Nationalism and the Black Power Movement; and the Selma-to-Montgomery March. The course is permeated with consideration of the conflicts between violence and nonviolence and among law, politics, and morality. Each student will write a weekly reflection and a book review.

Law D/N 875 Law & Poverty: Addresses law and policy pertaining to federal and state social welfare systems designed to meet basic needs of the poor, such as cash assistance, disability insurance, housing, and health care. The course emphasizes legal aspects of social problems of the poor, such as discrimination on the basis of race, sex, and handicap.

Law D/N 685 Race & the Law: Examines the response of the law to racial issues presented in a variety of contemporary legal contexts, including civil procedure, property, torts, contracts, criminal law and procedure, employment law and education law. Also examines international human rights law instruments applicable in the United States. Materials for the course include a mix of cases and scholarly commentary.

Law D/N 826 Sex Discrimination: Explores areas in which discrimination, or differentiation in treatment, is based solely or primarily on sex, and examines the effect of constitutional provisions and federal and state statutes on such discrimination.

Law D/N 811 Sexual Harassment Law: explores the legal response to harassment based upon sex, gender, sexual orientation and transgendered status in the workplace. Title VII of the 1964 Civil Rights Act, the Indiana Civil Rights Act and the California Fair Employment and Housing Act will be examined, as well as pertinent case law and scholarly articles that discuss the theory and public policy concerns regarding sexual harassment. The second half of the course will consider responsive strategies (informal action and formal complaint procedures) and specialty areas of interest, explore the relevance of the First Amendment protection of free speech, and discuss topics such as: intersectionality (the Anita Hill hearings), the plaintiffs' litigation considerations (including the psychological impact of sexual harassment), the defense's litigation considerations (including false claims), the admissibility of sexual history evidence, and alternative dispute resolution.

b. Mixed Methods in Data Analytics for Social/Behavioral Sciences

Psy 60500 Advanced Multivariate Statistics: This course is intended to be a workshop on several multivariate analytic techniques. There are two main sections to the course: (1) discussion of the conceptual and theoretical foundations of multivariate analyses and (2) practical application of multivariate analyses based on the multivariate general linear model. We will begin with a brief review of basic multivariate concepts and an overview of different applications. Then, we will begin an in-depth exploration of different applications of structural equation modeling. My goal is to

provide you with a basic theoretical understanding of multivariate statistics and practical tools for understanding and conducting research.

PBHL S-615 Culture and Qualitative Methods: This course provides learning opportunities for public health graduate students to develop an understanding of culture and of how qualitative methods can be used to develop sensitivity to and understanding of cultural practices. Such cultural sensitivities and competencies are basic to effective program planning, implementation, service delivery, and program evaluation. This class will provide important knowledge and opportunities related to public health practice in a community setting comprised of a multicultural population with different health beliefs, values, behaviors and health care needs. By the end of the semester, the student will be able to define and distinguish the concepts of culture and traditions, acculturation and enculturation, traditionalism and modernism, and will be able to begin to identify how to build on cultural practices to develop interventions aimed at influencing health behaviors. Further, the student will have active experience in conducting qualitative research in a community setting, including skills in conducting windshield surveys, participant observations, key informant interviews, and focus groups.

PBHL B-670: Biostatistics Methods II-Categorical Data Analysis: This course covers applied statistical methods for analysis of categorical data with special emphasis on data collected from epidemiologic studies and general biomedical studies. The contents of this course include measures of disease-exposure association, causal inference, confounding and interaction, matched study, logistics regression, receiver operating characteristics, logistic regression for case-control study, Poisson regression for count data and regressions for response with multiple levels.

Soc S-659 Qualitative Methods in Sociology: This course provides an overview of qualitative research methods in sociology, with special emphasis on in-depth interview research. Qualitative research refers to the systematic collection and analysis of non-numerical data, such as interview transcripts, journal entries, or photographs, as a way to discover and develop new concepts and theories about the social world. It involves an interpretive approach to its subject matter. This means that qualitative researchers attempt to interpret social phenomena in terms of the meanings people bring to them. Course topics include the scientific foundation of qualitative research, developing appropriate research questions, the basic elements of qualitative research design (e.g., ethics, sampling, and quality issues), different types of qualitative data collection; including observation, interviews, and focus groups, and the basics of analyzing qualitative data. This course is taught using a combination of lecture and seminar formats, structured around discussion of shared reading and research assignments. interviews to coding and analyzing data. The result of your work in this class will be a write-up of your interview study, using either an article or proposal format.

Soc S-652 Textual Analysis: Goals of the course are to expose students to some of the conceptual and methodological issues involved in undertaking textual analysis in social research; To examine and “deconstruct” examples of published textual analysis, particularly focusing on data and research methods, mode of argumentation, use of evidence, and framing of research contributions; To lay the groundwork for future research by guiding students through a manageable research project utilizing textual analysis.

Soc S-560 Special Topics: Visual Sociology: Visual sociology attempts to understand visual records as data, sometimes alone and sometimes in combination with verbal and/or numeric data. Goals of the

course are to become more aware of the pervasiveness of visual imagery; begin to apply the principles of visual research; understand how visual imagery is increasingly used to describe and interpret modern life; understand how visual information and visually-based instruments reveal features of social worlds not tapped by other research methodologies.

Soc S-560 Special Topics in Advanced Statistics: Topics rotate from semester to semester, covering categorical variable analysis (ordinal and probit regression, etc), structural equation modeling, approaches to repeated measures longitudinal analysis latent growth curves and hierarchical modeling.

Stat 52200 Sampling & Survey Techniques: Survey designs; simple random, stratified, and systematic samples; systems of sampling; methods of estimation; ratio and regression estimates; and costs. Other related topics as time permits.

c. Occupational Health Psychology

Psy I-573: Occupational Health Psychology: Occupational health psychology (OHP) is one of the most heavily researched areas within the work domain, although it is not well publicized in the traditional IO psychology domain. For instance, traditional topics in IO, such as job design (job characteristic model), person- environment fit, shift work, job stress, coping and adjustment, type A/B, safety climate, workplace violence, and so on, are covered in the OHP. This course provides an in depth treatment of this literature with the foci on occupational stress, violence, and safety.

PBHL A-633 Occupational Safety & Health: This course is a survey of the technical and regulatory aspects of protecting the health and safety of workers. Topics include basic toxicology; skin, eye, and respiratory hazards; measuring hazardous atmospheres; ventilation systems; fire and explosion hazards; emergency response; noise-induced hearing loss in the workplace; radiation; accident prevention; cumulative trauma; and personal protective equipment. The course provides students with an introduction to the principles and practice of industrial hygiene. Industrial hygiene is concerned with the anticipation, recognition, evaluation and control of environmental and occupational factors that pose hazards to health and safety in the workplace. These aspects parallel the basic components of risk assessment: hazard identification, dose-response determination, exposure assessment, risk assessment, and risk management. Greater attention is focused on anticipation, recognition, and evaluation, but some consideration of control methods and hazard communication will also be included. These functions all require a sound understanding of basic toxicology, procedures for investigation, methods of exposure measurement and assessment, behavior of chemical and physical agents in the environment, and the application of guidelines and standards, topics which form the primary elements of the course

Soc R-517 Sociology of Work: Topics include the changing meaning of work, the quest for dignity in the workplace, the plight of the working poor, and the transformation of the culture of work and its impact on occupations and professions. The prospects for a revival of the labor movement will also be examined.

Soc R-525 Gender and Work: This course critically analyzes contemporary theory and research on gender and work. It examines how women's and men's roles in paid and unpaid work are socially constructed, through socialization, social interaction and the actions of social institutions. The interaction gender, race, ethnicity and social class will be explored.

d. Other Program Requirements

Psy I-685 Proseminar in Applied Social and Organizational Psychology: This graduate proseminar is designed to facilitate the professional development of graduate students in the Applied Social and Organizational Psychology program. A presentation or discussion will occur each week although the topics will vary. Presentations will be conducted by outside speakers, faculty and/or graduate students on both applied and research oriented topics. Doctoral candidates will present their dissertation work during the third or fourth year. In addition, during facilitated discussions the students will review newly published research and address ethics in our discipline. This is a course that students will repeat throughout their training and topics of vary each semester

Psy I-595 Teaching Seminar in Psychology: This seminar has been developed to help prepare graduate students in psychology to effectively and competently teach undergraduate courses in psychology. It is intended to provide training and support for students in psychology who have been recruited to serve as teaching assistants, recitation instructors, and course instructors for undergraduate classes in psychology. Content includes teaching philosophies, teaching methods, development of curricula and syllabi, assessment, and teaching ethics. Course goals will be accomplished through readings, demonstrations of teaching, class discussions, and applications.

Psy 69800 Thesis Research

Psy 69900 Dissertation Research

Appendix 6: Faculty with appointments to teach in the program:**I. Core Faculty currently affiliated with the PhD in Applied Social and Organizational Psychology**

- Leslie Ashburn-Nardo, Ph.D., Associate Professor, Department of Psychology, School of Science
- Dennis Devine, Ph.D., Associate Professor, Department of Psychology, School of Science
- Mike Sliter, Ph.D., Assistant Professor, Department of Psychology, School of Science
- Peggy Stockdale, PhD. Professor and Chair, Department of Psychology, School of Science
- Jane Williams, Ph.D. Associate Professor, Department of Psychology, School of Science and Assistant Dean for Strategic Initiatives, School of Science, IUPUI
- Evava Pietri, Ph.D. Assistant Professor, Department of Psychology, School of Science (appointment begins August, 2015)

II. Psychology Faculty supporting the PhD in Applied Social and Organizational Psychology

- Steve Boehm, Ph.D. Associate Professor, Department of Psychology, School of Science
- Lisa Contino, Ph.D. Senior Lecturer, Department of Psychology, School of Science
- Melissa Cyders, Ph.D. Assistant Professor, Department of Psychology, School of Science
- Cristine Czachowski, Ph.D., Associate Professor, Department of Psychology, School of Science
- Charles Goodlett, Ph.D. Professor, Department of Psychology, School of Science
- Nick Grahame, Ph.D. Associate Professor, Department of Psychology, School of Science
- John Guare, Ph.D. Clinical Associate Professor, Department of Psychology, School of Science
- Debbie Herold, Ph.D. Senior Lecturer, Department of Psychology, School of Science
- Adam Hirsh, Ph.D. Assistant Professor, Department of Psychology, School of Science
- Kathy Johnson Ph.D., Professor of Psychology, Dean of the University College, and Associate Vice Chancellor for Undergraduate Education
- Shenan Kroupa, Ph.D. Lecturer, Department of Psychology, School of Science
- Christopher Lapish, Ph.D. Assistant Professor, Department of Psychology, School of Science
- Marian Logrip, Ph.D. Assistant Professor, Department of Psychology, School of Science (appointment begins August, 2015)
- John McGrew, Ph.D. Professor, Department of Psychology, School of Science
- Kyle Minor, Ph.D. Assistant Professor, Department of Psychology, School of Science
- Catherine Mosher, Ph.D. Assistant Professor, Department of Psychology, School of Science
- Bethany Neal-Beliveau, Ph.D. Associate Professor, Department of Psychology, School of Science
- Milena Petrovic, Ph.D. Lecturer, Department of Psychology, School of Science
- Kevin Rand, Ph.D. Associate Professor, Department of Psychology, School of Science
- Michelle Salyers, Ph.D. Professor, Department of Psychology, School of Science
- Jesse Stewart, Ph.D. Associate Professor, Department of Psychology, School of Science
- Robert Stewart, Ph.D. Senior Lecturer, Department of Psychology, School of Science
- Tamika Zapolski, Ph.D. Assistant Professor, Department of Psychology, School of Science

II. Cross-Appointed Faculty

Christopher Porter (Kelley School of Management, IUPUI)

III. Adjunct Faculty

Alan Colquitt, Ph.D. Eli Lilly & Co. Pharmaceuticals