UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

Introduced by: Graduate Academic Council
Date: November 21, 2005

PROPOSAL TO ESTABLISH A MASTER OF ARTS PROGRAM
IN INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

That the University Senate approve the attached “Proposal to Establish a Master of Arts (M.A.) Program in Industrial/Organizational Psychology ” as approved and recommended by the Graduate Academic Council.

1. That this proposal be forwarded to the President for approval.

STATE UNIVERSITY OF NEW YORK
GRADUATE ACADEMIC PROGRAM PROPOSAL
COVER PAGE AND SUMMARY SHEET

Campus: University at Albany Date: August 30, 2004

Proposed Program Title: Industrial & Organizational Psychology

Proposed Degree/Certificate: Master’s of Arts

HEGIS Classification and Number: Industrial Psychology 2008

Department(s) or Academic Unit(s) to Offer Program: Department of Psychology

Proposed First Enrollment Date: September, 2005

Brief Summary of Proposal (250 words):

The proposed master’s program in Industrial & Organization (I & O) Psychology is designed to serve students who want either pre-doctoral training or practitioner-oriented training. The program will operate within the broader structure of the current doctoral program in I & O psychology but with a different emphasis, consistent with the notion that master’s level students will typically be consumers of knowledge rather than producers of new knowledge.

A minimum of 36 credits of approved coursework will be required for the master's degree. Two tracks will be offered to students: a thesis and non-thesis track. Students choosing the thesis option will write a master’s thesis that reports the results of a scholarly investigation of a phenomenon of importance to the field of I & O psychology. This option is targeted at students who anticipate further training at the doctoral level. Students in the non-thesis track will take internship credits or additional coursework instead of
completing a thesis. The non-thesis option is targeted at students seeking a career in applied or organizational settings. All students will be required to complete satisfactorily a written comprehensive examination covering the field of I & O psychology. The exam will cover topics and issues that are of substantive relevance to all I & O psychologists, irrespective of their individual interests. The competency areas for the exam will be drawn from guidelines for graduate education published by the Society of Industrial and Organizational Psychology (SIOP).

<table>
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<tr>
<th></th>
<th>Year I</th>
<th>Year II</th>
<th>Year III</th>
<th>Year IV</th>
<th>Year V</th>
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<tbody>
<tr>
<td><strong>Projected Number of Students (Headcount)</strong></td>
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| **Projected Number of New Faculty** * |        |         |          |         |        |
| Full-Time             | 0      | 0       | 0        | 0       | 0      |
| Part-Time             | 0      | 0       | 0        | 0       | 0      |

| **Projected Number of New Support Staff** |        |         |          |         |        |
| Full-Time             | 0      | 0       | 0        | 0       | 0      |
| Part-Time             | 0      | 0       | 0        | 0       | 0      |

* No new faculty lines have been authorized for the program so projections reflect what current faculty and resources can accommodate. If new faculty lines are authorized within the first 5 years, projected headcount would increase. See Tables 3 and 5 in the program description for estimates if new lines are authorized.
NUMBER OF EXISTING FACULTY WHO WILL PARTICIPATE IN PROGRAM IN YEAR 1

<table>
<thead>
<tr>
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<th>Part-Time</th>
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<th>Regular (Untenured)</th>
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<tr>
<td>Instructor</td>
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</tbody>
</table>

If program will lead to certification or licensure, please indicate field or specialty.

N/A

If special accreditation will be sought, please: a) list accrediting bodies and b) indicate when you plan to seek accreditation.

N/A

Please indicate location(s) and projected enrollment for any off-campus offering of this program.

NONE

Will students be able to complete all requirements for the program at the off-campus site(s)?

N/A

IDENTIFY EXISTING PROGRAMS IN RELATED AND SUPPORTING DISCIPLINES

<table>
<thead>
<tr>
<th>Program Title</th>
<th>STUDENTS</th>
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<td>I &amp; O psychology Ph.D. program</td>
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<td>Organizational Studies Ph.D. (School of Business)</td>
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GRADUATE ACADEMIC PROPOSAL:
MASTER'S PROGRAM IN INDUSTRIAL & ORGANIZATIONAL (I & O) PSYCHOLOGY

I. PROGRAM DESCRIPTION

The purpose of the program is to provide professional and pre-doctoral training in the understanding and application of psychological principles in the workplace. This goal is consistent with University’s mission to develop professional programs that promote knowledge in the scientific community and benefit the local corporate community. A focused educational program is proposed that provides workforce training for professionals in New York and the country. This program should help establish and strengthen relationships between the University and the local corporate community. Graduates should have ample employment opportunities as specialists in large companies, consulting firms, government agencies, and research organizations. Graduates who complete a research thesis option will be qualified to enter doctoral programs in I & O psychology.

The master’s program will be contained within the broader structure of the Department’s doctoral program in I & O psychology. The Department of Psychology has offered a Ph.D. degree in I & O psychology since 1989. Since then, 24 doctoral degrees have been granted and program applications and enrollment are consistently high. The Department of Psychology does not currently offer any professional master’s programs, but students enrolled in any of the Department’s five doctoral programs (clinical, cognitive, biopsychology, I & O, and social/personality psychology) may choose to obtain a Master of Arts degree while in their doctoral program by meeting specific requirements (i.e., completing a master’s thesis and passing an oral exam). Approximately half of the doctoral students in the I & O program have obtained a Master’s degree during the course of their study. This proposal seeks to establish a program for students who seek a master’s as their professional or terminal degree.

Rationale. There have been dramatic changes in the nature of the workplace over the past few decades. Technological, social, political, and economic forces have produced dramatic changes in how goods and services are produced. As a result of these changes, I & O psychology has become an important part of the business and corporate world. Many companies are looking to hire I & O psychologists to help their company adapt to dynamic work environments. According to the Bureau of Labor Statistics, I & O psychology is likely to remain competitive for at least the next decade.

Applications to and enrollment in graduate programs in I & O psychology have been steadily increasing over the past several years. The latest comprehensive study of enrollment in master’s programs was conducted by the American Psychological Association (APA) in 1998. That year, 5,765 students applied to master’s programs in I & O psychology, of which 1,627 were accepted. More students applied to I & O programs than to all other types of master’s programs in psychology except clinical and counseling psychology. The Department of Psychology at Albany routinely offers two sections of an undergraduate course in I & O psychology each semester (a total of approximately 250 seats) and they typically fill to capacity. The I & O faculty receive about 20-30 applications from undergraduates for directed research each semester, of which 10-15 are accepted. Thus, the interest in the field of I & O psychology is strong both nationally and internally.

Curriculum. The curriculum for the proposed master's program in I & O psychology follows the Society of Industrial and Organizational Psychology (SIOP) guidelines for master's level education. It is a competency-based program, designed to provide students with the knowledge, skills, behavior, and capabilities necessary to function as a master’s level I-O practitioner or to continue with graduate studies at the doctoral level. The basic competency areas defined by SIOP are:

a. Research methods and analysis skills. Master-level I & O psychologists should have knowledge of the methods, procedures, and techniques useful in the conduct of empirical research in laboratory and field settings. They should also have knowledge of the various descriptive and inferential statistical techniques that are used in the analysis of data generated by empirical research. Also, we believe that master's-level students should be skilled in using major statistical software packages designed for social science research so they can perform appropriate analyses for applied research projects in work organizations.

b. Core Content Domains in I & O Psychology. Master's-level training should emphasize the core competency areas identified by the SIOP. These content areas include:

- the ethical, legal, and professional contexts within which the master’s level I-O practitioner will operate.
• Measurement of individual differences
• Criterion theory and development
• Job and task analysis
• Employee selection and placement
• Performance appraisal and development
• Training: theory, program design, and evaluation
• Work motivation
• Attitude theory
• Small group theory and process
• Organizational theory and development
c. Fields of psychology. I & O psychology draws heavily from work in other fields of psychology, in particular, with social psychology, psychometrics, motivation, cognitive psychology, and personality. Master’s level I-O practitioners should be familiar with the relevant perspectives and applications from these areas and hence should have courses in (a) acquired or learned bases of behavior (i.e., cognitive psychology, thinking, motivation, emotion), (b) social bases of behavior (social psychology), and (c) individual differences (personality theory, human development).

These competency areas will be covered in the proposed program through a combination of formal course work (see below), supervised research, student-initiated research (Master’s thesis), and supervised experience (e.g., internships, practica).

Degree Requirements & Course Descriptions:

36 hours of graduate credit including (a) 6 hours of statistical methods and research methodology, (b) 18 hours of core courses, (c) 6 hours of electives outside the I & O field, and (d) 6 hours of thesis, supervised internship or advanced coursework. The course offerings and descriptions of currently approved coursework in each of these areas are listed below:

Statistical Methods and Research Methodology (6 credits, required):

Psy 510  Statistics and Experimental Methods I
Basic statistical concepts, applications of the concepts, and an introduction to experimental design in the behavioral sciences. Topics include probability theory, classical null hypothesis significance testing and alternatives, and correlation/regression methods. Introduction to statistical computing with the use of standard software. This is the first course in a two semester sequence along with Psy 511. Prerequisite: Psy 210 or an equivalent course and permission of instructor.

Psy 511  Statistics and Experimental Methods II
Advanced methods in regression and multiple regression. Analysis of variance techniques associated with experimental methods in the behavioral sciences, and general linear models. Analysis of categorical data and an introduction to non-parametric statistics. Statistical computing applications of these methods with standard software packages.

Core Content Courses (18 credits, required)

Psy 641 Survey of Organizational Psychology
Advanced survey of theory and research on the behavior of individuals and groups in organizations. Topics include organizational design, group processes and decision-making, organizational theory, and employee attitudes.

Psy 751  Work Motivation
Provides a knowledge of human motivation as it affects organizational processes. Emphasis on major theories of human motivation and the relation between motivational process and organizational variables. Other issues include job design, reward systems and social influences on motivation.

Psy 752  Survey of Personnel Psychology
Advanced survey of theory, research, and applications in major topical areas of personnel psychology. Topics covered should include performance appraisal, personnel selection, training and development, uses and development of psychological tests, and human engineering.
Psy 753 Psychometric Theory and Research
Major emphasis on classical and modern measurement theories and their applications. Includes psychological construct measurement, scale construction, and recent developments such as Item Response Theory.

Psy 754 Training, Evaluation, and Development
Psychological principles and methods for planning and analysis of training performance in an organizational development framework. Needs assessment; computer assisted simulation, and behavior modification approaches to training; training and transfer effects; design and experimental evaluation of training techniques.

Psy 781 Current topics and professional issues in I & O Psychology  [new course to be proposed]
Ethical and professional issues involved in the practice of industrial and organizational psychology.

Advanced Electives

Psy 613 Multivariate Analysis (3)
An overview of multivariate statistical methods as they pertain to psychological research. Techniques discussed include multiple regression; multivariate analysis of variance; discriminant analysis; principal components; canonical correlation; factor analysis; cluster analysis. Prerequisites: Psy 510 and 511 or equivalents.

Psy 644 Human Factors (3)
Study of limitations and capabilities in human skilled behavior, including perceptual, motor and cognitive activities. Emphasis on interaction of human behavior and the task environment.

Psy 668 Group Dynamics (3)
Analysis and evaluation of concepts, hypotheses, techniques, and results of research in group dynamics. The study of the following group processes: communication, decision making, cooperation and competition, cohesion, social facilitation and inhibition, leadership and group roles.

Psy 736 Research Methods in Psychology (3)
Introductory, graduate-level treatment of a variety of research-related issues germane to psychology and closely related disciplines. The topics considered include the scientific method, elements of the research process, alternative strategies for operationalizing variables, sampling, psychometrics, experimental research, non-experimental research, research artifacts and non-traditional research. Prerequisite: Psy 510 or equivalent.

Psy 780 Advanced Topics in I & O Psychology (3)
Advanced research seminar in topic area in industrial-organizational psychology.

Out of Area Electives (6 credits)

Psy 603 Survey of Cognitive Psychology (3)
The research literature and theoretical positions in the area. Provides preparation for advanced work.

Psy 604 Survey of Development Psychology (3)
The research literature and theoretical positions in the area. Provides preparation for advanced work.

Psy 605 Social Psychology (3)
The research literature and theoretical positions in the area. Provides preparation for advanced work.

Admission Requirements. Applicants will be required to submit (1) Graduate Record Examination (GRE) verbal and quantitative scores, (2) official transcripts of all undergraduate and graduate coursework, and (3) letters of recommendation. Although an undergraduate degree in psychology is not required, applicants will be required to demonstrate satisfactory completion of 15 credit hours of psychology courses including a statistics and methodology course. Priority for admission will go to full-time students.
Impact on Other Programs

The Master's program in I & O psychology is expected to have minimal impact on the Department's undergraduate major in psychology. Access to or time-to-graduate from existing undergraduate programs should not be affected by the new master's program. The master's curriculum takes advantages of current graduate courses that are being offered on a regular basis by faculty in the Psychology Department and will have minimal effect on the teaching load and course offerings of the I & O faculty.

The proposed program should not have a major affect on existing graduate programs at the University. It does not overlap with master's programs in other disciplines or colleges within the University and thus will not be in direct competition with them for students. It should not detract from enrollment in the doctoral program in I & O psychology because it will attract students with different professional interests. The program may actually provide a new pool of highly qualified and well-trained students for the doctoral program if some of the best master's students decide to pursue a doctoral degree.

The student/faculty ratio will not be affected at the undergraduate level, although it will increase at the graduate level for faculty in I & O area and those teaching graduate courses that are part of the curriculum (e.g., statistics and methodology courses, out of area courses). Currently, the ratio of graduate students (FTE) to full-time faculty in the I & O area is 4.5:1. Currently, 3-4 doctoral students are admitted to the doctoral program each year. If the master's program is approved, the number of doctoral students will most likely drop to 2-3, which is in line with current funding capabilities for doctoral students. Thus, after two years into the Master's program, the ratio of total graduate students to faculty in the I & O area is expected to be approximately 6:1, and is expected to stabilize at this level.

Course Offerings, First Three Years.

The graduate courses to be taught in the first three years will follow the current structure for graduate courses in the Department. Each semester there will be a mix of required core courses, I-O electives, and out-of-area electives. The program is designed to allow students to finish the requirements for the Master or Arts degree in two years or less. Most of the required courses will be taught each year; others will be offered every other year but staggered so that students have the opportunity to take all pertinent courses within a two year time frame. The first three year plan is as follows (courses marked with an asterisk are taught by I/O psychology faculty):

First Year, Fall Semester
- Psy 510 Stat. & Experimental Methods I
- Psy 641 Organizational Psychology*
- Psy 605 Social Psychology
- Psy 603 Cognitive Psychology

First Year, Spring Semester
- Psy 511 Stat. & Experimental Methods II
- Psy 752 Personnel Psychology*
- Psy 751 Work Motivation*
- Psy 644 Human Factors

First Year, Summer
- Field research or internship

Second Year, Fall Semester
- Psy 510 Stat. & Experimental Methods I
- Psy 641 Organizational Psychology*
- Psy 605 Social Psychology
- Psy 736 Research Methods
- Psy 781 Current topics/Professional issues*
- Psy 613 Multivariate Statistics*

Second Year, Spring Semester
- Psy 511 Stat. & Experimental Methods II
- Psy 752 Personnel Psychology*
- Psy 754 Training & Development*
- Psy 753 Psychometric theory*
- Thesis (Psy 699)* or Internship/practicum (Psy 756)*
- Psy 668 Group Dynamics (or other elective)

Second Year, Summer
- Field research or internship

Third Year, Fall Semester
- Psy 510 Stat. & Experimental Methods I

Third Year, Spring Semester
- Psy 511 Stat. & Experimental Methods II
Psy 641 Organizational Psychology*  Psy 752 Personnel Psychology*
Psy 605 Social Psychology  Psy 751 Work Motivation*
Psy 603 Cognitive Psychology  Psy 780 Special Topics: Performance Appraisal
Psy 736 Research Methods

Student Advising, Supervision, and Evaluation

Each student admitted to the program will be assigned a faculty advisor, who will help the student register for courses and develop a preliminary program of study. After starting their first semester, students may choose to switch advisors. Upon entry to the program and prior to the completion of 12 credit hours, students will develop in consultation with their advisor a plan of study that outlines the program track (thesis or non-thesis) and courses that will lead to completion of the program. Students will consult with their advisors prior to each course registration period and receive advice on course selection, internship or field experiences, etc.

The student’s advisor will be responsible for tracking his or her progress during the academic year. At the end of each academic year, the I & O faculty will meet as a group to review and evaluate student progress and academic standing. Faculty evaluations will be summarized in written feedback provided to the students by the Program Director. Consistent with the University’s standards for satisfactory academic standing, students will be expected to maintain a 3.0 grade point average in all resident graduate courses.

Students choosing the thesis track will follow University regulations for completion of the thesis. All students will have to pass a written comprehensive examination after finishing their core courses. The examination committee for this exam will be comprised of three full-time I & O faculty.

Significant resources and support.

The proposed program will be supported by the academic structure and physical resources that exist for the current graduate programs in the Department of Psychology. Students will have access to faculty members’ research facilities and computer labs, as well as the University’s library holdings. Those choosing the thesis track will benefit from programmatic lines of research established by faculty members and their doctoral students. Master’s-level research projects should be enriched by the Department’s ongoing research efforts. Departmental graduate assistantships will not be allocated to students in the master’s program; however, students may be eligible for external fellowships.
II. FACULTY

Currently, there are three full-time faculty members who will implement the program. Kevin Williams, Associate Professor and director of the Ph.D. program in I & O psychology, will serve as the Master’s program coordinator. The faculty and their teaching responsibilities for the core courses in the program are:

Sylvia Roch, Assistant Professor
Personnel Psychology (Psy 752)
Training & Development (Psy 754)

Linda Shanock, Assistant Professor
Organizational Psychology (Psy 641)
Group Dynamics (Psy 668)

Kevin Williams, Associate Professor
Work Motivation (Psy 751)
Psychometric Theory (Psy 753)
Professional & Ethic Issues (Psy xx)

Vitae for the full-time faculty are in Appendix A. Adjunct faculty in the Department of Psychology who will contribute to the program by teaching elective courses and mentoring students include Gary Yukl (Professor, Department of Management, University at Albany), Tom Taber (Professor, Department of Management, University at Albany), Wendy Becker (Assistant Professor, Department of Management, University at Albany), and Michael Kalsher (Associate Professor, Department of Cognitive Science, Rensselaer Polytechnic Institute).

There are no immediate changes anticipated in the I & O faculty. The College of Arts and Science administration has not authorized any new positions for the program, nor are any reductions anticipated. Initial enrollment projections for the program are modest in order to ensure quality graduate education for both the doctoral and master’s programs. If new faculty lines are authorized for the program, enrollment figures will increase.

The I & O faculty do not have any current or pending external support. The faculty have applied for external support in the past and have proposals in preparation.

D. Students

Admission procedures. Prospective students must submit a formal application for admission to the Office of Graduate Admissions. This application must include official transcripts from all previous colleges, letters of reference, standardized test scores (GREs), and a statement of interest. Applicants are expected to hold a bachelor’s degree a recognized college or University. Although an undergraduate degree in psychology is not required, applicants must have undergraduate preparation in an area relevant to I & O psychology. To receive strong consideration for admission, applicants should have a minimum of a 3.0 undergraduate grade point average. Scores from both the GRE General Test and Advanced Subject Test in Psychology will be required. To receive strong consideration, applicants should have a minimum score of 1000 on the combined test and 500 on the advanced test.

Student body. Table 4 presents the anticipated geographic origin and racial/ethnic characteristics of students in the proposed program. The student body is likely to reflect the demographic make-up of the discipline and the University at Albany student population. A survey conducted by the American Psychological Association revealed that 75% of first year, full-time master’s students in psychology programs in the U.S. were female. In recent years, approximately 75% of the students in the I & O doctoral program at Albany have been female, and approximately 70% of the undergraduate majors in psychology are female. Thus, the majority of students in the program are likely to be female. About 80% of students in master’s programs in psychology in the U.S. are white; African-Americans, Hispanics, and Asians each comprise about 5-7% of full-time master’s programs. These percentages are similar to those for the doctoral programs at the University of Albany. Since a goal of the proposed program is to have a diverse, attempts will be made to recruit qualified minority students to the program.

It is anticipated that the majority of students will be from New York State, and the upstate region in particular (See Table 4). There are no other master’s programs in I & O psychology in upstate New York and given the high demand that exists for an I & O program, the proposed program should draw well from the upstate region. Additionally, the program should draw well from other states, especially in the
Northeast. The directory of graduate programs in I & O published by the Society for Industrial and Organizational Psychology lists just six I & O master’s programs in the Northeastern U.S. None of these programs are large, nor do they have doctoral programs to draw upon for advanced courses and research opportunities. The fact that we have an established doctoral program will enrich the quality of a master’s program at Albany, and should increase our ability to recruit top-level students.

**Financial Support.** Departmental graduate assistantships will not be allocated to students in the master’s program. However, students may be eligible for University fellowships and financial aid, as well as fellowships provided by external organizations and professional societies (e.g., American Psychological Association).

**E. Facilities**

The proposed program will be served well by the existing University and Department facilities. The University’s library holdings and acquisitions support the Department’s five doctoral programs and provide access to all the top-tier journals in I & O psychology. The Library’s interlibrary loan policies have been upgraded and provide excellent access to articles and volumes that it does not possess. The University library also provides students with off-campus access to databases and online journals.

The Department has the physical facilities and equipment necessary for support of graduate study and research in I & O psychology. The doctoral program in I-O psychology has a research facility that includes two research suites, configured for group or individual studies; microcomputers dedicated for graduate student research, with access to the Internet and the University’s network and server; statistical software packages for data analysis; multi-media presentation equipment; and video and audio recording equipment. Technical assistance for the computers and networks is provided to graduate programs by the College of Arts and Sciences.

Given current space constraints within the Department, students in the proposed program will not have dedicated office space. Students may be accommodated by individual faculty members within their own allocated space, but it is not anticipated that students will have their own offices. Study and/or meeting space will be available to students in the University libraries and Department conference rooms.

The classrooms to be used for the proposed programs are the same ones used currently by the doctoral programs in Psychology. The majority of courses will be taught in computer based teaching facilities – classrooms with multimedia presentation equipment and Internet connections and computer workstations.

There are no projected capital expenditures for this program (see Table 6).

**F. Costs and Resources**

**Faculty/Staff and Enrollment.** Table 3 presents the projected staff for the proposed program. Currently, there are no new lines allocated for the program, so the existing full-time faculty in the I & O doctoral program will oversee the program at its conception. Two scenarios for projected staff over the first five years of the program are presented in Table 3. Scenario A assumes no growth in faculty size over the first five years of the program. This scenario is associated with modest student enrollment projections (see Table 5). Since the courses for the Master’s program are currently offered to doctoral students in the Department, new students can be accommodated in the classroom fairly easily. However, to ensure quality advising, mentoring and thesis supervision, the number of students admitted to the master’s program would have to be relatively small. Under this scenario, projected enrollment is seen as stabilizing around 6-8 students (6.5 – 7 FTE).

Scenario B reflects enrollment growth that is anticipated if new faculty are hired as the program becomes established. For illustrative purposes, Scenario B assumes a new hire in year 3 and year 5 of the program. Under this scenario, projected enrollment will rise steadily during the five year projection period and would likely continue to growth in subsequent years.

**Expenditures.** There are no capital facilities or capital expenditures anticipated for this program (Table 6). Table 7 presents the projected expenditures for faculty, staff, facilities, and student support for the proposed program. The costs to start this program should be negligible because no new faculty lines are needed to
accommodate the modest enrollment projections and the Department of Psychology already offers the graduate courses that will be offered to the Master’s students. Thus, for Scenario A projected expenditures are from existing resources. For Scenario B, projected costs are associated with the addition of new faculty lines. Expenditures for all other categories are negligible. There are no projected expenditures for the proposed program in other Departments (see Table 8).

Revenue. Table 9 presents the projected revenue for the proposed program. Tuition represents the major source of revenue for this program. All of the revenue generated by this program will be from new sources rather than existing sources. For these projections, tuition revenue was based on the Spring 2004 Tuition and Fee Chart for the University at Albany. A tuition increase had just gone into effect for the 2003-2004 academic year and historical patterns suggest that tuition tends to remain stable for a few years after an increase. Thus, for purposes of these projections, the 2004 tuition and fee figures were used for all five years in Table 9. These projects were based on an estimate of 75% resident and 25% non-resident student enrollment.

The revenue figures in Table 9 reflect tuition revenue for new graduate students only. New hires may also have a positive impact on revenue generated through undergraduate FTE. Also, if the program reaches the size projected in Scenario 2, it may be possible to generate additional revenue after year 5 through student placements in field projects and internships in companies. Such possibilities are not considered in the revenue estimates in Table 9.
Institution: **University at Albany**  
Date: **August 30, 2004**  
Program: **Industrial & Organizational Psychology**  
Degree: **M.A.**

### TABLE 3
**PROJECTED STAFF FOR THE PROPOSED PROGRAM**

I. **Scenario A: Stable Scenario (assuming current faculty size)**

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<th>Faculty/Staff</th>
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<td></td>
</tr>
<tr>
<td>07. Full-Time</td>
<td></td>
<td>3</td>
<td>3</td>
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</tr>
<tr>
<td>Equivalents (FTE)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>3</td>
<td>3</td>
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<tr>
<td>08. New FTE</td>
<td>0</td>
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</tr>
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</table>

II. **Scenario B: Growth Scenario (new lines authorized)**

<table>
<thead>
<tr>
<th>Faculty/Staff</th>
<th>1st Year 2005-2006</th>
<th>2nd Year 2006-2007</th>
<th>3rd Year 2007-2008</th>
<th>4th Year 2008-2009</th>
<th>5th Year 2009-2010</th>
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<tr>
<td>Faculty</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>01. Full-Time</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>02. Existing</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>03. New</td>
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<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04. Part-Time</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>06. New</td>
<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td>Faculty</td>
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<td></td>
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<td>07. Full-Time</td>
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<td>Equivalents (FTE)</td>
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<td>08. Existing FTE</td>
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<td>3</td>
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<tr>
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</tbody>
</table>
Institution: University at Albany  Date: 8/30/04

Program: Industrial-Organizational Psychology  Degree: M.A.

TABLE 4
STUDENT CHARACTERISTICS

A. Anticipated Geographic Origin of Students in the Proposed Program

<table>
<thead>
<tr>
<th>Indicate the percent from:</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>01. County in which the program will be offered</td>
<td>25%</td>
<td>90%</td>
</tr>
<tr>
<td>2. Remainder of Regents Post-secondary Region</td>
<td>25%</td>
<td>10%</td>
</tr>
<tr>
<td>03. Remainder of New York State</td>
<td>25%</td>
<td>0%</td>
</tr>
<tr>
<td>04. Other State</td>
<td>24%</td>
<td>0%</td>
</tr>
<tr>
<td>05. Foreign</td>
<td>1%</td>
<td>0%</td>
</tr>
<tr>
<td>06. Total</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

B. Anticipated Racial/Ethnic Characteristics of Full-Time and Part-Time Students (Headcount) in the Proposed Program

<table>
<thead>
<tr>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Non-resident Alien</td>
</tr>
<tr>
<td>8. Black, Non-Hispanic</td>
</tr>
<tr>
<td>9. American Indian or Alaskan Native</td>
</tr>
<tr>
<td>10. Asian or Pacific Islander</td>
</tr>
<tr>
<td>11. Hispanic</td>
</tr>
<tr>
<td>12. White, Non-Hispanic</td>
</tr>
<tr>
<td>13. Total</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td><strong>Scenario A</strong></td>
</tr>
<tr>
<td>01. Full-Time Students</td>
</tr>
<tr>
<td>02. Part-Time Students</td>
</tr>
<tr>
<td>03. Total</td>
</tr>
<tr>
<td>04. Full-Time Equivalent (FTE)</td>
</tr>
<tr>
<td>05. Existing FTE</td>
</tr>
<tr>
<td>06. New FTE</td>
</tr>
<tr>
<td><strong>Scenario B</strong></td>
</tr>
<tr>
<td>07. Full-Time Students</td>
</tr>
<tr>
<td>08. Part-Time Students</td>
</tr>
<tr>
<td>09. Total</td>
</tr>
<tr>
<td>10. Full-Time Equivalent</td>
</tr>
</tbody>
</table>

Note: Scenario A assumes current faculty size (no growth); Scenario B assumes new lines authorized (See Table 3)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<tbody>
<tr>
<td>01. Capital Facilities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>02. Equipment (Capital Expenditures)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>03. Total Capital Expenditures</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Institution: University at Albany  
Program: Industrial & Organizational Psychology  
Degree: M.A.  
Date: August 30, 2004

### TABLE 7
PROJECTED EXPENDITURES FOR THE PROPOSED PROGRAM

I. Scenario A: Stable Scenario (assuming current faculty size)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty (incl. fringe)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Resources</td>
<td>$258,752</td>
<td>$265,834</td>
<td>$273,809</td>
<td>$277,217</td>
<td>$278,637</td>
</tr>
<tr>
<td>02. From New Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>03. Total</td>
<td>$258,752</td>
<td>$265,834</td>
<td>$273,809</td>
<td>$277,217</td>
<td>$278,637</td>
</tr>
<tr>
<td><strong>Administrative Staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>02. From New Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>03. Total</td>
<td>0</td>
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<td>0</td>
<td>0</td>
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</tr>
<tr>
<td><strong>Clerical Staff</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>01. From Existing Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>02. From New Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
<td>03. Total</td>
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</tr>
<tr>
<td><strong>Student Support</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>02. From New Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>03. Total</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Facilities</strong></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>01. From Existing Resources</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>02. From New Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>03. Total</td>
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</table>

[continued]
### TABLE 7
**PROJECTED EXPENDITURES FOR THE PROPOSED PROGRAM (continued)**

II. Scenario B: Growth Scenario (assuming new hires)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Faculty (incl. fringe)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Resources</td>
<td>$258,752</td>
<td>$265,834</td>
<td>$273,809</td>
<td>$277,217</td>
<td>$278,637</td>
</tr>
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<td>02. From New Resources</td>
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<td>$78,095</td>
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</tr>
<tr>
<td>01. From Existing Resources</td>
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<td>0</td>
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<td>03. <strong>Total</strong></td>
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<tr>
<td><strong>Clerical Staff</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>02. From New Resources</td>
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</tr>
<tr>
<td>03. <strong>Total</strong></td>
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<td>0</td>
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</tr>
<tr>
<td><strong>Student Support</strong></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>02. From New Resources</td>
<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td><strong>Facilities</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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</tr>
<tr>
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<td>0</td>
<td>0</td>
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<td>0</td>
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</tbody>
</table>
Institution: University at Albany  
Date: August 30, 2004  
Program: Industrial & Organizational Psychology  
Degree: M.A.  

**TABLE 8**  
PROJECTED EXPENDITURES FOR THE PROPOSED PROGRAM IN OTHER DEPARTMENTS

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>1(^{st}) Year 2005-2006</th>
<th>2(^{nd}) Year 2006-2007</th>
<th>3(^{rd}) Year 2007-2008</th>
<th>4(^{th}) Year 2008-2009</th>
<th>5(^{th}) Year 2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Equipment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total (Other Departments)</strong></td>
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<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
<tr>
<td><strong>New Resources</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>
TABLE 9
PROJECTED REVENUE RELATED TO THE PROPOSED PROGRAM

I. Scenario A: Stable Scenario (assuming current faculty size)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Resources</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>03. Total</td>
<td>$13,635</td>
<td>$35,172</td>
<td>$35,172</td>
<td>$35,172</td>
<td>$35,172</td>
</tr>
<tr>
<td>State Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>02. From New Resources</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>03. Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Resources</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>02. From New Resources</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>03. Total</td>
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<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Grand Total</td>
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<td></td>
</tr>
<tr>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>03. Total</td>
<td>$13,635</td>
<td>$35,172</td>
<td>$35,172</td>
<td>$35,172</td>
<td>$35,172</td>
</tr>
</tbody>
</table>

[continued]
TABLE 9
PROJECTED REVENUE RELATED TO THE PROPOSED PROGRAM (continued)

II. Scenario B: Growth Scenario (assuming new hires)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>02. From New Resources</td>
<td>$13,635</td>
<td>$35,172</td>
<td>$47,013</td>
<td>$47,013</td>
<td>$80,391</td>
</tr>
<tr>
<td>03. Total</td>
<td>$13,635</td>
<td>$35,172</td>
<td>$47,013</td>
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<td>$80,391</td>
</tr>
<tr>
<td>State Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Resources</td>
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<td>0</td>
<td>0</td>
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<td>0</td>
</tr>
<tr>
<td>03. Total</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Other Revenue</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01. From Existing Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>02. From New Resources</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>03. Total</td>
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<td>03. Total</td>
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I. **Program**

1. **Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.**

   The purpose is to offer an applied terminal masters degree in Industrial and Organizational (I & O) Psychology, an area in which the department already has a well-established Ph.D. program. This is a model which exists at a number of schools (i.e., pairing a terminal masters with a Ph.D. in I & O Psychology). As the coursework for such masters programs is already in place (i.e., the courses are currently offered for the Ph.D. students), a terminal masters program can be added without imposing significant additional instructional requirements. The proposal calls for creating one new course on ethnical and professional issues,

   The program structure and requirements are consistent with current models for graduate educations in I & O Psychology. The program has four components: a) a two-course statistics sequence, b) a 6-course set of required core course in I & O psychology, c) two elective courses in related areas of psychology (e.g., social or cognitive psychology) , and d) an option of either conducting thesis research, or pursuing additional elective coursework.

   The program is not designed to incur additional administrative costs. The assumption is that the advising loads of faculty in the I & O area will increase as faculty take on the additional duties of advising and overseeing the masters students (see III-4 below). The director of the I & O program would presumably add direction of this masters program to his/her oversight duties. As long as the masters program remains small, the additional administrative load is modest.

2. **Comment on the special focus of this program as it relates to the discipline.**

   **What are plans and expectations for continuing program development and self-assessment?**

   I & O psychology is a field that endorses the scientist/practitioner model. It is inherently an applied field, dealing with the study of people at work. At the doctoral level, the majority of Ph.D's take positions in applied settings as consultants or as in-house psychologists within an organization. About one-third take academic positions. Thus graduate training focuses on a sound grounding in topics of psychology applied to work settings, paired with research methodology and quantitative methods training to insure that even those who do not take careers as producers of original research are
well trained to interpret research findings and make informed decisions about applying research findings in practice. The proposed curriculum fits this model well.

3. **Assess the breadth and depth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and available support from related programs. What evidence is there of program flexibility and innovation?**

The proposed curriculum is broad and deep, covering the range of I & O psychology in accordance with the Education and Training guidelines put forth by the Society for Industrial and Organizational Psychology. The course offerings cover the full range of the field, with appropriate coverage of supporting fields in statistics and research methodology and in other topical areas within psychology. The proposed courses are already offered by the current faculty. Re questions of flexibility and innovation: the program offers flexibility in elective choices and in the choice of a thesis vs. non-thesis option. As presented, the program does not claim an innovative or novel focus: it proposes systematic coverage of the major topics within the field of I & O psychology.

4. **Discuss the relationship of this program to undergraduate and other graduate programs (if any) of the institution. Consider interdisciplinary programs, service function, joint research projects; support programs, etc.**

The program does not appear to conflict with existing programs. In some universities masters programs in I & O psychology compete with MBA programs which have a human resource management focus. We find that Albany's MBA program focuses on technology and on information systems, and thus we do not see conflict with the MBA program. The program does have a relationship with the Department of Management, as several well-recognized scholars in Management have adjunct appointments in psychology; course taught by these faculty are useful electives for students in the proposed masters program.

5. **What evidence is there of need and demand for the program locally, in the State, and in the field at large? What is the extent of occupational demand for graduates? What evidence is there that it will continue?**

There is evidence that the field of I & O psychology is thriving. As the program proposal notes, the last American Psychological Association study of masters programs found large number of applicants (over 5000), with about 1/4th accepted. That study was in 1998; there is evidence of continued growth. There are now roughly 100 masters programs in I & O psychology which are listed on the Society for I & O Psychology's (SIOP) web site. Each lists the date of first degree granted; a scan reveals many programs established since 2000. SIOP membership continues to grow rapidly. Attendance at the annual conference has grown from 700 to over 3500 over the last 20 years. The field is at essentially full employment.

Locally, there are no nearby competing programs The proposal documents the high local interest in the field among undergraduates (250 students per semester in an undergraduate elective course; 20-30 undergraduate students per year applying to participate in directed research with faculty).

II. **Faculty**
1. **What is the caliber of the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field?**

   The caliber of the faculty is excellent. There are three faculty members whose central identity is as I & O psychologists. Our sense is that this is well above what is typical for a masters program; many have 1 or 2 I & O psychologists.

   The senior faculty member, Kevin Williams (Ph.D., 1984), is a well-regarded scholar in the areas of goal setting and performance evaluation, who also contributes to the literature on a range of other topics. His appointment to the editorial boards of several of the very top journals in the field (Journal of Applied Psychology, Academy of Management Journal) attests to his recognition in the field. Sylvia Roch (Ph.D., 1997) is a regular contributor to the literature on the topics of performance ratings and organizational justice. Linda Rhoades Shanock (Ph.D., 2001) studies job attitudes and work motivation, and has a strong record of publication in the area of organizational support.

2. **What are the faculty members' primary areas of interest and expertise? How important to the field is the work being done? Discuss any critical gaps.**

   Faculty interests are noted above. All are active researchers; all publish in appropriate and recognized outlets.

   In its most basic form, the field splits into “I” topics and “O” topics, with “I” focusing on actions taken and decisions made by the organization (i.e., selecting and training new organization members), and “O” focusing on the experience of organization members (e.g., motivation, work attitudes, reactions to organizational policies and practices). In terms of teaching, Roch focuses on the “I” side, with courses in personnel selection and training. Williams and Shanock focus on the “O” side, with courses on topics such as work motivation and group dynamics. With 3 core faculty, a wide range of topics are covered. Other topics are covered by adjunct faculty. For example, Gary Yukl, in the management department is one of world’s leading scholars in the area of leadership.

3. **Assess the composition of faculty in terms of diversity (race, gender, seniority).**

   The faculty vary in gender (2 female, 1 male) and experience (21, 8, and 4 years post Ph.D.).

4. **Evaluate faculty activity in generating funds for research, training, facilities, equipment, etc.**

   None of the faculty report current grant support. We note that this is not unusual in the field of I & O psychology as the field does not align closely with the funding priorities of federal agencies. This is not a field where external funding is required in order to carry out a good research program.

5. **Assess the faculty in terms of size and qualification for the areas of specialization which are to be offered. Evaluate faculty workload, taking into consideration responsibility for undergraduate and other graduate programs (if any). What are plans for future staffing?**
Current faculty size and qualifications provide a good fit to the current Ph.D. program, and the program makes a sound case that a small masters program (i.e. about 6 FTC students) can be accommodated with no change in faculty resources. The proposal does offer a second option (“Scenario B”), in which the program grows to 15-18 FTE. That scenario is accompanied by a projection of additional faculty: we agree that a larger program would indeed require additional resources, as student advising, internship placement, and job placement become substantial activities.

We note that the Scenario B plan for additional staffing (p. 11 of the proposal) calls for one additional faculty member in year 3 and a second in year 5. The program expenditure proposal on p. 16, however, only budgets for one additional faculty member through year 5. Thus Scenario B offers roughly a "break-even" scenario if enrollment and tuition revenue rises to the projected 15-18 new FTEs and one new faculty member is added. The addition of a second faculty member would result in expenditures that would not be covered by projected new tuition revenue.

Can a 15-18 FTE program can be undertaken with the additional of only one faculty member? Our sense is that this may be possible, but would advise careful review with the current faculty, as the current proposal is predicated on the assumption of two new faculty members. If a 15-18 student program is undertaken with only one new hire, it is likely that some type of course release for a faculty member will be needed to permit the time needed for administrative aspects of this larger program. such as internship placements.

6. Discuss credentials and involvement of adjunct and support faculty

The Department of Management offers useful support for the program. Three faculty members in Management have adjunct appointments in psychology. Two of these are very well recognized scholars (Gary Yukl, Tom Taber); the third (Wendy Becker) is a relative new assistant professor. Courses offered in Management by these individuals, and by others without a formal affiliation with Psychology, offer an important and rich resource for the I & O program.

III. Students

1. Comment on the student clientele the program seeks to serve, and assess plans and projections for student recruitment and enrollment.

The proposal documents the high interest in the field of I & O psychology among Albany undergraduates. and also the large number of applicants to I & O masters programs nationally. As the proposal notes, there appears to be a large and growing employment market for individuals with an M.A. in I & O psychology. In the experience of one reviewer (who has worked such M.A. programs for over 20 years), graduates with an M.A. in I & O psychology typically find relevant work that is satisfying both in terms of salary and opportunities to use skills and knowledge acquired in graduate school.
Regarding planned recruitment efforts, SUNY-Albany's undergraduates appear to be one potential source of applicants to the new program. The I & O faculty can select undergraduates who have demonstrated potential to be applied researchers.
The Society for Industrial and Organizational Psychology offers an exceptional web site, with information on graduate programs in the U.S. and worldwide. This has become the primary source of information for students interested in the field, and thus there is a ready mechanism for making information about a new masters program available to students seeking to pursue a masters in this field.

2. **What are the prospects that recruitment efforts and admissions criteria will supply a sufficient pool of highly qualified applicants and enrollees?**

We believe the prospects for a pool of applicants are good. The lack of other nearby programs, despite high population density, makes it likely that the program will be attractive to students throughout the region.

When prospective students visit campus, it will be easy to use the presence of the Ph.D. program to market the M.A. program (e.g., having a doctoral program ensures that faculty are active in research leading to up-to-date classroom instruction and more research opportunities for M.A. students). In some ways, the presence of the M.A. program may also be used to market the doctoral program as applicants for the Ph.D. program may see greater opportunities for fieldwork or applied training in coursework as a result of the dual emphasis.

The admissions criteria are typical for an M.A. program and should result in capable students who represent the department and university well upon graduation.

3. **Comment on provisions for encouraging participation of persons from underrepresented groups. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?**

Diversity in student recruitment is not addressed in the proposal. The proposal states a desire to admit students who are diverse with respect to race and gender. Most graduate programs in I & O share this value, although it is often difficult to achieve such diversity among applicants who are accepted. The reviewers have no reason to believe that the I & O faculty will not strive to encourage participation from persons among under-represented groups.

Several additional points are worth making. First, since standardized tests are used as criteria for both the doctoral and masters program at SUNY-Albany, and given evidence that some minority groups score lower on average than whites on such tests, it may prove to be the case that members of some protected groups will have an easier time getting into the M.A. program than the Ph.D. program. This holds the potential for diversifying the student population across programs. That is, if the department offers only a doctoral program, some minorities may not score well on their GREs to exceed threshold for acceptance into the Ph.D. program. However, if these minority applicants exceed the desired cut score for the M.A. program, they would still have an opportunity to attend graduate school at SUNY-Albany. Thus, having both a Ph.D. and an M.A. program should create more opportunities for some ethnic minorities.

Second, more minorities may apply to either program if either: a) the core I & O faculty includes one or more ethnic minorities; b) the graduate curriculum includes
courses that promote multi-cultural perspectives (e.g. "Managing Workforce Diversity"). Current I-O faculty and university administration are encouraged to consider efforts such as these to create a climate maximally conducive to the recruitment of competent minority applicants.

Third, enrollee projections in the proposal include both full-time and part-time students. Accordingly, it appears that the current faculty intend to enroll part-time students in the M.A. program.

4. **Assess the system for monitoring students' progress and performance and for advising students regarding academic and career matters.**

   Students in the program will be expected to complete a thorough comprehensive exam that assesses knowledge and skills in all core areas of the field of I & O psychology. There are not sufficient details in the proposal to evaluate specific plans for the comprehensive exam; however, the plan to offer such an exam is a good one. Such a capstone exam provides a formal opportunity for faculty to ensure that graduates of the M.A. program will adequately represent the university. In addition, by being clear about the content from the time students start the program, the I & O faculty can encourage broader learning by students. For example, if students understand that they may be tested on principles of organization development (OD), they will take it upon themselves to read up on the topic even if they do not take a formal course on OD. If SUNY-Albany has an instructional support system like Blackboard or WebCT, a perpetual course can be established online dedicated to comprehensive exams that provide study guides, key readings, practice databases, etc.

   Regular meetings are planned between students and faculty (after 12 semester hours and at the end of the first year). At the end of the year, students receive written feedback on their performance. This provides sufficient advising to the students, though represents something of a time burden to faculty. Again, students may be best served by communicating to them as early as possible the criteria on which they will receive feedback.

   Regarding advising, the reviewers share a concern regarding the ratio of students to faculty in the program. Under the assumption of no new faculty, the proposal calls for additional 7 to 8 students admitted per year. Given the number of current fulltime and part-time students in the Ph.D. program, there could be up to 34 students enrolled across programs under the advisement of only three faculty.

   Note that the proposal indicates that when the new M.A. program begins, fewer Ph.D. applicants will be admitted. Nonetheless, the advisee-faculty ratio is still high. This concern may be offset somewhat by a thorough program handbook that describes procedures, enrollment information, etc. Alternatively, the department and college can support the I & O faculty by creating an additional position in the area.

5. **Discuss prospects for placement or job advancement.**
Our experience is that masters programs have been successful in placing their graduates, commonly within the human resource function in various organizations, or with psychological consulting firms. As the proposal notes, the current economy (both nationally and regionally) would seem to support the development of another applied program training M.A.-level practitioners.
We do note that a new program will need to exert some time and energy in building awareness within the local and regional business community. Internships are commonly a first step to employment after graduation and faculty efforts to develop a network of internship placements also tend to pay off in terms of placement.

The number of graduates per year would seem to be not so large so as to flood regional job markets. At the present time, relatively few I & O practitioners seek licensure in order to practice. It is possible that at some point in the future, the field of I & O psychology may endorse licensure. Such an act could restrict file work activities of M.A.-level practitioners. However, any such changes are well in the future and should not affect current plans to offer M.A. training.

Placement may also refer to the extent to which graduates of the program enter competitive doctoral programs, as the program includes separate tracks for students seeking either pre-doctoral training or practitioner-oriented training. Only the former are encouraged to complete a thesis. By offering separate tracks and research opportunities, the program affords its students a tailored education that increases their chances of moving successfully to their next career level (compared to a "one-size fits all" program).

IV. Resources

1. What is the institution's commitment to the program as demonstrated by the operating budget, faculty salaries, and research support, the number of faculty lines relative to student numbers and workload support for faculty by non-academic personnel, student financial assistance, and funds provided for faculty professional development and activities, colloquia, visiting lecturers, etc.

Institutional support for the program seems to be minimal. The proposal contains cost breakdowns with or without additional faculty lines. Presumably, the I & O faculty must first establish that there is a demand for the program before additional resources (i.e., new faculty) are added. However, there is an expectation that any new faculty will be "paid for" by additional students, meaning that the I & O faculty will always be faced with a higher workload than they now hold.

It is true that M.A. students require less time outside the classroom than doctoral students. So, it is tempting to conclude that the time cost of 14 to 15 additional students is simply more exams to grade and four or five feedback meetings twice a year. However, when some of these students enter the pre-doctoral track, they will be doing a thesis that may be as time-consuming as those done by doctoral students. Depending on the norms and standards that develop, these theses may be of somewhat lower quality than research by doctoral students, so that faculty are putting in the same amount of time but less likely to be rewarded with a co-authorship on a publication. In addition, for the fieldwork components of the program to succeed, faculty will need to spend time cultivating internship sites. Meeting with site supervisors, and ensuring quality work experiences for the students. In sum, the program will create tremendous service demands on the existing faculty and it is disconcerting there this is as little institutional support as there is.
One strategy for rewarding the faculty for their extra work is to use some of the revenue to create a fund (e.g., $10,000) for faculty development. This fund could be
used to bring in outside speakers, fund travel, or provide buyouts for existing faculty on a rotating basis.

It is also noted that departmental graduate assistantships will not be awarded to M.A. students. It is reasonable that doctoral students remain the top priority for such awards. However, it is worth recognizing that many top-caliber M.A. applicants will receive such funding at other institutions. Accordingly, this strategy can have a negative impact on recruitment efforts. Alternative approaches are either 1) to make M.A. students eligible for assistantships but ranked below doctoral students; or 2) to identify and make available sources of funding on campus that are less attractive to doctoral students because they lack research and teaching responsibilities (e.g., administrative positions).

2. Discuss the adequacy of physical resources and facilities e.g., library, computer, and laboratory facilities, internship sites, and other support services for the program, including use of resources outside the University.

It is somewhat difficult to evaluate fully the facilities without a campus visit. However, the proposal notes that the existing library, research, and instructional facilities will be sufficient for use by M.A. students. Since the department already has a doctoral program in I & O psychology presumably any facilities that are adequate for that purpose will be adequate for the M.A. program as well.

It is worth noting that there will be no dedicated office space for the M.A. students. This is not atypical for masters' programs, but will have consequences for the socialization of students and development of a healthy climate in the program. One aspect of an M.A. program that proves difficult for the faculty to manage is the climate. In contrast to doctoral programs where most students are there for approximately five years, students in M.A. programs are there for only two years, and are often working during their second year. There are fewer opportunities for students to observe and adopt the habits and attitudes of more advanced students. When these students lack their own space, the problem is exasperated. It is recommended that the department seek to find some common space that could be used as a lounge, even if it is not functional as working space.

V. Comments

1. Summarize the major strengths and weaknesses of the program as proposed with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

The primary strengths of the program as proposed are: 1) I & O psychology represents a career track with strong employment opportunities in the foreseeable future for M.A. graduates; 2) by offering both a doctoral and M.A. program, the I & O area can leverage the strengths of each in terms of providing unique educational experiences for students in the other program; 3) the M.A. program as proposed appears flexible and attentive to student development.

The primary weaknesses are: 1) the burden on faculty with respect to advising and program development; 2) the lack of funding (assistantships) for high caliber M.A. students; 3) the absence of dedicated office space for M.A. students.
While we are concerned about the workload for faculty, the program as proposed is feasible and should contribute to the graduate education programs at SUNY-Albany.

2. In what ways will this program make a unique contribution to the field? In the case of doctoral programs, please address in particular the likelihood of the proposed program achieving national prominence.

There is no obvious unique contribution of the program as proposed. However, I & O concentrations with both doctoral and terminal M.A. programs are less common than Ph.D.-only or M.A.-only programs.

3. Include any further observations important to the evaluation of this graduate program proposal and provide any recommendations for the proposed program. Although not discussed in the proposal, applicants to the department’s Ph.D. program may constitute a valuable resource for identifying strong candidates for the M.A. program. It may be anticipated that there are doctoral applicants who are not quite strong enough for the Ph.D. program, or lack a sufficiently strong research emphasis. Such applicants may be rejected for the Ph.D. program, but encouraged to attend the M.A. program without completing a separate application.
Program’s Response to External Review

Proposed Program: Master of Arts Program in Industrial/Organizational Psychology
(November 1, 2005)

The faculty in the Industrial and Organizational Psychology (I & O) program have read the evaluation report by Dr. Paul Sackett and Dr. Kurt Kraiger and have considered the implications of their comments for our program. Before providing our response, we would like to thank Professors Sackett and Kraiger for their thoughtful and comprehensive review. We are pleased with their evaluation and believe that they provide an excellent review of the program. For the most part, their review confirms the strengths and weaknesses of the proposed program that were outlined in our Letter of Intent. The major concerns raised by Professors Sackett and Kraiger were related to the size and staffing of the proposed program. We will address these and other concerns and issues below. Our response follows the structure of the external review.

I. Program
The reviewers’ comments on the program’s purpose, structure, curriculum, and demand (comments I.1 – I.5) support the rationale for the program that is outlined in our Letter of Intent. The reviewers concluded that (1) the proposed program is consistent with current models for graduate education in I & O psychology, (2) the proposed curriculum provides systematic coverage of the field of I & O, (3) there is ample need and demand for the program, and (4) the program does not conflict with existing programs on campus.

The reviewers noted that “as long as the master’s program remains small, the additional administrative load is modest.” Concerns about the size of the program are raised frequently by the reviewers and will be addressed in more detail below.

II. Faculty
The reviewers commented on the high caliber of the I & O faculty and its diverse research interests (comments II.1 – II.3). They note (comment II.4) the lack of current grant support for the I & O area, but also note that this is not atypical of I & O programs because the field is not aligned closely with funding priorities of federal agencies. It should be noted, however, that faculty have applied for grants with non-federal agencies in the past. Also, Professors Roch and Shanock currently have a proposal under review at NSF.

Comment II.5 raises a concern about staffing under the two scenarios outlined in our Letter of Intent. At issue is the cost effectiveness of the hiring plan under Scenario B, which calls for two additional hires (one in year 3 and one in year 5 of the program) and 15-18 new FTEs by year 5. The reviewers correctly point out that a second hire in year 5 may result in expenditures that would not be covered by projected tuition revenue. New hires, however, would fit into the Department’s strategic hiring plan and contribute in a broader sense to the undergraduate and graduate programs in the Department. For example, the new hires would be able to teach courses in research methodology that are currently taught by faculty associated with other graduate programs in the Department; these faculty would then be able to address other teaching needs within the Department. In addition, new hires in I & O would contribute significantly to new initiatives proposed by the Department for undergraduate assessment and the departmental honors program.

We agree with the reviewers that the viability of a 15-18 student program with only one additional faculty member is questionable. After careful review, we feel that the program should be scaled back to 12-13 students if only one additional faculty member is hired.

III. Students
The reviewers confirm our projections for student recruitment and enrollment (Comments III.1 and III.2). The proposed program is likely to attract a large number of qualified applicants and the presence of a Ph.D. program can be used to market the M.A. program. We have been very successful in attracting qualified doctoral students by listing our program on the web site for the Society for Industrial and Organizational Psychology. This is the primary source that prospective applicants use to identify graduate programs in I & O psychology. We will use this site to market our M.A. program.

The Letter of Intent did not elaborate on our recruitment strategies for encouraging participation of persons from underrepresented groups (Comment III.3). To reach out to minority groups, we will send recruiting material to historically Black colleges and professional societies that represent the interests of ethnic minority groups (e.g., Association of Black Psychologists; National Association of Hispanic Psychologists). As the reviewers indicate, the proposed master’s program holds the potential for increasing minority enrollment by creating opportunities for ethnic minorities who may not score well enough on standardized tests to gain admittance to doctoral programs. Having both a Ph.D. and an M.A. program would allow ethnic minorities who perform well in the master’s program the opportunity to pursue a doctoral degree. Thus, the proposed program may increase minority participation in the profession of I & O psychology.

The reviewers make several good suggestions regarding methods for monitoring student progress and performance (Comment III. 4). The University has the instructional support systems in place to adopt their suggestions for encouraging broader learning by students (e.g., “perpetual” on-line courses via WebCT). The area director will be responsible for providing students with annual feedback regarding their progress toward their degree. Also, steps will be taken to make sure the students know the criteria on which they will receive feedback. We share the reviewers’ concern regarding the ratio of students to faculty in the program, especially if no lines are added. Without new lines, a small program with 5-8 master’s students is possible, as outlined in our Letter of Intent; more resources would be needed if the program were to grow in size. Indeed new hires are essential for the program to be viable.

We recognize the time commitment needed to establish internships opportunities (Comment III. 5). We have been working during the past few years on establishing internship placements. This past year we placed 100% of our first and second-year doctoral students (equivalent to master’s level students) in applied internships with state and federal agencies or private companies. We are making significant inroads in the local community and this should help us develop a sound internship program for master’s students.

IV. Resources

It was difficult for the external reviewers to evaluate the physical resources and facilities without a campus visit, but we are confident that the resources and facilities are adequate. The library, computer, and support services have been excellent for our doctoral program and will be able to accommodate the master’s program easily.

V. Comments

The reviewers’ summary comments capture the strengths and potential weaknesses of the program as proposed. There is clearly a demand for the program and we feel that we can leverage the strength of our Ph.D. to “jump start” the M.A. program. We also think that the M.A. program has the potential to help our doctoral program by providing a pool of highly qualified students.
APPENDIX A

VITAE

Professor Roch
Professor Shanock
Professor Williams
SUNY Graduate Program Proposal Guidelines

April 2004

Sylvia Gabriele Roch

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Employment

9/01 to present  Assistant Professor in the Psychology Department at the University at Albany, State University of New York

9/97 -- 5/01  Assistant Professor in the Institute of Psychology at the Illinois Institute of Technology.

9/96 – 5/97  Instructor in the Institute of Psychology at the Illinois Institute of Technology

Education

Texas A & M University
Ph.D.  1997
Major:  Industrial/Organizational Psychology
Dissertation:  The Effect of Rater Motivation on the Accuracy of Performance Appraisal: An NPI Approach
Advisor: David Woehr, Ph.D.

Texas A & M University
M.S.  1994
Major:  Industrial/Organizational Psychology
Thesis:  Social Value Orientation and Environmental Uncertainty in Resource Dilemmas
Advisor: Charles D. Samuelson, Ph.D.

Rice University
B.A.  1991
Majors:  Psychology, Policy Studies, and German

Publications


**Manuscripts Under Review**


Roch, S. G. *Performance evaluations conducted by rater teams: Increasing behavioral and rating accuracy.* Submitted to Personnel Psychology.

Roch, S. G., & Shanock, L. R. *Clarifying interpersonal and interactional justice.* Submitted to Journal of Organizational Behavior.


**Working Papers**


Paquin, A. R., Sanchez-Ku, M. L., & Roch, S. G. *An investigation of cross-cultural differences in the effective implementation of ProMES.*

Roch, S. G., & Zlatoper, K. *Organizational justice issues: Job satisfaction, organizational commitment, and type of employment.*

Sternburgh, A., & Roch, S. G. *Differences in fairness perceptions of performance appraisal formats.*

**Presentations**


O’Sullivan, B. J., & Roch, S. G. (1999, April). *FOR and FOR/observational trainings’ effects on rating accuracy and recall.* Presented at the annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Roch, S. G. (1997, October). *Careers and competencies of I/O Psychologists.* Invited presentation at the monthly meeting of the Chicago Industrial Organizational Psychologists, Chicago, IL.


**Technical Reports**


Roch, S. & Gottesfeld, N. (1993). *Training proposal for the position of Food Service Supervisor*. College Station, TX: Food Services Center, Texas A & M University.

**Consulting Experience**

1999 – 2001

**Assessment Center.** Served as a member of a three-person team that designed and implemented an assessment center for undergraduate students.

1999 – 2000

**Assessment Center.** Served as an assessor in an assessment center evaluating employees and managers at C.N.A. Insurance.

1996

**Assessment Center.** Served as an assessor in an assessment center for first line supervisors for Food Safety Inspection Service (division of the United States Department of Agriculture).

6/95 - 6/96

**Survey Experience.** In the context of an internship with Measurement and Research Services, implemented, analyzed, and reported various surveys conducted by the office.

10/94 - 5/95

**Performance Appraisal Design Team.** Served as a member of a team.
consisting of two I/O consultants and four upper level managers in the Food Safety Inspection Service to design a performance appraisal feedback system for first line supervisors.

**Research Interests**

**Performance Appraisal**: Areas of interest include rater motivation, accountability, team ratings, and format issues. Current projects investigate the difference between team ratings of performance versus individual ratings, the influence of rater accountability on performance ratings, the role of the behavioral specificity of items on rater agreement, and the relationship between perceived rating accuracy and rating accuracy.

**Justice**: Areas of interest include the relationship between procedural, distributive, and interactive justice and various organizational outcomes. Current projects include two survey studies investigating justice and outcomes such as organizational commitment, job satisfaction, and performance.

**Group Decision Making**: Two areas of group decision-making are among my interests:

**Social Dilemmas**: Areas of interest include social value orientation, uncertainty, and cognitive processes when determining request size from a common pool of resources. Current projects include an investigation of the relationship between social value orientation, type of group interaction, and requests from a common resource pool.

**Computer Mediated Communication**: Areas of interest include the impact of computer mediated communication on group outcomes and process. Current projects investigate normative and informational influence in computer mediated communication, the relationship between perceived decision accuracy and decision accuracy, and the role of member familiarity.

**Advising**

**University at Albany**

I am currently serving as an advisor for four students working on their 600 projects and one student working on his dissertation. In addition, I am also serving as an advisor for an undergraduate honors thesis.

**Illinois Institute of Technology**

I have served as the advisor for the following students. These include only students who have completed their master’s thesis.

- Adams, S. J. (2001). The Impact of Communication Medium and Member Familiarity on Decision Time, Satisfaction, and Decision Accuracy.
Teaching Experience

University at Albany

Graduate Courses

Survey of Personnel Psychology
Training and Development Seminar
Performance Appraisal Seminar
Group Dynamics Seminar

Undergraduate Courses

Industrial and Organizational Psychology

Illinois Institute of Technology

Graduate Courses

Decision Making Seminar
Social Basis of Behavior
Performance Appraisal Seminar

Undergraduate Courses

Industrial/Organizational Psychology
Social Psychology

Grants

Illinois Institute of Technology Research Grant # 2330
Amount: $10,000
PI: Roya Ayman, Sylvia Roch, and Matthew Bauer

Professional Memberships

American Psychological Association (1993-present)
Society for Industrial and Organizational Psychology (1993-present)
Society for Judgment and Decision Making (1998 - present)
Linda Rhoades Shanock
University at Albany, State University of New York • Department of Psychology • SS 360 • Albany, NY 12222 • Phone: 518-442-2590 • E-mail: shanock@albany.edu

Education
Ph.D., Social Psychology, University of Delaware, August, 2001
M.A., Human Behavior and Organizational Psychology, Kean University, May, 1995
B.S., Psychology, Virginia Polytechnic Institute and State University, June, 1991

Research Interests
Job Attitudes
Organizational Support Theory
According to organizational support theory, employees form general beliefs concerning how much the organization values their contributions and cares about their well-being (perceived organizational support). Employees, in turn, feel a sense of obligation to care about the organization and help it reach its objectives. My findings indicate that organizational practices such as fairness, reward opportunities, and supervisory style affect support perceptions, and that support leads to enhanced employee commitment, performance, mood, and reduced turnover. I am also interested in cross-cultural influences on perceptions of support, individual differences as related to support perceptions, support as a buffer of work stress, and supervisor and coworker influences on perceived support.

Work Motivation
Psychological Flow and Intrinsic Motivation
Intrinsic motivation refers to enjoyment or interest in a task for its own sake. I study the effects of reward and other environmental influences on intrinsic motivation and related outcomes, and the role of personality and cross-cultural factors in these relationships. Related to intrinsic interest is the concept of flow (optimal experience). Csikszentmihalyi contends that performing a challenging task with a high level of skill produces a distinctive subjective experience called flow, which is supposed to be a highly enjoyable state. I am interested in researching predictors of the flow state, effects of distractions on whether people can experience flow, whether groups experience flow, and individual differences as related to flow.

Teaching Experience
University at Albany, State University of New York, Department of Psychology, Albany, NY (9/02-present)
Assistant Professor
Courses Taught:
Group Dynamics, Multivariate Analysis, Organizational Psychology, Industrial/Organizational Psychology

Research Project Committees Served:
Member - dissertation committee of Tae Young Han
Member – Master’s thesis committee of Roy Gunnarson

University of Delaware, Department of Psychology, Newark, DE (9/97-8/01)
Instructor
Courses Taught: Industrial/Organizational Psychology, Undergraduate Statistics Lab

Teaching Assistant:
Courses: General Psychology, Social Psychology, Applied Social Psychology, Undergraduate and Graduate Statistics, General Psychology research pool
Publications


Conference Papers


Linda Rhoades Shanock

Page 3

Conference Papers, ctd.


Rhoades (1999, May). Perceived Organizational Support: Commitment is a two-way street. (Symposium Discussant). Society for Industrial and Organizational Psychology annual meeting, Atlanta, GA.


Grants/Awards

Shanock, L. (2004, April). When supervisors feel supported: Relationships with subordinates’ perceived supervisor support, affective commitment, and performance. Travel Award, College of Arts and Sciences, University at Albany.


Rhoades, L. (2000, November). Affective commitment to the organization: The contribution of perceived organizational support. Travel Award, University of Delaware.
Grants/Awards, ctd.

Service
Service to the profession
Reviewer - Journal of Organizational Behavior, Special Issue on Employment Relationships (Fall 2002)
Reviewer - SIOP annual conference submissions (Fall 2003)
Judge, Upstate New York Junior Science in High School Humanities Symposium (February, 2004)
Reviewer – Organizational Behavior and Human Decision Processes (July, 2004)

Service to the university
Volunteer - University at Albany Presidential Scholar Days, Academic Fair Volunteer (Spring 2003)
Faculty Marshal - University at Albany Undergraduate Graduation Ceremony, (Spring 2003, Fall 2003, Spring 2004)
Volunteer - Freshman Parent Summer Orientation Volunteer (Summer 2003)
Friends of the Library Talk (Fall 2003)

Service to the psychology department
Member - Psychology Department Space Committee (Fall 2002-present)
Ad Hoc Member - Psychology Department Graduate Committee (Spring 2003-present)
Co-advisor, Psi Chi, the national honor society in psychology, (Fall, 2003 – present)

Professional Affiliations
American Psychological Association
Society for Industrial/Organizational Psychology
Academy of Management
CURRICULUM VITA

Kevin J. Williams

Office: Department of Psychology
Home: 19 Mountainwood Drive
The University at Albany, Scotia, NY 12302
State University of New York
1400 Washington Avenue
(518) 399-5268
Albany NY 12222 (518) 442-4849

EDUCATION
Ph.D. (Psychology) University of South Carolina (1984)
M.A. (Psychology) University of South Carolina (1982)
B.A. - State University of New York, Plattsburgh (1980)

ACADEMIC POSITIONS
1997 - present  Associate Professor
Program Director, Industrial-Organizational Psychology PhD Program,
Department of Psychology, University at Albany SUNY
1992 - 1997  Associate Professor, Department of Psychology, University at Albany SUNY
1987 - 1992  Assistant Professor, Department of Psychology, University at Albany, SUNY
1984 - 1987  Assistant Professor, Department of Psychology, Rensselaer Polytechnic Institute,
Troy NY

RESEARCH INTERESTS
(1) human motivation and performance: self-regulatory processes that guide goal strivings and goal revision over time
(2) work-family interaction: psychological outcomes associated with balancing multiple roles,
(3) the psychology of blame: the social-cognitive processes that underlie the allocation of blame for accidents.
(4) performance evaluation: cognitive models of performance appraisal.

TEACHING INTERESTS
Work Motivation & Organizational Behavior, Psychometric Theory, Research Methods and Statistics,
Personnel/Human Resource Management, Group Dynamics, Sports Psychology

PROFESSIONAL ACTIVITY
Editorial Boards:

Ad Hoc Reviewer:
Organizational Behavior and Human Decision Processes, Group and Organizational Studies

Professional Committees:
Society for Industrial and Organizational Psychology
Membership Committee (1992-1994)
APA Conference Program Committee (1993-1994)
Director, 5K Fun Run (1994 - 2003)
Academy of Management
Conference Program Committee, Human Resources Division (1989-91)

PUBLICATIONS

JOURNAL ARTICLES & BOOK CHAPTERS


**PROCEEDINGS PAPERS**


**REFEREED PAPERS & SYMPOSIA PRESENTED AT CONFERENCES:**


Cummings, K.M., & Williams, K.J. (2001). Reactions to peer and supervisory appraisals in constrained and unconstrained situations. Paper presented at the annual meeting of the Southeastern Psychological Association, Atlanta, GA.


Donovan, J.J., & Williams, K.J. (2000, April). The impact of goal hierarchies, progress, and anticipated emotions on goal revision. Paper to be presented at the annual meeting of the Society for Industrial and Organizational Psychology, New Orleans, LA.

Auerbach, M.A. & Williams, K.J. (2000, April). *The effect of work and family centrality on role boundary permeability*. Paper to be presented at the annual meeting of the Society for Industrial and Organizational Psychology, New Orleans, LA.


Fortunato, V. & Williams, K.J. (1999, April). *Predictors of personal goal revision on a complex task*. Paper to be presented at the annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Sterling, J. & Williams, K.J., (1999, April). *Newcomer socialization: The impact of goal orientation, self-efficacy, and desire for control on proactive behaviors*. In D.A. Major (Chair), *Current issues in organizational socialization research*. Symposium to be presented at the annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.

Donovan, J.J. & Williams, K.J. (1999, April). *Contextual, dispositional, and cognitive influences on goal revision*. Paper to be presented at the annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.


Williams, K.J. (1992, May). *Modeling the process used in the day-to-day management of work and family roles*. In M. S. Taylor and K. J. Williams (Chairs), *Balancing work and nonwork roles: Factors that maximize payoffs and minimize conflict*. Symposium presented at the annual meeting of the Society for Industrial and Organizational Psychology, Montreal, Canada.


Williams, K.J. (1991, April). Daily mood states in employed women: Variation, antecedents, and consequences. In J. Feldman (Chair), Affect as cause and consequence of behavior in organizations. Symposium presented at the annual meeting of the Society for Industrial and Organizational Psychology, St. Louis, MO.

Alliger, G.M., & Williams, K.J. (1991, April). Applications of experience sampling methodology to the study of work behavior. In R.J. Klimoski (Chair), Advances in research methods and data analytic strategies. Symposium presented at the annual meeting of the Society for Industrial and Organizational Psychology, St. Louis, MO.


Williams, K.J. (1987, April). Cognitive research in I/O Psychology: Challenges for the future. Symposium presented at annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA.


DeNisi, A.S., & Williams, K.J. (1986, April). The purpose of performance evaluation: A cognitive interpretation. In J. Cleveland (Chair), The role of purpose in the performance appraisal process. Symposium presented at the annual meeting of the Society of Industrial and Organizational Psychology, Chicago, IL.


Conferences: Consortium, Discussant, Chair Roles

Discussant, Longitudinal studies of work-family conflict, in S. Payne (Chair). Symposium presented at the annual meeting of the Society for Industrial and Organizational Psychology, Chicago, IL (April, 2004).


Discussant, in L.T. Eby (Chair), Examining work and family research through a methodological lens. Symposium presented at the annual meeting of the Society for Industrial and Organizational Psychology, New Orleans, LA, April 2000.

Panelist, in L. B. Hammer (Chair), Theory, or lack thereof, in work-family research. Panel discussion presented at the annual meeting of the Society for Industrial and Organizational Psychology, Atlanta, GA, April, 1999.

Chair, Reactions to goal-performance discrepancies: Effects of personality and performance context. Symposium presented at the annual meeting of the Society for Industrial and Organizational Psychology, St. Louis, MO., April 1997.


Co-Chair (with M. Susan Taylor), Balancing work and nonwork roles: Factors that maximize payoffs and minimize conflict. Symposium to be presented at the annual meeting of the Society for Industrial and Organizational Psychology, Montreal, Canada, May 1992.


Discussant, paper sessions, Southern Academy of Management, Orlando, FL, 1985

Discussant and moderator, Intuitive vs. analytical approaches to performance appraisal, panel discussion and debate presented at the annual meeting of the Academy of Management, San Francisco, CA, August, 1990.


Technical Reports

Funded Grants (P.I.s)
Williams, K.J. (Principle Investigator), Psychological adjustment to multiple role occupancy. Faculty Research Award Program, University at Albany, State University of New York, April 15, 1991 - April 15, 1992. ($3,500)

Williams, K.J. (Principle Investigator), The role of affect in interpersonal judgments. Paul Beer Fund, School of Humanities and Social Sciences, Rensselaer Polytechnic Institute, January 1 - December 31, 1985. ($2,100).

Other Grant Activity

Consulting Experiences
Psychometric and statistical analysis services provided for various projects:

Academy of Certified Archivists (national certification examination)
New York State, Office of Alcohol and Substance Abuse Services (licensing examination for alcohol and substance abuse counselors)
New York State, Department of Education and Professional Licensing (licensing examination for ophthalmic dispensing opticians and contact lens fitters)
NYS Ophthalmic Board of Examiners (job analysis and role delineation study; construction of licensing examination)
Veterinary Hospital Managers Association (international certification examination)
Andersen Consulting Group (statistical analyses and reports related to personnel issues)

AWARDS, HONORS

Neidich Family Fellowship Award, Department of Psychology, University of South Carolina, 1983.

Sigma Xi Graduate Career Research Award for the Social and Behavioral Sciences, University of South Carolina, 1984.


Best Paper Award, Conference on Decision Making and Information Processing, School of Management, State University of New York at Buffalo, 1987.

PROFESSIONAL SOCIETIES

American Psychological Association
Society for Industrial and Organizational Psychology

ACADEMIC SERVICE AND COMMITTEES

University at Albany, State University of New York:

University Service:

Undergraduate Summer Orientation (1988 - 1989)
Summer Orientation Planning Conference (1994)
Committee on Nominations and Elections (1997-1999)

College of Arts and Sciences Committees:

Middle States Accreditation Committee, 1999.

Department of Psychology Committees:

Director of Undergraduate Advising, 1994-present.
Assessment Committee, 1992-1994
Doctoral Dissertation Committees: Chair - 12, Member - 22.
Master's Thesis Committees: Chair - 4, Member - 6.
Organizational Studies Ph.D. Program

Assessment Committee, 1990-1992
Ph.D. Qualifying Examination Committee, 1988-1999


Collegiate Track Conference Coach of the Year, 1994, 1997
27 All-Americans, 2 Individual NCAA (III) Champions
3rd place NCAA National Championships, 1992, 1993