Acknowledgements

Nothing brings a new, outside chair up to speed better than to prepare a comprehensive self study report. But nothing else confirms that she chose to join an outstanding department in a first-rate institution with an amazing team of colleagues than to observe how diligently, responsively and thoroughly everyone worked together to bring this report to fruition. Many people had significant responsibilities with this report whose careful attention to detail and responsiveness to feedback made this a rewarding endeavor.

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Although we are proud of the accomplishments that are cited in this report, we are not satisfied and complacent. We have tried to portray an honest accounting of our strengths and challenges. We look forward to working with reviewers to both judge our progress and to help us reach even higher goals.

Respectfully submitted,

Peggy Stockdale, Ph.D.
Professor and Chair
# Table of Contents

Section I: Vision and Mission of the IUPUI Psychology Department .............................................. 5
  Mission ...................................................................................................................................... 5
  Vision and Core Values ............................................................................................................. 5
  Department Review .................................................................................................................. 5
Section II: Overview ........................................................................................................................ 7
  IUPUI ......................................................................................................................................... 7
  School of Science .................................................................................................................... 10
  Department of Psychology ..................................................................................................... 11
  Recommendations and Responses to the 2005 Program Review .......................................... 22
Section III: Psychology Faculty ...................................................................................................... 25
  Faculty Overview ..................................................................................................................... 25
  Faculty Accomplishments ....................................................................................................... 27
Section IV: Undergraduate Psychology Program .......................................................................... 39
  Program Mission ..................................................................................................................... 39
  Undergraduate Student Learning Outcomes .......................................................................... 40
  Undergraduate Students ........................................................................................................ 40
  Undergraduate Program ......................................................................................................... 43
  Quality of Instruction .............................................................................................................. 53
  Recommendations and Responses to the 2005 Program Review .......................................... 61
  Outcomes ................................................................................................................................ 63
  Conclusions ............................................................................................................................. 67
Section V: Industrial/Organizational Psychology Program ........................................................... 69
  History ..................................................................................................................................... 69
  Goals ....................................................................................................................................... 70
  Curriculum ............................................................................................................................... 71
  Core Faculty ............................................................................................................................ 72
  Students .................................................................................................................................. 73
  Program Activities .................................................................................................................... 73
  Recommendations and Responses to the 2005 Program Review .......................................... 75
  Program Analysis ..................................................................................................................... 78
Section VI: Clinical Psychology Program ....................................................................................... 83
Section VII: Psychobiology of Addictions Program

History ..................................................................................................................................... 94

Goals ....................................................................................................................................... 95

Summary of PBA Program Objectives ..................................................................................... 95

Curriculum ............................................................................................................................... 96

Faculty ..................................................................................................................................... 99

Students ................................................................................................................................ 100

Facilities................................................................................................................................. 102

Program Analysis ................................................................................................................... 104

Section IX: Strengths, Challenges and Future Goals ................................................................. 108

Strengths: .............................................................................................................................. 108

Challenges: ............................................................................................................................ 109

Goals and Future Directions: ................................................................................................ 110
Section I: Vision and Mission of the IUPUI Psychology Department

The vision and mission statements of the Psychology Department reflect our belief that scholarship is the foundation for all our work in teaching, research, and service.

Mission

We engage in research and teaching that earn national and international recognition, particularly in the area of the health and life sciences. We deliver the highest quality educational opportunities to a diverse array of graduate and undergraduate students, helping them to think scientifically about behavior and preparing them for a wide range of careers. We provide meaningful service that benefits the campus, the city of Indianapolis, and beyond.

Vision and Core Values

We strive to be a premiere research department of choice that is selected by students and faculty from around the world. Our faculty shall conduct world-class research, teaching, and service activities that develop and disseminate knowledge and contribute to the economic growth and social advancement of Indiana and the nation and benefit humanity as a whole.

We are guided by the following core values as we make decisions and engage in activities intended to bring us closer to this vision:

- We are a dynamic and collaborative community of researchers and teachers that is deeply committed to the discovery and advancement of knowledge.
- We promote the freedom to evolve in research directions that are determined by faculty and students, to pursue scientific inquiry and fulfill the institutional mission.
- We consistently foster a sense of academic community among students, staff, and faculty.
- We work aggressively to recruit and retain a diverse faculty, and help students to attain cultural competence through our teaching and our curricula.
- We offer high-quality curricula supported by innovative learning technologies.

Department Review

Periodic review from both within and outside an organization is essential for growth, development, and, when necessary, changes in practices, policies, and programs. The goals in carrying out this review were to have an internal dialog and to conduct analyses to assess the department's progress since the prior review. In addition, input from independent outsiders is critical to the success of our self-analysis. External reviewers can bring a fresh eye to this self-assessment and may offer insights into long-standing policies and practices. The external team can also bring an objective point of view when reviewing on our accomplishments relative to our peers at other institutions. The department looks forward to presenting this self-study to
the reviewers and engaging in a dialog about the department's past accomplishments and goals for the future.

As reviewers examine this study and visit our program, the department hopes they will be mindful of the following questions:

1. Although the department does expect the review team to know the political and procedural nuances of getting approval for a PhD program, is the department positioned to initiate a new doctoral program in the department focused on social-organizational psychology with an emphasis on organizational diversity?

2. Given that external support is an important source of funding of all graduate programs, how can the department ensure greater stability and competitiveness for graduate funding?

3. In what ways should the department increase or national visibility and stature to attract high quality faculty and students (particularly graduate students) to the department and its programs?

4. How can the department better attract and retain a diverse faculty?

5. What are the potential pros and cons for the PBA program to seek independence from Purdue-WL?

6. How can the department meet all of its teaching and service needs with fewer faculty and a larger percentage of untenured and non-tenure-track faculty?

7. What specific strategies or mechanisms are recommended for assessing the Principles of Undergraduate Learning (PULs), principles of graduate learning, and the student learning outcomes at both the undergraduate and graduate levels within the department?
Section II: Overview

IUPUI

Indiana University Purdue University Indianapolis (IUPUI) was created in 1969 as a merger of Indiana University (IU) and Purdue University (PU) programs that were located in Indianapolis. It has developed into a premier urban research university and was recently ranked third in ‘up and coming’ American Universities in a U.S. News and Work Report in 2010 and ranked the 8th best public college in the Midwest by Forbes in 2009.

IUPUI has 21 schools and academic units and grants degrees in over 200 programs from both Universities. The vast majority of the degrees are from IU, but programs in Engineering and Technology and Science (where Psychology is located) grant degrees from PU. The IU schools on this campus includes: Art & Design, Business, Continuing Studies, Dentistry, Education, Graduate School, Health and Rehabilitation Sciences, Honors, Informatics, Law, Liberal Arts, Library and Information Science, Medicine, Music, Nursing, Physical Education and Tourism Management, Public & Environmental Affairs, Public Health, and Social Work. The student population is made up of approximately 22,000 undergraduate students, and 8,200 graduate and professional students.

There are 2,500 faculty across the 21 schools and 4341 support staff. The faculty is becoming more diverse: 24.6% of the faculty identify as minorities and 33% of the faculty are female. The operating budget for the University is $1.2 billion annually. Researchers on the Indianapolis campus were awarded just over $325 million dollars in grants and awards in 2010-2011 and the number of grants awarded has steadily increased in the last 5 years.

IUPUI Mission

IUPUI, a partnership between Indiana and Purdue Universities, is Indiana’s urban research and academic health sciences campus. IUPUI's mission is to advance the State of Indiana and the intellectual growth of its citizens to the highest levels nationally and internationally through research and creative activity, teaching and learning, and civic engagement. By offering a distinctive range of bachelor's, master's, professional, and Ph.D. degrees, IUPUI promotes the educational, cultural, and economic development of central Indiana and beyond through innovative collaborations, external partnerships, and a strong commitment to diversity.

In pursuing its mission and vision, IUPUI provides for its constituents excellence in:

- Teaching and learning
- Research, scholarship, and creative activity
- Civic engagement, locally, nationally, and globally

With each of these core activities characterized by:
• Collaboration within and across disciplines and with the community,
• A commitment to ensuring diversity,
• Pursuit of best practices

Principles of Undergraduate Learning (PULs) and the RISE Initiative

The principles that guide the undergraduate curriculum (i.e., PULs) were adopted in 1998 and have not changed since the 2005 review. As will be described below they form the conceptual framework for how faculty develop courses and assess learning. Faculty are encouraged to identify on their syllabi the PULs addressed in each course. More recently IUPUI has also introduced the RISE Initiative to the IUPUI challenge in order to engage and enrich students learning outside of the traditional classroom setting. As will be outlined below, this initiative has developed naturally from IUPUI’s nationally recognized programs in experiential learning.

Principles of Undergraduate Learning:

Core Communication and Quantitative Skills

Definition: The ability of students to express and interpret information, perform quantitative analysis, and use information resources and technology—the foundational skills necessary for all IUPUI students to succeed.

Outcomes: Core communication and quantitative skills are demonstrated by the student’s ability to (a) express ideas and facts to others effectively in a variety of formats, particularly written, oral, and visual formats; (b) comprehend, interpret, and analyze ideas and facts; (c) communicate effectively in a range of settings; (d) identify and propose solutions for problems using quantitative tools and reasoning; e) make effective use of information resources and technology.

Critical Thinking

Definition: The ability of students to engage in a process of disciplined thinking that informs beliefs and actions. A student who demonstrates critical thinking applies the process of disciplined thinking by remaining open-minded, reconsidering previous beliefs and actions, and adjusting his or her thinking, beliefs and actions based on new information.

Outcomes: The process of critical thinking begins with the ability of students to remember and understand, but it is truly realized when the student demonstrates the ability to (a) apply, (b) analyze, (c) evaluate, and (d) create knowledge, procedures, processes, or products to discern bias, challenge assumptions, identify consequences, arrive at reasoned conclusions, generate and explore new questions, solve challenging and complex problems, and make informed decisions.
Integration and Application of Knowledge

**Definition:** The ability of students to use information and concepts from studies in multiple disciplines in their intellectual, professional, and community lives.

**Outcomes:** Integration and application of knowledge are demonstrated by the student’s ability to (a) enhance their personal lives; (b) meet professional standards and competencies; (c) further the goals of society; and d) work across traditional course and disciplinary boundaries.

Intellectual Depth, Breadth, and Adaptiveness

**Definition:** The ability of students to examine and organize disciplinary ways of knowing and to apply them to specific issues and problems.

**Outcomes:** Intellectual depth, breadth, and adaptiveness are demonstrated by the student’s ability to (a) show substantial knowledge and understanding of at least one field of study; (b) compare and contrast approaches to knowledge in different disciplines; (c) modify one’s approach to an issue or problem based on the contexts and requirements of particular situations.

Understanding Society and Culture

**Definition:** The ability of students to recognize their own cultural traditions and to understand and appreciate the diversity of the human experience.

**Outcomes:** Understanding society and culture is demonstrated by the student’s ability to, (a) compare and contrast the range of diversity and universality in human history, societies, and ways of life; (b) analyze and understand the interconnectedness of global and local communities; and (c) operate with civility in a complex world.

Values and Ethics

**Definition:** The ability of students to make sound decisions with respect to individual conduct, citizenship, and aesthetics.

**Outcomes:** A sense of values and ethics is demonstrated by the student’s ability to (a) make informed and principled choices and to foresee consequences of these choices; (b) explore, understand, and cultivate an appreciation for beauty and art; (c) understand ethical principles within diverse cultural, social, environmental and personal settings.
RISE to the IUPUI Challenge

In 2009, IUPUI began an initiative to engage students more deeply in their learning through activities and experiences outside the formal classroom. Consistent with the PUL’s, these experiences are meant to increase integration of knowledge, provide reflection of learned knowledge and require application of student knowledge in a new environment. The campus has challenged students to engage in at least 2 of the 4 RISE experiences at some point in their academic career. Although not a graduation requirement, students who do complete at least two of these experiences will have a notation placed on their transcript. In 2010, 192 graduates participated in two of the experiences, 40 had participated in three of the experiences, and 15 had participated in all four. Schools, Departments and faculty have enthusiastically endorsed this challenge and the number of courses identified as RISE courses has increased across this period of time. In Fall 2009, 839 courses were designated as RISE courses and this number increased to 985 in Spring 2012. The four sets of activities include:

**Research**

Students are encouraged to participate in a credit-bearing undergraduate research experience to enhance their understanding of how new knowledge is developed within their discipline.

**International Studies**

Students are encouraged to participate in study abroad curricular experiences to enhance their learning and understanding of the world around them.

**Service Learning**

IUPUI is internationally known for its service learning initiatives and so students are encouraged to participate in courses that include a service learning component; to enhance their commitment to civic engagement and to examine how their classroom knowledge can be applied within their community.

**Experiential Learning**

Students are encouraged to participate in credit-bearing experiential learning experience, such as internships, practice, clinical or fieldwork.

**School of Science**

The School of Science (SOS) includes seven departments: Biology, Chemistry & Chemical Biology, Computer & Information Science, Earth Sciences, mathematical Sciences, Physics, and Psychology. There are also two multidisciplinary programs in Forensic and Investigative Sciences and Neuroscience. All departments grant degrees from Purdue University, with the exception of Earth Science, who grant degrees from Indiana University.
All departments offer BA and BS degrees, the MS degree, and the Ph.D. degree. At the time of the last review, Earth Sciences did not offer the Ph.D. degree, but began to offer an IU Ph.D. degree in 2010.

Since the last review, the SOS has not had stable leadership in the Dean’s position. The longstanding Dean, Dr. David Stocum, stepped down in fall 2004 after 15 years of service. The subsequent Dean, Dr. Carl Cowen was in the position for two years and two Interim Deans followed. In spring 2011, Dr. Simon Rhodes was selected to lead the school. He came to IUPUI as an Assistant Professor in Biology in 1995, and was a Dean in the School of Medicine prior to taking this leadership role in the School of Science.

In 2004, the number of faculty had decreased from previous years as lines had not been filled to enable the school to function. At that point there were 115 tenure track faculty, 33 lecturers and 8 in scientist rank. However, the school has hired 39 new tenure-track faculty since 2008 and currently has 131 tenure track faculty (45 are yet untenured), 41 lecturers and 6 Scientists. There are currently 71 support staff in the school.

**Department of Psychology**

Psychology has 603 undergraduate majors, approximately 74 minors, 196 students in University College who have selected Psychology as their major, and 60 graduate students. The Psychology faculty consist of 19 tenured and tenure-track faculty, 5 lecturers, 2 research scientists, 1 clinical scientist, 2 postdoctoral fellows, and 2 visiting faculty. One additional (tenured) psychology faculty members holds a full-time administrative position at the University level. There are 6 Assistant-level professors (untenured), 10 Associate professors (2 who were tenured in 2012), and 3 Full professors. At the time of the 2005 review, there were 22 tenure-track faculty and only 6 of those individuals remain. Of those 16 who have left, 9 have retired and 7 have moved on to other positions in other IU/IUPUI campus units (2) or to other universities (5). Psychology currently has 5 full-time staff consisting of an office manager/graduate coordinator, a financial specialist, a clerical staff, and two Master’s-level staff that support undergraduate services.

A significant change in the department since the last review is the chair position. In 2008, Dr. Kathy Johnson took over as Chairperson, replacing Dr. J. Gregor Fetterman who had held the position since 1997. In 2011, Dr. Johnson was appointed as the Dean of University College and Associate Vice Chancellor for Undergraduate Education at IUPUI. Dr. Jane Williams held the position of Interim Chair while a search was underway in the academic year 2011-2012. Dr. Peggy Stockdale was selected to become the new Chair (beginning Fall 2012). Dr. Stockdale joins the department after being on faculty at Southern Illinois University since 1990.

**Space**

The department has approximately 18,500 total square feet of space. The majority of this (13,000 sq. feet) is located on the first floor of the Science building and houses the main office of the department, faculty offices, graduate student space, undergraduate service space [e.g.,
peer advising office and the Psychology Resource Center (PRC), meetings rooms, and lab space. Another 4,000 sq ft is located on the third floor of the Science building and is dedicated to research with non-human animals. The space is primarily used to house animals, conduct behavioral tests and do surgeries, but also includes some offices for technicians and graduate students. An additional 1,500 square feet is currently being rented off campus (BRTC) for the research activities of two faculty (Drs. Goodlett and Czachowski), and about 300 square feet is being rented on campus in the IU School of Medicine R2 Building for another faculty member (Boehm). A new building contiguous to the Science building is currently under construction and will be ready for occupancy in Fall, 2013. This building will feature a new vivarium, additional lab and teaching space, and faculty offices. Importantly, 6,329 total square feet of lab and office space will be dedicated to research with non-human animals in the new building. This will allow Drs. Goodlett and Czachowski to rejoin their colleagues and all PBA faculty will have lab space in the new building.

Credit Hours and Teaching Load

Psychology faculty taught approximately 24,000 credit hours last year, which is about 16% of the SOS total. From FY2005 to FY2012, Psychology has accounted for up to 18% of credit hours produced by the SOS, and has suffered a 5.3% loss in credit hour production since 2004. Total credit hour production in the SOS has increased by 8.6% in this time frame.

The teaching load for a tenured, research-active faculty member is 4 courses per year. Faculty who are tenure track (i.e., probationary faculty) teach a reduced load. Specifically, they are asked to teach 2 courses in the first year, and then 3 courses each year until they achieve tenure. Faculty who take on significant service roles in the department, (e.g., graduate area head, director of graduate education) get a 1-course teaching load reduction and so teach 3 courses per year. In addition, faculty can buy out of courses with grants (12.5% of salary per course), but must teach at least 1 course each academic year.

Extramural Funding

In 2005, the reviewers suggested that there should be an increase in the number of faculty with extramural funding. In 2005, 45% of the faculty had external-funding (10/23) and currently 58% (11/19) have such funding. In 2011-12, nine faculty bought out of 18 courses and received approximately $1.9M in new extramural funds.

Majors

As stated above, Psychology currently has 603 declared psychology majors and 196 students in University College that have identified psychology as their desired major. This number is slightly higher than in the past 4 years, where the number ranged from 466-510. In 2010-2011, 124 students received Bachelor’s degrees from Psychology, which accounts for 36% of the undergraduate majors in the school. In addition, Psychology conferred 11 Master’s Degrees and 4 Ph.D. Degrees in 2011, which is consistent with previous years (see the Figure 1 below). All together, the Psychology Department represented 25% of all degrees awarded last year in the school. Each year since 2008, between 49 (2008) and 74 (2011) students have
graduated with a minor in psychology. Dr. Bethany Neal-Beliveau took over the role of Director of Undergraduate Studies in Fall 2011. Cindy Williams still holds the position of Director of Student Development, which is a staff-level position. Mikki Jeschke holds a new position, Director of Student Services, which is also a staff-level position created in 2010. From 2007 to 2010 Mikki held the role of career advisor for upper-level psychology majors. These roles will be described more fully below, however these individuals supervise and direct the peer advising office, which now incorporates both academic and career advising.

Psychology’s model for student advising has changed since the last review. In 2005, nine faculty served as academic advisors, but due to faculty demands, the Directors of Undergraduate Education, Student Development, and Student Services now conduct the majority of the day-to-day academic advising. Individual faculty are available for discipline specific mentoring or advising. The peer mentors are very well trained to answer routine questions regarding courses, requirements for the major, and graduation requirements. The peer advising office is typically staffed for 35 hours per week during the regular semester and 20 hours per week in the summer. The department continues to have two very active undergraduate academic organizations in psychology; Psychology club and Psi Chi, whose activities are largely coordinated by Cindy Williams.

In July of 2012, the Indiana Commission on Higher Education approved a proposal for an interdisciplinary bachelor of science degree in Neuroscience at IUPUI. Jointly supported by the Departments of Biology and Psychology in the SOS, this new major became available the fall of 2012. Although currently small with fewer than 20 majors, it is expected to grow considerably over the next few years as high ability high school graduates are recruited directly into the program. Dr. Stephen Boehm was named founding director of the program, and Cindy Williams
will temporarily fill the role of academic advisor to the new major. The program is described further below (see section on Interdisciplinary Programs).

Graduate Education

There continue to be three graduate programs in the department, Industrial/Organizational Psychology (I/O MS), Clinical Psychology (CP: MS and Ph.D.) and Psychobiology of Addictions (PBA: MS and Ph.D.), totaling 60 graduate students. At the time of the last review, the Clinical program was still referred to as Clinical Rehabilitation Psychology, but rehabilitation has been dropped from the title since then to more accurately reflect the current focus of the program as a traditional Clinical program. Unlike other departments in the school, each program is run by an Area Head (Drs. Williams in I/O, McGrew in CP, and Czachowski in PBA). Each of these is new since the last review as the previous Area Heads have all retired: Dr. Williams was appointed Area Head in 2010, Dr. McGrew in 2009, and Dr. Czachowski in 2012 (following Dr. Boehm's service as PBA area head from 2010-mid 2012). In addition, the Director of Graduate Studies (Dr. Nicholas Grahame) began his role in 2012, following the retirement of Dr. John Hazer. Thus, the leadership of graduate education in the department is relatively newly appointed.

I/O is the oldest program and currently has 10 active students across the 2-year program. In addition to these I/O students, several others are beyond their second year and no longer considered "active," but may be enrolling for continuing credit until they complete their degree. CP is the largest program with 3 Masters and 25 Ph.D. students. As will be discussed below, the Clinical program is no longer enrolling Masters-level students. PBA currently has 15 Ph.D. students enrolled in coursework. At 40, the Psychology Department has the largest number of doctoral students in the school. The CP program is the only Ph.D. program (non-medical) approved by the State’s Higher Education Commission for this campus and so it operates independently from PU. The PBA program works is in partnership with Psychological Sciences on the West Lafayette campus, although that relationship is evolving and may change in the near future. All Master’s programs operate independent of any oversight from PU.

In 2011-2012, it cost $348,400 to support the graduate student funding packages. The department covers just over half of this cost, $176,700. The remaining amount comes from grants and from campus initiatives such as the Commitment for Excellence and the SOS Dean’s office in the form of research fellowships and general support. A concern noted in the 2005 review was the burden placed on researchers and departments to pay the out-of-state tuition rate for all students. This was creating a difficulty for faculty who were trying to support students using grants. Approximately 2 years ago, the Dean’s office agreed to pay the difference between the in- and out-of-state rate if students were paid on faculty grants. This 1

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1 The sources of funding for graduate students are complicated for several reasons. First, in a RCM budgeting model, responsibility centers cover the entire cost of graduate funding, including stipends, fringe benefits, and tuition remission (at either in-state or out-of-state rates). Second sources of graduate student funding is a complex mix of faculty grant and start-up funds, fellowships, contracts from external agencies, campus initiatives for graduate student funding, the Dean’s office and departmental base budget. As of this writing, no accountant has kept track of the composition of graduate student funding in a way that is easily accessible.
policy has recently been broadened to include situations where the stipend for any graduate student is paid by an entity outside the department/school. For instance, the I/O masters students typically receive stipends from working at various offices on campus and they will now be included in this policy.

At the 2005 review, several faculty did not directly teach in one of the three graduate programs or mentor graduate students (n = 9). Since that time, however, a purposeful decision was made to only hire faculty directly connected to a graduate program (n = 10). As a result of the multiple retirements and subsequent hires, all tenure-track faculty are now aligned with a graduate area. Moreover, Dr. Leslie Ashburn-Nardo has aligned herself with the I/O program since 2006. Also, two Lecturers have been added since the 2005 review (i.e., Dr. Petrovic and Dr. R. Stewart was reappointed from Research Scientist to Senior Lecturer), and Dr. John Guare was reappointed from a Senior Lecturer position to a Clinical Associate Professor position in 2011.

The current faculty has the following composition:

- Tenure, Tenure-Track I/O: Williams, Devine, Ashburn-Nardo, Boyd, M. Sliter, Stockdale
- Tenure, Tenure-Track CP: McGrew, Rand, J. Stewart, Cyders, Salyers, Hirsh, Mosher
- Tenure, Tenure-Track PBA: Goodlett, Neal-Beliveau, Grahame, Boehm, Lapish, Czachowski
- Lecturers: Kroupa, Contino, Herold, R. Stewart, Petrovic
- Clinical Associate Professor: Guare
- Research Scientist: Rollins, McGuire
- Post-doctoral Fellows: Linsenbart, K. Sliter
- Visiting Faculty: Sholty, Carroll

Administration and Procedures

As noted above, Dr. Stockdale was appointed to the chair position in 2012. The chair is the chief administrative officer of the department and has primary responsibility for budgets, space assignments, faculty hiring, salary decisions, faculty reappointments and promotion and tenure. The recent history of the department has included fairly strong collective decision making and a culture of inclusion of ideas. The department has not had an Assistant Chair since 2008. The Director of Graduate Studies (Dr. Grahame) oversees the general operations of the graduate programs, helps with TA assignments, writes letters of support for various fellowships and is the final signature on Master’s and Doctoral documents. Dr. Beth Neal-Beliveau took over the role of Director of Graduate Studies in 2011 due to the retirement of Dr. Drew Appleby. In this role she directly supervises two staff (i.e., Cindy Williams and Mikki Jeschke) and has oversight over the undergraduate curriculum, advising, student development, retention and recruitment. Finally, in July 2012, Dr. Boehm was named founding director of the new Interdisciplinary Neuroscience Undergraduate Program (see Interdisciplinary Programs section below).

Psychology has two standing committees: the Promotion and Tenure Committee and the Executive Committee. In 2005, the department also had an Undergraduate Committee as a standing committee, but it was disbanded in 2009 after stalling to make progress on curricular
changes. An ad hoc undergraduate committee was created with interested faculty in late 2010 when faculty began to develop ideas for the new undergraduate curriculum (which will be discussed at length below). Each graduate area operates as a separate committee in making decisions regarding student admissions, funding and evaluation, although the Graduate Director will coordinate the Area Heads in some department-wide graduate matters.

Promotion and Tenure (P&T) Committee: The P&T Committee is elected by the faculty each spring for the subsequent academic year. It is made up of 7 members; 4 tenured full professors and 3 tenured associate professors. Recently a senior lecture (Dr. Contino) has been included as a non-voting member in meetings when discussing reappointments of Lecturers. Since the last review, Psychology’s P&T guidelines have been updated to make the process more developmental and forward looking (see Appendix OV-1). Although the P&T process has always been developmental, the new format provides additional structure. In addition, the criteria for promotion and tenure to Associate Professor have been changed, including the way products are evaluated. This change was a not a reaction to a system that was not working, but rather came out of a series of conversations by the P&T Committee about how to improve the review process. When faculty are reviewed for reappointment, in addition to providing the typical information regarding research, teaching and services products completed, untenured faculty also complete 1- and 5-year developmental plans. The P&T Committee then provides feedback to the candidates about both the work completed and their plans. The SOS P&T Committee conducts a 3rd-year review for Assistant Professors. Due to the high number of Psychology retirements at the Full Professor level, a Full Professor from Earth Sciences will sit on Psychology’s 2012-2013 P&T Committee to reach the required four Full Professors. Within the IUPUI review system, the departmental P&T Committee is called the Primary Committee.

Executive Committee: The Executive Committee is currently comprised of one representative from each of the three graduate areas, one lecturer, the Director of Graduate Studies and the Director of Undergraduate Studies. The committee advises the department chair on a variety of administrative decisions, including budget, hiring, personnel and changes in policy. The committee often acts as a sounding board on decisions the chair needs to make, and it provides helpful information when the chair is negotiating with the Dean for resources.

Procedures: Faculty and Staff Evaluations, Merit System and Salaries

Faculty Evaluations

In the spring semester all faculty participate in an evaluation process that also generates information feeding into the merit system and salary decisions. After faculty have submitted their merit system data, the chair meets with each faculty member and drafts a review of the past year’s activities in teaching, research and service. This includes both a record of activity and an evaluation of the number of merit points generated in each area relative to the rest of the department. It also typically notes productivity changes or fluctuations from previous years.
Faculty also generate developmental goals each year. Once both the faculty member and chair are satisfied with the statement, both sign and it is forwarded to central administration.

Merit System

The basis for the current merit system was developed in the 1980s as a reaction to a system that was highly subjective and not trusted among the faculty. The ‘point system’ that was developed tried to identify a mechanism to objectively and fairly reward faculty work, while also incentivizing desired outcomes. This system has been modified over time to reflect changes in how faculty work and increasing external pressures (i.e., to increase grant submissions and recognize inter- or multidisciplinary work), but the system has generally held the form created nearly 30 years ago.

Each activity that a faculty engages in has a predetermined set of points associated with its completion. Activities cover all areas of faculty life including teaching, research and service. Some activities get points simply for completion of the product (i.e., gave an internal presentation) but others have graded points based on quality and/or quantity (e.g., manuscript published in a top tier journal, number of students taught, or amount of indirect costs associated with a grant).

Faculty have a pre-determined load or expected number of points they should achieve each year. For instance, tenure-track faculty have a predetermined annual load of 560 points (which incorporates teaching four courses, research activities and service), but pre-tenured faculty have a reduced load due to course reduction. Merit points for each faculty member are determined by subtracting load points from the total earned. Points that are earned above load are considered merit points that are used, in part, to help determine pay raises.

When salary increases are being determined, the chair (and most often in conjunction with the Executive Committee) must make a decision about how much of the salary increase should be given to load and how much to merit. Given the relatively small raise pool in recent years (on average 2%) the majority of this amount has been given to due to load and a smaller amount to merit. For instance, 1.5% of the raise pool might be given to load and .5% to merit. To determine the value of a merit point, the merit raise amount (e.g., .5% of faculty salary) is divided by the 3-year average of merit points generated by the faculty. Thus, the value of a merit point varies each year depending upon the percentage of the raise, the split between load and merit and the number of merit points generated.

In the late 1990s, the raise pool was often sufficient so that, depending upon how the load/merit split was determined, individuals were receiving meaningful raises. More recently, the raise percentage allowed has been quite small. Given this, the merit system has recently been called into question and many wonder about its usefulness in the current climate. Some argue that the system is too burdensome to complete, while others feel that too many categories of activities have been added, creating a reduction of the merit point value. Pay for performance can be effective for motivating and incentivizing behavior, but becomes less
effective when there is little money to be distributed within it. While there are some justifiable concerns about the system, it does provide the chair with a thorough review of each faculty member’s activities, ensures that all activities are acknowledged and noted, and the process (while not always beloved) is implemented consistently across time and faculty. A challenge for the new chair will be to determine whether this system, with additional modifications, should remain or whether a new approach to salary decisions should be implemented.

Staff Evaluations

Compared to the last review period, a more standardized and formal process for staff evaluations started in 2009. In conjunction with Dr. Jane Williams’ graduate-level performance management course, new job descriptions and behavioral standards were developed and used as the basis for performance feedback and management. In this process, staff members are asked to evaluate their own behavior, and the chair solicits feedback from various constituents of the staff including, faculty, students, internal staff and staff across campus (e.g., Purchasing, University College, SOS Dean’s office). The chair and each staff person meet and review all the performance feedback gathered, they determine goals for the upcoming year, the chair writes an evaluative statement and then both the chair and staff member sign the form. This new process appears to have had a positive impact on staff. Much of this process has now been implemented across the SOS.

Salaries

Like most academic institutions, there is some salary compression in Psychology. Starting salaries for new Assistant Professors have risen more quickly than raises for continuing faculty in the department. The typical compression was made worse in 2009-10 when no salary raises were given due to financial challenges in the SOS. Currently, the average starting salary for the current untenured Assistant Professors is $65,917 (SD = $3,541), and the average salary for the current Associate Professors is $73,665 (SD = $9,863). This is certainly an issue that the SOS Dean is aware of, and something he has communicated to Central Administration. APA conducted a salary study in 2010 and reported mean salaries in public institutions of $64,003 and $74,887 for Assistant and Associate Professors, respectively.

Promotion and Tenure

To be tenured and promoted to Associate Professor, full-time faculty are expected to be fully engaged in the academic life of the Department of Psychology at IUPUI. Tenure-track faculty must provide evidence in research, teaching, and service by documenting their accomplishments through scholarly products, at least satisfactory classroom teaching, mentoring of students, growth in the area of service, and a consistent record of acceptable departmental citizenship. To apply for promotion and tenure the following procedures are followed:

a. A faculty member seeking promotion and tenure should make his/her intentions known to the chair of the department, abiding by the given timetable for applying. As outlined in the SOS P&T Guidelines, the candidate must initiate a number of actions revolving around the preparation of a dossier. Candidates are strongly encouraged to seek out
counsel from senior faculty early in the process, starting the 1st year of appointment at IUPUI.

b. Candidates have the responsibility to provide evidence of accomplishments in all three areas of research, teaching, and service.

c. The Primary P&T Committee has three roles in the P&T process. The committee:

- Conducts reappointment reviews. These reviews occur annually, except in the candidate’s 2nd year after appointment, when two reviews are completed. The Committee evaluates the evidence provided by faculty candidates in these areas, votes on the candidate’s reappointment, writes an overall evaluative summary statement, and provides feedback to the candidate.
- Conducts a 3rd-year integrative review.
- Conducts a summative review at the end of the candidate’s probationary period, including seeking comments from external reviewers and voting on the candidate’s promotion and on the candidate’s tenure in the department.

d. Each of these three tasks, involving a substantial number of elected faculty, is given hours of careful deliberation over the probationary period for each candidate.

- To ensure fairness and consistency across P&T Committees with changing membership, the task of each P&T member will be to judge the work of each candidate against the criteria of the Department of Psychology.
- Although P&T members interpret criteria as they review a case against the criteria, decisions should be based on departmental standards and norms and values of the discipline of psychology.
- Similarly, the role of representatives from the Department of Psychology on the SOS Unit and IUPUI P&T Committees is to interpret the work of the candidate in light of the departmental criteria and to respect the cumulative decisions of prior departmental P&T Committees, representing the vote of many faculty across many years.
- In voting on promotion and tenure, the members of the Primary Committee are expected to take into consideration prior written feedback to the candidate in Reappointment Summary Statements.

e. Faculty in the Department influence the outcome of the P&T process primarily by voting for the P&T Committee members. Faculty may also provide descriptive or evaluative information directly to the P&T Committee by submitting a signed, written statement to the department chair and a copy to the P&T candidate.

In the School of Science, Assistant Professors (unless specified otherwise through special hiring circumstances) must seek promotion in Excellence in Research. Also, teaching and service
must be satisfactory. Detailed criteria for evaluating Research, Teaching and Service accomplishments are provided in Psychology’s Promotion and Tenure Guidelines, which were revised and approved in 2010. These criteria include quality and quantity of research (although quality is considered more important), with peer-reviewed journal articles in good- to high-quality journals taking precedent over other forms of scholarship. Grants and contracts are also highly regarded as they denote recognition by expert’s that one’s work is valuable and merits support. At least one externally-funded grant or contract awarded by the end of a faculty member’s probationary period is expected. The coherence of a faculty member’s research program, a national reputation, adherence to ethical standards and evaluation of the faculty member’s research program by external reviewers is also an important part of the tenure and promotion review process. The department recognizes differential standards of various sub-disciplines of psychology in the review process.

Satisfactory teaching performance is judged by student and peer evaluations of teaching, evidence of mentoring individual students, which can be demonstrated by publishing or presenting an article with a student, helping a student write a grant, chairing a master’s or dissertation committee, being nominated as a mentor or in other ways engaging with students on individual projects.

Service expectations for tenure-track faculty are kept to a minimum, but junior faculty are expected to be good departmental citizens (e.g., attend meetings, help on occasional committees) and to demonstrate growth in the area of service). Service to the faculty member’s professional organization and/or the community in a professional context is highly regarded.

Budgets

Budget Construction: Indiana University uses a system called Responsibility Center Management (RCM) for determining budgets. At IUPUI, each school is a responsibility center, and the income to the school is based on credit hours delivered, laboratory fees, indirect cost recovery (ICR) from external grants, and the state appropriation. In addition, partial funding or reimbursement for graduate student fee remission is noted (but not added to) in the budget. The formula for these allocations has changed several times over the past 7 years. From 2005-2008, budgets were frozen and departments received nearly flat-line budget allocations regardless of productivity in credit hours, ICR and laboratory fees. In the 2008-2009 budget year, the budget was unfrozen, but operated under pre-existing policies. Particularly, fee remission for graduate students came out of the Department’s budget. An allotment for fee remissions was provided by the SOS, but if Psychology spent more on graduate students than was allotted, the remainder was paid from the Department’s general operating budget. This policy created a hardship for the Department for out-of-state graduate students on external funding, as granting agencies only covered in-state tuition. Beginning in the 2009-2010 budget year, the process for funding graduate fee remissions was changed in a few ways. First, the SOS Dean committed about twice as much money in Research Investment Funds (RIF) funding for graduate stipends and money for TAs from Chancellor’s Teaching Excellence and Academic
Support (CTEAS). Thus, departments received significantly more money for graduate students funding. In addition, the Dean implemented a program where the SOS covered the difference between in-state and out-of-state tuition for grant-funded graduate students who were not residents. This policy was extended recently to include graduate students funded by any outside agency.

Yearly budgets are based on an estimate of income generated from student credit hours (SCH), lab fees and ICR. Each of these funding sources is assessed by the SOS to fund various matters. For example, approximately 45% of income from SCH is held by the University for administrative matters. The SOS also redistributes some of the remaining income generated by Psychology (as well as other high SCH-producing departments, such as Math and Biology) to the budgets of other departments whose credit hour production is not sufficient to cover their expenses. A portion of instructional laboratory fee income is held by the SOS to offset staff and space costs. Finally, the ICR policy provides for 10% to be returned directly to the principal investigator (which may be used for summer salary if the grant does not pay for 2 full months of summer salary for the PI or for other forms of research support). An amount equivalent to the larger of 70% of the total ICR generated by the department or 25% of a department’s annual research laboratory space cost (up to 90% of the total ICR) is held by the Dean of SOS to provide a revenue stream for start-up costs for new faculty. The remaining ICR, up to 20% of the total, is returned to the department.

A sizable portion of the funding for graduate student stipends is provided by RIF and CTEAS mechanisms by the University. These funds are maintained by the SOS, but a department’s allocation is reported on the annual budget (but not in the budget per se).

Table 1 provides an analysis of the Psychology Department’s operating budget and its expenditures from FY2006 to FY2012. It is important to remember, however, that the policies for determining operating budget changed three different times across this time period, as explained above.

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2 This policy applies to grants that do not have graduate-student support written into the budget, in which case the in-state portion of graduate student fee remission is charged to the grant and the out-of-state portion is covered by the SOS. Grants that do provide fee remittance to graduate students are charged the full rate. This policy covers only remittable fees. Any non-remittable portions are charged directly to the department.

3 Staff and faculty salaries are not included in the budget, but the budget does include funding for adjunct faculty, summer salaries and other forms of instructional support.
Table 1: Psychology budgets and expenditures: FY2006-FY2012

<table>
<thead>
<tr>
<th></th>
<th>Fiscal Yr</th>
<th>Fiscal Yr</th>
<th>Fiscal Yr</th>
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<td></td>
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<td>Base allocation</td>
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<td>$675,319</td>
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<td>Wages (part-time employees)</td>
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<td></td>
<td></td>
<td>$9,000</td>
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<td>Part-time instructors</td>
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<td>$11,513</td>
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Cost of faculty searches | $8,014 | $11,019 | $12,649 | $3,154 | $2,875 | $74,998 |

Recommendations and Responses to the 2005 Program Review

The 2005 Program Review Committee made general recommendations for the department and specific recommendations for each of the programmatic areas (undergraduate, I/O Psychology MS program, Clinical Rehabilitation Psychology MS and Ph.D. programs, and Psychobiology of Addictions program Ph.D. program). In the remainder of this Section, the 2005 Program Review Committee’s nine general recommendations for the department are listed along with brief Psychology responses. Subsequent chapters of the current Internal Self-Study discuss the 2005 recommendations specific to each of the programmatic areas.

1. **PLANNING:** Develop a strategic plan with clear principles and tactical steps; select a leader; integrate the three graduate programs; maintain the quality of the undergraduate program and continue to integrate the graduate and undergraduate program.

Response: Dr. Kathy Johnson succeeded Dr. J. Gregor Fetterman as Chair of the Department in 2008 and shortly thereafter engaged the department in a 5-year...
strategic plan. This plan addressed many of the issues raised by the reviewers and as this report attests, the faculty are fully engaged, and the graduate and undergraduate programs are flourishing. The plan can be found in Appendix OV-2.

2. EXTERNAL FUNDING: Increase the proportion of faculty receiving research funding to 50% or higher. Incentivize research funding activities.

   Response: Currently 58% of tenured or tenure-track Psychology faculty members (11/19) have external funding. Experience with and capacity for extramural funding are important criteria for departmental faculty hiring and for tenure and promotion. The Merit System has also been revised to incentivize research funding activities.

3. GRADUATE STUDENT FEE REIMBURSEMENT: Fix out-of-state reimbursement for graduate assistants. (Bring reimbursements for GRA/GTAs in line with the Purdue University policy.)

   Response: The Dean of the School of Science has partially addressed this problem for all out-of-state graduate assistants supported on grants or other external sources of funding by paying their out-of-state vs. in-state tuition differentials.

4. SPACE: Evaluate space usage needs.

   Response: Funded almost entirely on overhead recovery funds, a new science building is being constructed that will greatly (but not entirely) ameliorate space needs, especially for Psychology faculty with animal laboratory space (e.g., PBA).

5. INTRODUCTION TO PSYCHOLOGY BOOK: Identify internal faculty member(s) to take over the Introduction to Psychology book.

   Response: Dr. Lisa Contino, senior lecturer in Psychology, led a team of faculty who entirely updated the department’s Introduction to Psychology textbook. This is now an “e-book+” and is aligned with Psychology’s new, integrated and innovative course in introductory psychology (i.e., Psy B110). The faculty are now discussing the need for external peer review of the book.

6. GRADUATE STUDENT TA LINES: Budget designated lines for GTAs.

   Response: Funding for graduate students has been greatly improved since the Dean’s Office, under Dean Ng and continued by Dean Rhodes, has nearly doubled campus resources for graduate student funding and has smoothed the differential in fee remissions between in-state and out-of-state graduate students who are external funded.
7. MARKETING: Improve marketing of graduate programs.

*Response:* The SOS has an impressive marketing department led by Natalie Masanowski, which has overseen a complete overhaul of the Psychology’s website. A member of her team, David Hosick, serves as a liaison to Psychology and helps develop press releases, stories, op-ed pieces and other ways to spread the word of departmental graduate programs. Psychology faculty remain active in publications, conference presentations, and community outreach activities, which helps attract attention promoting strong graduate programs.

8. MENTORING: Formalize mentoring and faculty development activities.

*Response:* The department creates formal mentoring plans for all tenure-track faculty. Each is assigned a teaching mentor, a research mentor and a mentor from outside the department. Each mentoring relationship is managed organically, but regular meetings are encouraged. Junior faculty are also assigned a liaison (a senior faculty member) who shepherds them through the annual review, the 3rd-year review and the tenure and promotion process. This liaison may or may not also serve as one of their mentors. In addition, all faculty receive $1500 every year for faculty development. This may be used for travel or other expenditures that faculty believe will enhance their professional development.

9. FACULTY GOVERNANCE: Review governance, merit review and committee structure.

*Response:* Many of Psychology’s policies and procedures have been revised, particularly the tenure and promotion policy (revised 2010) and the merit point system. Although faculty are not entirely satisfied with the merit point system, it is an improvement over a much more subjective system in place several years ago. The Department also engages in democratic, transparent and inclusive governance procedures. Faculty meetings are held monthly, and an Executive Committee is formed annually representing all areas of the faculty, including the three graduate programs, the undergraduate and graduate program directors, and a representative from the Lecturers. A Promotion and Tenure Committee is also elected annually and actively serves to prepare and evaluate candidates for tenure and/or promotion.
Section III: Psychology Faculty

Faculty Overview

The Psychology Department has 19 tenured and tenure-track faculty, 5 lecturers, 1 clinical associate professor, 2 research scientists, 1 clinical scientist, 2 postdoctoral fellows, and 2 visiting faculty (tenured, tenure-track through clinical associate professor ranks are used to calculate the total number of permanent faculty, n=25). One of the tenured psychology faculty members holds a full-time administrative position at the University level (Dr. Johnson). Since the last review nine faculty have retired (Drs. Appleby, Bond, Bringle, Hazer, Kremer, Lauer, Murphy, Svanum, and Ware), 2 left to take other positions on campus (Drs. Bigatti and Johnson), and 5 others resigned to other academic/research positions (Drs. Evans, Fastneau, Fetterman, June, and Zhang). Of the 23 faculty who made up the department in 2004 only 6 remain, resulting in a turnover percentage of 75%.

Hiring

Since the last review, the department has purposely hired only within graduate areas. Psychology’s has hired 9 faculty at the Assistant Professor rank (Drs. Cyders, Hirsh, Lapish, Mosher, Boyd, Rand, Sliter, and J. Stewart), and 4 at the Associate Professor rank (Drs. Boehm, Czachowski, Grahaeme, and Salyers). All of these hires have been made since 2009. The department also hired two additional lecturers (Drs. Herold and Petrovic), reappointed a research scientist to Senior Lecturer (Dr. R. Stewart) and reappointed a Senior Lecturer to the clinical ranks as a Clinical Associate Professor (Dr. Guare). Finally, a new chair was hired at the rank of Full Professor (Dr. Stockdale).

The gender diversity of the faculty is near parity with 9 tenured or tenure-track women (6 and 3 respectively) and 10 tenured or tenure-track men (7 and 3 respectively). However, ethnic diversity is severely lacking: The faculty are very homogeneous – all White, Euro-American. The few non-White faculty members who were in the department have either retired or resigned. Current efforts to recruit underrepresented minority faculty are underway.

Promotion and Tenure

Since the last review, three Assistant Professors were promoted and awarded tenure (Drs. Ashburn-Nardo, Rand, and J. Stewart), and two Associate Professors were successfully promoted to the Full Professor rank (Drs. Johnson and McGrew). Also, one Lecturer was successfully promoted to Senior Lecturer. Departmental candidates for promotion had a 100% success rate over this period. Three faculty who were Associate Professors at the time of the last review have not yet been promoted.

Psychology Capacity Model

The Psychology Department uses a capacity model to structure faculty work and determine annual salary increases. Each faculty is expected to produce eight units of work to indicate adequate performance. For most faculty, this results in a 4-2-2 model which includes 4 units of teaching (e.g., two courses per semester), 2 units in research (e.g., one paper in a refereed...
and 2 units in service (e.g., head of a graduate area). For untenured faculty, the model is essentially a 3-5 (teaching and research) model where service expectations are held relatively low. These expectations are used to set load when determining salary increases. The percentage of load vs. merit in determining salary increases has changed significantly over time. In the late 1990s, 90% of the salary increases was determined by merit and 10% by load. This was adjusted to a 50-50 split by 2005, and in 2012 it was 80% load, 20% merit. This change reflects a response to the limited raise funds given by the university and provides context to understand faculty complaints about the usefulness of the current merit system.

Figure 2: Average Merit Point Distribution across Teaching, Research and Service, 2006-2011.

Figure 2 captures the average number of merit points generated by the faculty annually across the typical areas of faculty work (i.e., teaching, research, and service). It is important to note some information to provide context for interpretation. First, the types and numbers of activities included in the merit system have steadily increased. If the total number of points generated in 2006-2011 are compared to those generated in 1997-2003, the number of points has increased significantly, but this may be an artifact of what is now included in the system. In addition, the most recent change to the system involved increasing the number of points awarded for multi-authored papers. Prior to 2011, multi-authored papers received fewer points than single- or two-authored papers. Given that much faculty research is collaborative and interdisciplinary the merit system was adjusted so these faculty were not penalized. Thus, this change may also influence the data in Figure 2 slightly. However, there are some interesting trends in the data: First it should be noted that the number of teaching points has remained relatively stable across the last 6 years while there has been a slight increase in the number of
service points in the last 3 years, although the number of faculty has decreased during this same period. The most notable trend is the constant increase in research points generated across the last 5 years, which is reflective of more untenured faculty being hired in the last few years, the high-quality faculty overall and, to a lesser degree, changes made to the merit system. Figure 3 depicts the faculty average of annual merit points summed over all work categories and expressed as a percentage of load points for 2006 through 2011. Clearly, load is being surpassed as a minimum standard.

![Percentage of Load](image)

Figure 3: Average merit points generated by faculty compared to load.

**Faculty Accomplishments**

The following sections summarize faculty accomplishments for the period 2005-2012. Accomplishments are presented separately for each of the traditional areas that define faculty work – teaching, research, and service. However, in reality, faculty products and activities may not fit neatly into one category or another, but instead may constitute contributions to two or more areas. For example, several current and past faculty have made scholarly contributions to the area of effective teaching and assessment of teaching (e.g. Drs. Appleby, Bringle, Contino and Herold). One member served as Director of Service Learning for IUPUI until recently (Dr. Bringle) and published and presented articles on this role. Another now retired member was known internationally for his work on effective teaching (Dr. Appleby). Thus, although accomplishments are summarized by respecting traditional boundaries of academic work, it is clear that many activities contribute to more than one departmental mission.

**Teaching**

*Student Evaluations.* The SOS uses a set of standardized questionnaires to assess student satisfaction with classroom instruction. Different questionnaires are used to assess different types of classes (e.g., recitation, lab, lecture). The current analysis focuses on the evaluations
for lecture classes, which constitute the majority of courses in Psychology and across the SOS. The student satisfaction survey for lecture classes contains 22 items and uses a 5-point, Likert scale format (1 = disagree strongly, 5 = agree strongly). A subset of items (11) is used to calculate a global evaluation score (ranging from 1.0-5.0); higher scores indicate more favorable teaching evaluations. Examples of items that comprise the global score include: “I understand easily what my instructor is saying.” “My instructor has an effective style of presentation.” “My instructor explains difficult material clearly.” And, “My instructor seems well-prepared for class.”

Figure 5 displays the global evaluation score for Psychology lecture courses from 2005 through 2012. The graph shows a steady state of strong evaluations. Indeed, across this timeframe, Psychology has averaged higher global teaching evaluations than other departments in the SOS, although the differences are slight (see Figure 4). It is interesting to note that in the previous 2005 review, two SOS Departments (Computer & Information Sciences and Chemistry) had noticeably lower global teaching evaluations than other departments in the school, including Psychology. In this review period, the ratings of all departments are nearly the same and strong.

Figure 4: Average global satisfaction for Department of Psychology lecture courses: 2005-2012.

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4 The Department of Mathematics conducts its own evaluations and therefore the data were not available for comparison.
Mentoring. Graduating seniors are asked to nominate faculty who “had a positive and remarkable impact” on them. Level 1 nominations refer to any faculty who was nominated as such. Level 2 are those faculty who students rate as one of the “top three” of those who had a positive and remarkable impact on them, whereas Level 3 nominations refer to a professor who “influence[d] the whole course of [their] life and this person’s effect on [them] is invaluable.” Figure 6 below provides these nominations across all departments in the SOS in 2011-2012. Psychology faculty were nominated quite frequently as outstanding mentors (Level 1-3 mentor nominations) and received the most nominations as “Level 3” mentors. These data are consistent with the previous review period in which Psychology faculty led the SOS in mentorship nominations.
Research

Excellence in research, as evidenced by either potential or achievement, is the primary criterion for hiring and tenuring new faculty. Measures of research accomplishments over this review period demonstrate that Psychology faculty have achieved considerable success in research, including scholarly publications, presentations, at professional meetings, and external grants. It is important to note that from 2005-2012 several senior, highly-productive Psychology faculty retired from the university with few being replaced until 2009, so the overall census count of full-time faculty was low between 2005-2009 (and it is arguably still low). Figure 7 summarizes all of the publications and presentations by full-time Psychology faculty across these years, whereas Figures 8 and 8 break out the publications (journal articles, books and chapters) and presentations (research conferences and invited talks), respectively. A few patterns are worth noting: (a) the number of publications in peer-reviewed journals has risen consistently (except a small dip in 2007) across this time span; (b) faculty publish peer-reviewed journal articles anywhere between 2.4 times to 18.5 times more frequently than they publish chapters and books – a fact that reflects a departmental bias toward empirical research more than reviews and purely theoretical treatises; and (c) with the exception of 2009, faculty have increased the number of papers presented at peer-reviewed professional conferences from 2008 to 2012, compared to 2005 to 2007. Also, note that the number of invited presentations has fluctuated, but remain quite high across this entire span.
Figure 7: Number of journal, chapter/book publications and presentations (invited and peer reviewed) by Psychology faculty, 2005-2012. (Note: 2012 data are current as of August, 2012)

Figure 8: Number of peer-reviewed journal articles, chapters and books by Psychology faculty, 2005-2012 (Note: 2012 data are current as of August, 2012)
Figure 9: Number of presentations (peer-reviewed and invited) at regional and national conferences by Psychology faculty, 2005-2012. (Note: 2012 data are current as of August, 2012)

Another way of examining research productivity is to calculate the average number of research accomplishments per full-time head count. (Note that this is not the same as FTE because some faculty may have had some portion of their time assigned to other units; however this ratio only counts full-time IUPUI faculty including ranks Lecturers through Professors.) Figure 10 presents the average number of peer-reviewed publications and book chapters/books per faculty member from 2005-2012. Average publication productivity was slightly higher from 2009-2012 than 2005-2008). On average, faculty published 2.59 articles, chapters and books per person each year from 2009-2012, compared to an average of 1.97 from 2005-2008. The growth in the average number of publications is a testament to the very strong hires in the past 3 years and to the synergistic effect this has had on the publication activity of all faculty members in the department.
Externally-funded research has traditionally been a strength of the Psychology faculty, with the department averaging $2.14M from 2004-05 to 2011-12. Figure 11 below depicts the annualized total expenditures from grants attributed to Psychology faculty from 2004-2012. This figure also depicts the percent of grant expenditures from all SOS grants attributed to Psychology. Clearly, Psychology faculty have remained highly productive in externally-funded grant activity and have accounted for between 16.33% to 42.69% of the research activity in grant expenditures for the entire SOS – itself one of the most research productive units in the entire IU system (4th largest, behind IU School of Medicine, IUB Arts and Sciences and IUB Education)⁵. In both 2010-11 and 2011-12, Psychology had more active awards (22 and 15 respectively) than any other department in the SOS.

⁵ Presentation by Dave Skalnick, SOS Convocation, August 15, 2012.
Figure 11 also shows a decline in both research expenditures and the percent of SOS expenditures from Psychology from 2007-08 to 2011-12. There are a number of possibilities for this: (a) The budgets from the Federal agencies that account for the largest percent of SOS funding (NIH and NSF) have been flat since 2004. For example, the 2012 NIH budget “buys 18% less research than in 2004.”  

(b) Research expenditures by other SOS departments have increased at a greater rate over this period than they have for Psychology. Indeed, the SOS as a whole has increased 7% in expenditures on average each year across this period, while Psychology has decreased 3% on average. (c) There have been a number of retirements in the Department of Psychology by historically grant-active faculty. The total number of core tenure or tenure-track faculty in Psychology is lower in 2012 than it was before 2005 (23 compared to 19). However, the newly hired tenured and tenure-track faculty since 2005 (not counting those hired in 2012) have all been grant active, with several having K and R01 awards. The trajectory for strong grant-supported research activity for Psychology faculty looks healthy. As shown in Table 2 below, the depth and breadth of agencies that have funded Psychology faculty research is strong:

Table 2: External Funding Agencies 2005-2012

<table>
<thead>
<tr>
<th>Source</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIAAA</td>
<td>Boehm, Cyders, Czachowski, Goodlett, Grahame</td>
</tr>
<tr>
<td>NIH-NIDCR</td>
<td>Hirsh</td>
</tr>
</tbody>
</table>

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6 Skalnik, ibid
<table>
<thead>
<tr>
<th>Source</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIH-NCRR</td>
<td>Mosher</td>
</tr>
<tr>
<td>NIH-NINR</td>
<td>Johnson</td>
</tr>
<tr>
<td>NIH-NIA</td>
<td>Stewart, J.</td>
</tr>
<tr>
<td>NIH-NCMRR</td>
<td>Hirsh</td>
</tr>
<tr>
<td>NIH-NINDS</td>
<td>Hirsh</td>
</tr>
<tr>
<td>NIH-NIAMS</td>
<td>Bigatti</td>
</tr>
<tr>
<td>NIMH</td>
<td>McGrew, Salyers, Grahame</td>
</tr>
<tr>
<td>NSF</td>
<td>Ashburn-Nardo</td>
</tr>
<tr>
<td>American Cancer Society</td>
<td>Rand</td>
</tr>
<tr>
<td>National Cancer Institute</td>
<td>Mosher, Bigatti</td>
</tr>
<tr>
<td>American Heart Association</td>
<td>Stewart, J.</td>
</tr>
<tr>
<td>Society for the Teaching of Psychology Partnership Grant</td>
<td>Ashburn-Nardo</td>
</tr>
<tr>
<td>Indiana Alcohol Research Center</td>
<td>Boehm</td>
</tr>
<tr>
<td>Integrative Neuroscience Initiative on Alcoholism</td>
<td>Boehm</td>
</tr>
<tr>
<td>King-Chavez-PARKS Future Faculty Fellowship</td>
<td>Boyd</td>
</tr>
<tr>
<td>Medical College Admissions Test, Graduate Student Research Program</td>
<td>Boyd</td>
</tr>
<tr>
<td>U.S. Department of Health and Human Services, Health Resources and Services Administration</td>
<td>Cyders, Hirsh, Stewart, J.</td>
</tr>
<tr>
<td>International Society for Research on Impulsivity</td>
<td>Cyders</td>
</tr>
<tr>
<td>University of Kentucky Center for Drug and Alcohol Research</td>
<td>Cyders</td>
</tr>
<tr>
<td>Indianapolis Zoo</td>
<td>Johnson</td>
</tr>
<tr>
<td>American Association of Colleges and Universities (AAC&amp;U)</td>
<td>Johnson</td>
</tr>
<tr>
<td>Craine House</td>
<td>McGrew</td>
</tr>
<tr>
<td>VA HSR&amp;D</td>
<td>McGrew, Salyers,</td>
</tr>
<tr>
<td>Indiana Family and Social Services Administration</td>
<td>McGrew, Salyers,</td>
</tr>
<tr>
<td>Indiana University Research in Palliative and End-of-Life Communication and Training</td>
<td>Rand</td>
</tr>
<tr>
<td>Bristol-Myers Squibb</td>
<td>Salyers</td>
</tr>
<tr>
<td>Adult &amp; Child Mental Health</td>
<td>Salyers</td>
</tr>
<tr>
<td>CTSI</td>
<td>Grahame</td>
</tr>
<tr>
<td>Indiana High School Psychology Teachers Association Conference</td>
<td>Appleby</td>
</tr>
</tbody>
</table>
Service

As shown by the merit points graphed in Figure 2 above, Psychology faculty have demonstrated a substantial increase in faculty work dedicated to service over the review period, especially in the last half of this period. Also, the Awards’ section below documents the many awards faculty have received both within the institution and from professional organizations to honor their distinctive contributions to service. Of particular note are the number of current faculty who have or are currently serving in the capacity of Editor or Associate Editor of important professional journals and those who serve on editorial boards (See Table 3). This service is particularly noteworthy because of the recognition it brings to these faculty as leaders in their fields.

Table 3: Service as Editor, Associate Editor and on Editorial Boards

<table>
<thead>
<tr>
<th>Editor or Associate Editor</th>
<th>Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Goodlett, Editor in Chief</td>
<td>Alcohol (2005-present)</td>
</tr>
<tr>
<td>M. Stockdale, Associate Editor</td>
<td>Psychology of Women Quarterly (2008-2010)</td>
</tr>
</tbody>
</table>

Service on Editorial Boards

<table>
<thead>
<tr>
<th>Editor</th>
<th>Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>S. Boehm</td>
<td>Neurotoxicology and Teratology</td>
</tr>
<tr>
<td>S. Boehm, C. Goodlett</td>
<td>Alcoholism: Clinical and Experimental Research</td>
</tr>
<tr>
<td>M. Cyders</td>
<td>Psychology of Impulsivity</td>
</tr>
<tr>
<td>D. Devine</td>
<td>Law and Human Behavior</td>
</tr>
<tr>
<td>C. Goodlett</td>
<td>Animal Learning and Behavior</td>
</tr>
<tr>
<td>J. Hazer</td>
<td>Applied Human Resource Management Research</td>
</tr>
<tr>
<td>D. Herold</td>
<td>Psychology: Perspectives and Connections</td>
</tr>
<tr>
<td>A. Hirsh</td>
<td>The Journal of Pain</td>
</tr>
<tr>
<td>M. Salyers</td>
<td>Psychiatric Rehabilitation Journal</td>
</tr>
<tr>
<td>J. Stewart</td>
<td>Annals of Behavioral Medicine</td>
</tr>
<tr>
<td>J. Stewart</td>
<td>Journal of Psychophysiology</td>
</tr>
<tr>
<td>M. Stockdale</td>
<td>Journal of Vocational Behavior</td>
</tr>
<tr>
<td>M. Stockdale</td>
<td>Sex Roles</td>
</tr>
<tr>
<td>M. Stockdale</td>
<td>Analysis of Social Issues and Public Policy</td>
</tr>
<tr>
<td>M. Stockdale</td>
<td>Psychology of Women Quarterly</td>
</tr>
<tr>
<td>J. Williams</td>
<td>Journal of Vocational Behavior</td>
</tr>
</tbody>
</table>

Awards

Among Psychology faculty who submitted information about awards received from 2005-2012, 83 separate awards were noted. Of these, 40 were awards from within the IUPUI system, 35 were conferred on faculty from entities outside the university and about 8 were bestowed on current faculty when they were graduate students. Faculty were honored for their achievements in all three major foci of academic roles: teaching (n=22), research (n=19), and service (n=16). In addition, faculty received awards for mentoring (n=6), travel (n=6), graduate student distinctions (n=7) and other (n=7).
Examples of prestigious accolades include several young scientist and new investigator awards (i.e., Young Scientist Award from the International Behavioral and Neural Genetics Society – Dr. Steve Boehm; Research Society on Alcoholism Young Investigator Award Nominee – Drs. Steve Boehm and Cris Czachowski; Early Career Work-Family Scholars Program – Dr. Elizabeth Boyd). Other research awards include the Scholar Award, awarded to Dr. Jesse Stewart from the American Psychosomatic Society in 2005; and the Cornelia Perry Memorial Award (awarded to Dr. Catherine Mosher for outstanding scholarship, Department of Psychiatry and Behavioral Sciences, Memorial Sloan-Kettering Cancer Center).

Mentoring is strongly valued in the Psychology Department and several faculty have been honored for their outstanding student mentorship, including Dr. Leslie Ashburn-Nardo who received the Psychology Mentor of the Year award in 2009 and 2012 as well as the Alvin S. Bynum Award for Excellence in Academic Mentoring at IUPUI in 2011. Dr. Drew Appleby received the latter award in 2007. Dr. John Guare and Dr. Debbie Herold were also honored for their mentoring and advising roles.

Psychology faculty have been honored by both internal (IUPUI) and external organizations for their teaching achievements. External recognitions include “Best Practice in Teaching Introductory Psychology” by the Society for the Teaching of Psychology (STP; Dr. Appleby) and Honorary Membership for Infusing Diversity into Teaching by STP (Dr. Ashburn-Nardo). Dr. Appleby is often recognized by APA and STP for his specific accomplishments in teaching. IUPUI teaching recognitions were given to Dr. Kevin Rand (2009 Psychology Club Instructor of the Year); Dr. Dennis Devine and Dr. John McGrew (2008 and 2009, respectively, Indiana University Trustees’ Teaching Award from IUPUI’s University College); Dr. Guare (several awards including the 2008 School of Science full-time Lecturer Teaching Award; 2009 Trustees’ Teaching Award; 2011, Psychology Department Instructor of the Year Award); Dr. Ashburn-Nardo (several awards, including 2008 Favorite Professor, IUPUI Student-Athletes; 2010 Joseph T. Taylor Award for Excellence in Diversity; 2010 School of Science Teaching Award; and 2010 Faculty Colloquium on Excellence in Teaching (FACET)); Dr. Herold (Favorite Professor Award, 2007-2012); Dr. Johnson (2006 Trustees’ Teaching Award; 2010 Psychology Instructor of the Year award); and Dr. Appleby (several awards, such as 2010 Indiana Trustees Teaching Award and 2007 SOS Teaching Award).

Finally, service awards have been presented to several Psychology faculty, including Dr. Appleby on several occasions (e.g., 2011 Recipient of the IUPUI Freshman Thematic Learning Community Retention Award for 100% fall to spring retention; 2008 Recipient of the IUPUI School of Science Service Award; 2008 Selected by the Psi Chi National Council as Psi Chi’s 30th Distinguished Member; 2006 IUPUI’s Council for Higher Education Accreditation’s Award for Institutional Progress in Student Learning Outcomes). Dr. Jim Murphy received the 2005 School of Science Service Award and Dr. Kathy Johnson, Dr. Jane Williams, and Dr. John Hazer received this award in 2007, 2009 and 2012, respectively. Dr. Williams was also honored with the IUPUI Outstanding Women Leadership Award in 2009. Finally of note, Dr. Appleby was selected to
participate in APA’s People-to-People Citizen Ambassador programs for China, Israel and Russia, all in 2008.

This is not an exhaustive listing of awards and distinctions that have been bestowed on IUPUI Psychology faculty from 2005-2012, but it does highlight their impressive achievements in teaching, mentorship, research and service.
Section IV: Undergraduate Psychology Program

Program Mission

The mission of the IUPUI undergraduate psychology program is to produce graduates who possess the knowledge and skills necessary to accomplish their post-baccalaureate aspirations. The program uses the following strategies to accomplish this goal:

- Articulating a set of **student learning outcomes** for its majors that are a comprehensive synthesis of IUPUI’s Principles of Undergraduate Learning (PULs) and the American Psychological Association’s (APA’s) Undergraduate Psychology Majors’ Competencies.
- Creating effective **recruitment and retention strategies** to attract and retain students whose level of academic preparedness is sufficiently high to enable them to fulfill the requirements of the program and to graduate with a bachelor’s degree in psychology.
- Providing students with a **well-balanced and scientifically rigorous curriculum** that offers students multiple opportunities to acquire the skills necessary to gain meaningful employment immediately after graduation or to continue their education in a graduate or professional program.
- Providing IUPUI’s non-psychology majors with **service courses** that fulfill their programs’ requirements and/or provide them with accurate, current, and applicable psychological knowledge and skills.
- Offering students multiple **opportunities to engage in RISE experiences** by incorporating service learning into psychology courses, enabling students to earn academic credit for research, internship and experiential activities, offering students both faculty and financial support to engage in these activities, and providing students with opportunities to communicate the results of their experiences to their peers, the faculty, and the outside community.
- Providing students with a **comprehensive set of support services** designed to enable them to become aware of, value, and use the department’s resources in their attempts to accomplish their academic and career-planning goals.
- Employing a **Director of Undergraduate Studies** (faculty position) to oversee the undergraduate program, a **Director of Undergraduate Student Services** (staff position) to oversee student support services, and a **Director of Student Development** (staff position) to oversee academic advising and student clubs. All three serve as advocates for psychology undergraduate students and the undergraduate program in the department, school and university.
- Developing and using an **assessment system** that includes a clearly articulated and operationally defined set of student learning outcomes, multiple methods to determine the extent to which students actually accomplish these outcomes, and mechanisms to use the data gained from these methods to make evidence-based changes in the curriculum when these changes are warranted.
Undergraduate Student Learning Outcomes

Students graduating with a bachelor’s degree in psychology are expected to demonstrate the following set of student learning outcomes (SLOs). These outcomes are based on the APA’s Undergraduate Psychology Major Competencies, as well as the IUPUI PULs. A description of the PULs can be found in the Overview section of the report.

SLO #1 Content of Psychology: to show familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. In particular, students should understand that:

- Psychology is a science. Its purpose is to describe, explain, predict, and change behavior.
- Behavior is influenced by person variables, environment variables, and their interaction. \( B = f(P + E + PE) \).
- Psychology has evolved in a socio-historical context and it is characterized by a variety of theoretical perspectives.
- Our experience of the world is highly subjective and influenced by our cultural heritage.

SLO #2 Research in Psychology: to understand and use basic research methods in psychology, including design, data analysis, and interpretation.

SLO #3 Application of Psychology: to understand and generate applications of psychology to individual, social, and organizational issues.

SLO #4 Ethics in Psychology: to understand and abide by the ethics of psychology, including those that encourage the recognition, understanding, and respect for the complexity of socio-cultural and international diversity.

SLO #5 Personal Development, Relationship Building, and Career Planning: to understand themselves and others, acquire effective collaboration skills, and develop realistic ideas about how to pursue careers in psychology and related fields.

SLO #6 Communication Skills, Information Competence, and Technological Proficiency: to write and speak effectively, demonstrate information competence, and utilize technology for many purposes.

SLO #7 Critical and Creative Thinking and Problem Solving: to use critical and creative thinking in the scientific approach to problem solving.

Undergraduate Students

Student Profile. Approximately 603 undergraduate students are currently enrolled in the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) programs in the Department of
Psychology, compared to 475 students in 2006. This is a 27% increase over the last review period. Most undergraduate students come to psychology from University College (UCOL), while about 11% are incoming freshmen directly admitted to the SOS, and 18% are transfers from outside of IUPUI. The majority of current undergraduate students is female (77%), under 25 years old (75%), and enrolled full time (80%). Ethnic minorities constitute 25% of the undergraduate student population – a higher percentage than the SOS and IUPUI as a whole (Table 4).

Table 4: Undergraduate Student Profile

<table>
<thead>
<tr>
<th></th>
<th>Psychology</th>
<th>School of Science</th>
<th>IUPUI</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Female</td>
<td>77</td>
<td>58</td>
<td>56</td>
</tr>
<tr>
<td>% Under 25</td>
<td>75</td>
<td>71</td>
<td>68</td>
</tr>
<tr>
<td>% Full-time</td>
<td>80</td>
<td>72</td>
<td>73</td>
</tr>
<tr>
<td>% Minority</td>
<td>25</td>
<td>21</td>
<td>19</td>
</tr>
<tr>
<td>% Seniors</td>
<td>45</td>
<td>38</td>
<td>34</td>
</tr>
</tbody>
</table>

Recruitment Practices. The department uses a multi-pronged recruiting plan that involves targeting external and internal potential psychology majors either directly or indirectly. External potential majors are students who are not currently enrolled in the university (e.g., high school students). Internal potential majors are IUPUI students who have not yet been accepted by the SOS as psychology majors (e.g., UCOL students who declare psychology as their academic interest). Direct strategies involve contact with potential majors, whereas indirect strategies are those that target individuals who can influence the collegiate decisions of potential majors (e.g., high school psychology teachers and UCOL advisors). High school students are recruited through various IUPUI and SOS activities such as JagDays – a 1-day campus visit experience designed to introduce prospective students to specific academic programs. Since 2010, the department has sponsored the IUPUI Brain Bee for high school students. The Brain Bee brings some of the brightest students from Indiana to campus for a Spelling Bee-style competition. The department provides recruitment materials and information to the attendees, as well as interactions with psychobiology faculty and graduate students. The former Director of Undergraduate Studies (retired in 2011) visited a number of local high schools each year to give recruiting presentations; the current Director plans to continue and expand this recruitment strategy. The department hosts the annual conference of the Indiana High School Psychology Teachers Association to which all the Indiana high school psychology teachers are invited. On campus, the department recruits UCOL students through advising materials and interactions with these students in the introductory psychology classes. The Directors of Student Development (DSD) and Undergraduate Student Services (DUSS) work closely with UCOL advisors to provide information about seamless transitions into a psychology degree program and what jobs are available to a psychology major with a bachelor’s degree.
They also work closely with the SOS Dean’s Office to coordinate recruitment activities. One concern in the area of recruitment is that the department has not yet created a technique to measure the effectiveness of its recruiting strategies. There are simply too many variables that affect where a student will attend college, making it impossible to identify any one of them (e.g., a visit to campus or a faculty member visiting a high school class) as the causative factor for their attendance.

**Admissions Criteria.** Students applying to IUPUI directly from an Indiana high school are eligible for admission to the SOS as a Psychology major if they have a high school GPA of 3.0 or higher, minimum SAT scores of 500 math and combined critical reading/math of 1000 or minimum ACT scores of 19 math and 21 composite, and have completed the Core 40 high school courses with college prep course grades of C or better. Students who do not meet these criteria may be admitted to UCOL and can apply to the SOS once they complete B110 with a grade of C+ or better and have an overall Psychology GPA of at least 2.0.

**Financial Aid.** IUPUI awards more than $70 million in financial aid to qualified students each year. IUPUI and the SOS also have a variety of scholarships available to both incoming and continuing students. In addition to admission-based scholarships, scholarships are available to support research, diversity, community service, and international study for undergraduate students.

**Students in Service Courses.** Traditionally, the department has offered seven courses in which at least 50% of the enrollees were non-psychology majors. These courses were B104 Introduction to Psychology as a Social Science, B105 Introduction to Psychology as a Biological Science, B305 Statistics, B310 Lifespan Development, B360 Childhood and Adolescence, B370 Social Psychology, and B380 Abnormal Psychology. These courses enrolled 5059 non-psychology majors during the 2011-12 academic year. B104 and B105 were both offered for the final time during the 2012 summer sessions and have been replaced with a one-semester course – B110 Introduction to Psychology. Introduction to Psychology courses are very popular on campus, as they fulfill General Education requirements for many different majors. B104 enrolled 2367 students over the entire last year, with B105 enrolling an additional 939 students. For the Fall 2012 semester, students have filled 18 sections of B110 (1400 students), and an additional evening section has been added.

As a service course, B305 Statistics is often a very attractive alternative among statistics courses offered throughout the campus. The psychology faculty teaching this course focus first on conceptual understanding primarily as associated with inductive and deductive scientific reasoning, second on application to psychological, social science, and health science research, and third on the mathematical foundations of statistics. Due to the demand for this course by both psychology undergraduates (required course) and undergraduate and graduate students from other programs, the department typically offers 9 sections per year (4 in the fall semester, 3 in the spring semester, and 1 in each of two summer sessions). B310 Lifespan Development is a core/foundations course in the psychology major and is also considered a service course (85%
non-majors). It is a popular class with psychology majors (and will be required for all majors beginning Fall 2012), and is a required or suggested course for several other programs at IUPUI – e.g., it fulfills a General Education requirement (List S: Social Science) for the School of Liberal Arts and the SOS. The department typically offers eight sections per year (including three online sections). Two sections of B360 Childhood and Adolescence are taught each semester, plus one section each summer, as an online course. It is a very popular course, with the sections filling rapidly as soon as registration opens. B370 Social has traditionally been one of the department’s highest enrolling non-introductory courses, with about 60% of enrollees being non-majors. The department typically offers two sections each semester. With only one full-time social psychologist in the department, it will be difficult to meet the demand of students for B370, which has traditionally been one of the most popular core classes for psychology majors and has now become a required foundation course for all psychology majors. Currently, B380 Abnormal is the most highly-enrolled, non-introductory course in the department. At the current time, three sections of B380 are offered every semester, and two are offered during the summer sessions. Due to a change in the psychology undergraduate curriculum beginning in Fall 2012 (i.e., B380 is no longer part of the list of required courses; see further explanation below), enrollment in B380 may decrease over the next few years. However, it is a very popular course for non-majors (80% of enrollees) and it is expected that enrollment will remain high.

Two additional courses are being offered for the first time in Fall 2012: B201 Foundations of Neuroscience and B203 Ethics and Diversity in Psychology. B201 is the gateway course for the new Neuroscience major, so it is expected that the majority of the students populating the course will not be psychology majors. However, it does count as a psychology content course under the new curriculum. B203 is a required course for all psychology majors under the new curriculum. The hope is that students outside of the major will recognize the utility of the course for their own academic and career goals and enroll in the course. During Fall 2012, the Director of Undergraduate Studies will present a formal proposal to the SOS and the School of Liberal Arts asking that B203 count as a List C: Comparative World Cultures course in the General Education Requirements. If approved, it is possible that the course enrollment will shift such that >50% of enrollees are non-majors.

Undergraduate Program

The Department of Psychology offers both the B.A. and B.S. degree in Psychology. The B.S. degree requires more rigorous preparation in mathematics and the sciences, whereas the B.A. degree requires a first-year proficiency in a language. Until this year, there was also a difference in the capstone requirement within the major; however, the revised psychology curriculum has no differences in major requirements between the two degrees. Approximately half of the psychology majors are pursuing B.A. degrees and half are pursuing B.S. degrees. In 2007, 48% of majors were pursuing a B.A. degree; in 2011, 52% were pursuing a B.A. degree.
Distinctive Characteristics of the Undergraduate Program

New Curriculum Focuses on Four Major Themes. Students are introduced to the themes in their introductory psychology course, and will be asked to integrate and apply the themes throughout the undergraduate curriculum. The themes are: First, psychology is a science, and its purpose is to describe, explain, predict, and change behavior. Second, behavior is influenced by person variables (internal factors), environment variables (external factors), and their interaction. Third, psychology has evolved in a socio-historical context and its major theoretical perspectives reflect this phenomenon. And fourth, cultural contexts influence how psychological concepts are understood and applied by individuals. These themes are reflected in the undergraduate student learning outcomes.

An Innovative Introductory Psychology Course. B110 Introduction to Psychology is a very innovative course. The course is being offered for the first time in the Fall 2012 semester, and is expected to enroll approximately 3000 students per year in classes of no more than 75 students. B110 replaced a two-course introductory sequence in response to the following recommendation in the APA’s Principles for Quality Undergraduate Education in Psychology:

> The introductory course and the psychology major should provide a broad foundational understanding of the field from the perspective of content areas spanning levels of organization from cellular to ecological.7

The goal of B110 is to familiarize students with the logic of the discipline of psychology as a systematic, scientific way to think about behavior and mental processes. It stresses critical thinking, active and collaborative learning, and utilizes a student mentoring model. The course is built around a custom, online learning environment with content written by IUPUI Department of Psychology faculty. Drs. Lisa Contino and Bethany Neal-Beliveau, course coordinators for the two original introductory courses – B104 and B105, developed B110 by combining the most successful aspects of the two courses into a single course. This includes, from B104, the high use of technology to efficiently utilize available classroom and teacher resources, to provide immediate feedback to students, and to help students manage their overcrowded schedules. From B104, this also includes using multiple homework and learning options to help students learn different critical thinking skills and help students match their learning styles with course activities. The mentoring model has been incorporated from B105 wherein undergraduate and graduate student mentors attend weekly active learning/laboratory sessions that are collaborative in nature and work closely with the groups of students in the classroom. The challenge will be condensing the material previously covered in two introductory courses without overwhelming the students or ignoring important concepts.

A Required Course in Ethics and Diversity. B203 Ethics and Diversity in Psychology introduces students to values and professional issues in psychology, with an emphasis on ethics and diversity. The course was developed based on two learning goals from the APA Guidelines for

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the Undergraduate Psychology Major: (1) Values in Psychology - Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline; and (2) Sociocultural and International Awareness - Students will recognize, understand, and respect the complexity of sociocultural and international diversity.

Orientation, Career-Preparation, and Capstone Experiences. Most psychology majors begin their undergraduate experience with a first-year seminar (FYS) during which they explore the nature of psychology as a science. Under the old curriculum, this course was B103 Orientation to a Major in Psychology and is SCI-I120 Windows on Science in the new curriculum; however, there will be sections of I120 specific for psychology majors. Incoming freshmen are urged to enroll in a FYS linked to introductory psychology and another course as part of a Themed Learning Community (TLC). Each TLC focuses on one or more of the four major themes mentioned above. Groups of 25 students are enrolled together in the linked courses and form a community of learners along with their instructors, an advisor, a librarian and a student mentor. Students who have completed a TLC generally have higher GPAs (2.93 vs. 2.74 in 2010) and are more likely to stay in school the next semester than students who do not participate in a TLC (94% vs. 89% in 2010). Each fall, one section of the psychology FYS is part of the university’s Bridge Program that begins 2 weeks before school officially starts and is designed as an intensive orientation for new students that will help them to successfully “bridge” the gap between senior year in high school and freshman year in college. B303 Career Planning for Psychology Majors provides an opportunity for students to investigate the professional options for which a degree in psychology can prepare them. Students are expected to enroll in this course during their sophomore year – early enough that they can formulate an academic and co-curricular plan for achieving their career goals. Psychology majors complete their undergraduate careers by choosing one of three capstone experiences: research, a practicum experience, or an integrative seminar. These courses respect the diversity of students’ career paths after they leave the university. Most alumni go into the job market immediately after graduation, while a smaller number are admitted to graduate or professional school.

The FYS (SCI-I120), Career Planning in Psychology (B303), and Capstone Seminar (B454) have incorporated the use of electronic portfolios (eportfolios) into their course structure. Psychology has been part of the IUPUI Connect to Learning Project, a multi-campus, FIPSI-funded venture focused on developing best practices around the use of eportfolios on college campuses. ePortfolios have the potential to engage students in thinking about their learning in powerful ways through reflective thinking and writing, resulting in many benefits (e.g., persistence in college, higher GPAs, clearer academic and career goals, and achievement of classroom learning goals). The aim of the IUPUI project is to test different ways of working with students using an ePortfolio called the electronic personal development planner (ePDP). The IUPUI Project Directors identified three units on campus – a social organization, an academic unit, and a research/internships program, to begin testing methods of use. Psychology was invited to participate as an academic unit and was specifically given the task of expanding the use of the ePDP beyond the first year. The DSD (Director of Student Development – Cindy Williams) and DUSS (Director of Undergraduate Student Services – Mikki Jeschke) have been
leading the effort to develop methods of use in the Psychology Department. Since 2010, the DSD has been using the ePDP in the FYS that serves freshmen students. She has developed a peer-to-peer feedback strategy and has been exploring the integration of service learning reflections into the ePDP. In 2011, the DUSS began using the ePDP with junior and senior students in the advanced orientation/career course. Her focus has been on integration of learning and revising FYS prompts to better fit a career course for more advanced students. Both the DSD and the DUSS presented their work in July 2012 at the Association for Authentic, Experiential and Evidence-Based Learning (AAEEBL) annual conference in Boston. The DSD has also been giving faculty development presentations for other faculty at IUPUI on how to integrate reflection into the ePDP and assess the combination. The DSD and the DUSS continue to explore the use of the ePDP in out-of-class academic and career advising. In the fall of 2013, the DUSS will integrate the ePDP into the Capstone Seminar in Psychology. The department continues to work on developing a plan that includes several “touch points” for students using the ePDP.

Curriculum for the Undergraduate Major

The undergraduate degree in psychology requires 124 credit hours\(^8\), including 40 credit hours in psychology. Appendix UG-1 contains the general education component of the psychology major.

*Old Curriculum.* Until this year, the undergraduate curriculum had not changed since the last review in 2005. This prior major (40 credit hours) includes a 3-course introductory sequence, 2 research methods courses, 6 core courses from a list of 12, 2 upper-level (specialization) psychology courses, and a capstone course (Table 5). B.S. students are required to choose from a list of capstone laboratories or honors research; B.A. students are allowed to take a capstone laboratory, but can choose a capstone practicum or the capstone seminar instead. Students admitted to the program prior to Fall 2012 have the option of completing their degree by meeting these requirements or they can switch to the requirements of the new curriculum (see Table 5 below).

\(^8\) This will drop to 120 CH in the near future.
<table>
<thead>
<tr>
<th>Curriculum Element</th>
<th>Old Curriculum</th>
<th>New Curriculum</th>
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<tbody>
<tr>
<td><strong>First-Year Experience</strong></td>
<td>• B103 Orientation to a Major in Psychology</td>
<td>• SCI-1120 Windows on Science</td>
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<tr>
<td><strong>Introductory Sequence</strong></td>
<td>• B104 Introduction to Psychology as a Social Science</td>
<td>• B110 Introduction to Psychology</td>
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<td></td>
<td>• B105 Introduction to Psychology as a Biological Science</td>
<td>• B203 Ethics and Diversity in Psychology</td>
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<td></td>
<td>• B110 Introduction to Psychology</td>
<td>• B303 Career Planning in Psychology</td>
</tr>
<tr>
<td><strong>Research Methods Sequence</strong></td>
<td>• B305 Statistics</td>
<td>• B305 Statistics</td>
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<tr>
<td></td>
<td>• B311 Introductory Laboratory in Psychology</td>
<td>• B311 Research Methods in Psychology</td>
</tr>
<tr>
<td><strong>Psychology Core or Foundation Courses</strong></td>
<td>Choose six of the following core courses:</td>
<td>Take the following foundation courses:</td>
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<tr>
<td></td>
<td>• B307 Test and Measures</td>
<td>• B310 Life Span Development</td>
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<td>• B310 Life Span Development</td>
<td>• B320 Behavioral Neuroscience</td>
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<td></td>
<td>• B320 Behavioral Neuroscience</td>
<td>• B340 Cognition</td>
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<td>• B334 Perception</td>
<td>• B370 Social Psychology</td>
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<td>• B340 Cognition</td>
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<td>• B344 Learning</td>
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<td>• B356 Motivation</td>
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<td>• B358 Introduction to I/O Psychology</td>
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<td>• B370 Social Psychology</td>
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<td>• B380 Abnormal Psychology</td>
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<td></td>
<td>• B398 Brain Mechanisms of Behavior</td>
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<td></td>
<td>• B424 Theories of Personality</td>
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<tr>
<td><strong>Psychology Specialization or Content Courses</strong></td>
<td>Two upper-level (300 or above) psychology specialization or elective courses</td>
<td>Four 300-level psychology content courses, including B201 (See Appendix UG-2 for list of all undergraduate psychology courses)</td>
</tr>
<tr>
<td><strong>Capstone</strong></td>
<td>Choose one of the following:</td>
<td>Choose one of the following:</td>
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<tr>
<td></td>
<td>• B425 Capstone Laboratory in Personality</td>
<td>• B433 Capstone Laboratory in Psychology</td>
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<tr>
<td></td>
<td>• B431 Capstone Laboratory in Cognition</td>
<td>• B454 Capstone Seminar in Psychology</td>
</tr>
<tr>
<td></td>
<td>• B433 Capstone Laboratory in Applied Psychology</td>
<td>• B462 Capstone Practicum in I/O Psychology</td>
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<td>• B461 Capstone Laboratory in</td>
<td>• B482 Capstone Practicum in</td>
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The old curriculum has several strengths. It features the four categories of courses (introductory, methodology, content, and integrative) recommended by the APA in its *Handbook for Enhancing Undergraduate Education in Psychology*. Students are provided with a strong introductory and methodological foundation. It goes beyond those four categories by also requiring two specialization courses that enable students to focus their degree in a particular area of psychological specialization. It provides majors with a wide variety of choices in the way they complete their core and specialization classes, including choices from both the social and biological aspects of psychology. Students have a choice of integrative experiences, including laboratory, practicum, and seminar capstone courses.

However, there are also several concerns about the old curriculum. The first is a consequence of the wide variety of choices available to fulfill the psychology core requirements. The APA Guidelines for the Undergraduate Psychology Major stress knowledge and understanding representing appropriate breadth and depth in each of the following four general domains: learning and cognition; individual differences, psychometrics, personality, and social processes; biological bases of behavior and mental processes; and developmental changes in behavior and mental processes across the life span. Because students are able to choose 6 core courses from a list of 13 in the old curriculum, they could have completely avoided one or more of these four general domains. This was brought up as a concern in the 2005 External Review Report. It was not clear to the reviewers whether the majors were being exposed to advanced courses in a sufficiently wide range of psychological disciplines under the existing core course requirement. They recommended an assessment of whether the core requirement results in individual students selecting an adequate distribution of courses over the areas of psychology. A subsequent assessment revealed that the core requirement did not achieve this for many students. Second, students who take a set of specific core and specialization courses are able to earn a major concentration in Clinical, Industrial/Organizational, Psychology of Addictions, or Behavioral Neuroscience (See Appendix UG-3 for former concentration requirements). The idea behind the creation of the tracks was a good one – promoting a presence of the graduate programs in the undergraduate program; however, there has been an unforeseen negative consequence – students are marketing
themselves with a specialized degree (e.g., a degree in clinical psychology or I/O psychology), rather than a degree in psychology. Third, students are limited in their choice of capstone experience based on whether they are B.A. or B.S. students. All B.S. students must take a research-based capstone even if they have no interest in research. This makes it difficult for capstone laboratory instructors to provide the optimal learning experience and students are not able to take the capstone that best matches their career and academic goals.

**New Curriculum.** In 2011, the Undergraduate Curriculum Task Force, appointed by the Psychology chair the previous year, proposed a revised curriculum with **five major changes**, but no change in number of credit hours required: (1) Replacement of the two-course introductory sequence (B104 Introduction to Psychology as a Social Science and B105 Introduction to Psychology as a Social Science) with a single introductory course (B110 Introduction to Psychology as a Social Science); (2) replacement of B103 Orientation to a Major in Psychology with B303 Career Planning in Psychology, and students would take a Freshman Experience course (with psychology instructors) as a General Education requirement; (3) addition of B203 Ethics and Diversity in Psychology as a required course; (4) decreasing the number of required core courses from six to four, with the requirement that a course be taken within each of four content domains (Learning/Cognition; Sociocultural; Biological Bases; and Developmental); and (5) removing the B.A. and B.S. designations from the capstone courses, allowing students to take the capstone course that best suited their future career plans. The Task Force also strongly urged that the major concentrations be eliminated. Students would still have the ability to take sets of psychology courses within a certain area, but would not receive any type of designation. The faculty approved all proposed changes and the new requirements are shown in Table 5. Students admitted to the program beginning in Fall 2012 must meet the requirements of the new curriculum to earn their baccalaureate degree in psychology.

The new curriculum addresses discrepancies the old curriculum had in reaching the learning goals put forth in the **APA Guidelines for the Undergraduate Psychology Major.** Students now take a single introductory course that provides a broad foundational understanding of psychology and emphasizes critical thinking with a scientific approach to psychology. Prior to taking psychology core and elective courses, students will take a course in ethics and diversity to provide a lens through which they can examine and understand psychology content and research. The methods sequence (B305 Statistics and B311 Research Methods in Psychology) remains the same to provide a strong methodological foundation. All students will take B310 Life Span Development, B320 Behavioral Neuroscience, B340 Cognition, and B370 Social Psychology to provide a strong foundation in the four major content domains of psychology. Students will complete their major requirements with four psychology content courses and a capstone course to reach the 40 credit hours in psychology required for the undergraduate degree (Table 5).

Criteria and methods for assessing the success of the new curriculum will be a priority for the department’s Undergraduate Committee in the FY13 academic year. Criteria for evaluation will include, but not be limited to how well the new curriculum satisfies PULs and SLOs, as well
as feedback from exiting seniors. The criteria will address both student learning and student satisfaction with the new curriculum.

Connections between Undergraduate and Graduate Curricula

A number of upper-level courses are offered that link the undergraduate program to the three graduate programs. Within the old curriculum, students chose two of these courses as their specialization courses. Even though the major concentrations have been eliminated with the new curriculum, students can still opt to “concentrate” by choosing psychology content courses and capstone experiences within their area of interest. For example, students interested in I/O psychology could take B358 Introduction to Industrial/Organizational Psychology, B366 Concepts and Applications in Organizational Psychology, B368 Concepts and Applications in Personnel Psychology, and B462 Capstone Practicum in Industrial/Organizational Psychology. Students interested in Clinical Psychology could take B322 Introduction to Clinical Psychology, B365 Health Psychology, B380 Abnormal Psychology, B386 Introduction to Counseling, and B482 Capstone Practicum in Clinical Psychology. The Psychobiology of Addictions graduate program is represented in three undergraduate content courses: B394 Drugs and Behavior, B396 Alcoholism and Drug Abuse, and B398 Brain Mechanisms of Behavior. Students who would have chosen the Behavioral Neuroscience Track under the old curriculum may find that the new undergraduate degree program in Neuroscience (see below) is a better fit for their interests.

RISE Experiences

The RISE to the IUPUI Challenge initiative builds on IUPUI’s tradition of and commitment to experiential learning, enhancing traditional learning models with real-world experience. RISE experiences enrich an undergraduate program and assist in preparing students for careers, citizenship and graduate school. Undergraduate students are encouraged to incorporate at least two RISE experiences (Research, International, Service learning, and Experiential learning) into their degree programs. Psychology undergraduate students can participate in independent research with faculty (R), engage in internships in the community (E) or be placed at community sites in the practicum courses (E), and serve the department as teaching assistants (E) and peer advisors (E). There are also a variety of study abroad programs (I) available to students. A small handful of psychology courses have service learning (S) components; however, this is an area that could be improved in that a wider variety of upper-level courses could easily incorporate service learning. All psychology capstone courses are designated as a RISE experience – B433 and B499 as Research, B454 as Service learning, B462 and B482 as Experiential learning.

Research. The department has been committed to undergraduate student involvement in research since its strategic change in the early 1990s that emphasized research in general. Undergraduate involvement in research is considered a departmental strength. There are a number of objective indicators that support these beliefs, including undergraduate research funding from the IUPUI Center for Research and Learning, presentations at research conferences, and authorship on publications. Several faculty members have research programs that are not only heavily reliant on undergraduate support, but thrive on it as well. Participating
in undergraduate research is an excellent way for students to challenge themselves, build relationships with faculty, and add depth to their university experience. Undergraduate students begin research as early as their freshman year and continue throughout their academic career.

Research collaborations between Psychology faculty and undergraduate students come in three forms: (1) volunteer arrangements outside the framework of academic credit, and (2) departmental courses that formalize the relationship and allow for academic credit offerings (i.e., B292, B492, B499), and (3) work-study or paid undergraduate research assistantships. In terms of formal course offerings, B292 and B492 both involve doing readings and becoming involved in a faculty member’s research. B292 is limited to freshmen and sophomores; students enrolled in B492 are likely to be more deeply involved in research and/or are more autonomous. For B499, students carry out an independent research project for honors credit with oversight by a faculty mentor and a second reader who constitute a two-person supervisory committee. B499 independent research projects are intended to take two academic semesters to complete and students are also required to attend biweekly Capstone Honors seminars that focus on topics such as research ethics, applying to graduate or medical school, and writing research proposals. Over the course of an academic year, students develop a research proposal, apply for research funding, carry out the research, analyze and write-up their findings, and present results in a departmental poster session in the spring. Many of these students also present at local, regional, or even national conferences. The goals of the Capstone Honors Seminar are to (1) enhance critical thinking skills, (2) promote independent scholarship, (3) facilitate the creation of an outstanding honors thesis, and (4) promote the development of professional skills, particularly the ability to present ideas effectively through both speaking and writing.

Many department faculty are active in working with undergraduates on research. Over the last 8 years, a substantial proportion of department faculty has been involved in undergraduate research. At least 19 current faculty members (76%) have mentored one or more undergraduates on research projects, at least 17 (68%) have supervised students via one of the department’s formal courses focused on research, and at least 16 (64%) have mentored B499 Capstone Honors Research students. Several faculty members mentor undergraduates every year and often have more than one student working with them at a time. These faculty-undergraduate collaborations have been productive and beneficial to students and faculty alike. The Capstone Honors Research course has consistently attracted a strong cohort of top undergraduate students, and many students have used it as a springboard for obtaining admission to graduate or medical school. At least 10 faculty members have presented at a conference with an undergraduate student (83 total conference papers), and at least 6 faculty have published a journal article with an undergraduate (9 total articles). (See Appendix UG-4 for list of presentations and publications.) Finally, there is relatively good financial support for undergraduate research through the IUPUI Undergraduate Research Opportunities Program (UROP). Oftentimes, undergraduate students receive a stipend so they can cut back on their outside work hours and have the time to participate in research. One of the challenges
associated with undergraduate research is to have enough faculty members to work with the students wanting to participate. One possible remedy would be to provide additional incentives for faculty to mentor undergraduate students (e.g., stipends, supply budget, travel funding) at the department and school levels.

**International.** IUPUI has over 45 different study abroad programs and students can also participate in programs through other IU campuses. Psychology students are asked to work with their advisor to ensure that any coursework they complete abroad will count toward their degree requirements.

**Service Learning.** The department has distinct service learning opportunities that are course-based, credit-bearing educational experiences. Students are introduced to service learning in their FYS course (B103 or SCI-I120), and are encouraged to choose courses with service learning components throughout their academic career. B454 Capstone Seminar has an extensive service-learning component and students integrate their experiences with the Psychology’s student learning outcomes and major themes. Over the next few years, the department should strive to add service-learning components to additional upper-level courses.

**Experiential Learning.** This category includes experiences such as internships and involvement in professional settings. The department has a number of courses with an experiential learning (E) designation. Peer advisors and undergraduate mentors for B110 are required to enroll in sections of B422 Professional Practice. B421 Internship in Psychology, B462 Capstone Practicum in Industrial/Organizational Psychology, and B482 Capstone Practicum in Clinical Psychology are also courses with an experiential learning (E) designation. For B421, the student must first arrange for an internship before approaching a faculty member about being his/her “instructor” for the course. For both B462 and B482, the course instructors arrange for the practicum sites and then place students according to their interests.

**Requirements for a Minor in Psychology**

Table 6 lists the requirements for a Minor in Psychology under the old curriculum, as well as under the new curriculum. In both cases, 18 credits hours (6 courses) in psychology are required.

**Table 6. Psychology Minor Requirements**

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<thead>
<tr>
<th></th>
<th>Old Curriculum</th>
<th>New Curriculum</th>
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<tbody>
<tr>
<td>Introductory Courses</td>
<td>B104 Introduction to Psychology as a Social Science</td>
<td>B110 Introduction to Psychology</td>
</tr>
<tr>
<td></td>
<td>B105 Introduction to Psychology as a Biological Science</td>
<td></td>
</tr>
<tr>
<td>Psychology Core or</td>
<td>Two psychology core courses</td>
<td>Two psychology foundation courses</td>
</tr>
</tbody>
</table>
### Interdisciplinary Programs

**Neuroscience.** One of the opportunities mentioned in the 2005 External Review Report was the emergence of neuroscience as a discipline – the Departments of Biology and Psychology took advantage of that opportunity and worked together to develop a new interdisciplinary program in neuroscience. The Indiana Commission on Higher Education approved the new undergraduate degree program (B.S.) in Neuroscience in Summer 2012. Neuroscience is an interdisciplinary program of the SOS that offers students the opportunity to pursue undergraduate training in behavioral, computational, or cellular/molecular neuroscience. Several psychology faculty members will teach courses for the major, including its gateway course, PSY-B201 Foundations of Neuroscience. One of the psychology foundation courses, B320 Behavioral Neuroscience, will also be required for all neuroscience majors, as will B110 Introduction to Psychology and B305 Statistics. Psychology faculty, particularly those in the psychobiology group, will also be called upon to mentor these students in their research labs, as neuroscience majors can take B499 Honors Research as their capstone course. The new major will increase enrollment in B110, B201, B305, B320, and B398 Brain Mechanisms of Behavior. There are also plans to develop new psychology courses for the major, including Behavioral Genetics, Developmental Psychobiology, and Clinical Neuroscience. The undergraduate degree in neuroscience requires 120 credit hours, including 15 required hours in psychology and additional elective hours. Appendix UG-5 contains the degree requirements for the neuroscience major. The major challenge will be one of resources – both faculty and laboratory space. As the major grows, additional faculty will be needed to teach the required and elective courses, and time and space will be needed to mentor students in research laboratories. Also, there is a need to develop laboratory courses to go along with the lecture courses for the major (e.g., one-credit lab linked to B201), and classroom lab space will be needed.

### Quality of Instruction

**Course Evaluations.** Each semester, all courses offered within the SOS are to be evaluated by students using the standardized SOS course evaluation form (Appendix UG-6). Traditionally, these surveys have been completed in class towards the end of the semester; however, the SOS is currently transitioning to an online evaluation process using the same survey items. Student responses are summarized using a 'global score', which primarily ranks student satisfaction with the course on a 1-5 scale. Students also have the opportunity to provide written comments, and faculty can provide course-specific questions. The average for Psychology Department instructors (4.24) was higher than the SOS average (4.10) over the survey period of 2005-2012 (as reported by Dr. Jane Williams).
**Peer Evaluation of Teaching.** The IUPUI Promotion and Tenure Guidelines require that all faculty applying for promotion and tenure, and all Lecturers applying for promotion to Senior Lecturer, have a peer evaluation of teaching. Department colleagues provide essential information and assessment based on classroom observation and review of syllabi, exams, and other course materials. Faculty are also urged to contact the IUPUI Center for Teaching and Learning to request an additional peer review by an Instructional Design Consultant to provide an additional perspective on their teaching, including practices in the classroom and course materials. Multiple classroom visits are suggested, as isolated observations are rarely helpful.

**Faculty Awards.** Since the last review, Psychology faculty have received a number of awards for undergraduate teaching and mentoring. Currently, four faculty members are members of the Faculty Colloquium on Excellence in Teaching (FACET), a community of Indiana University faculty who are committed to being exceptional teachers. To become a member, faculty must be nominated by a fellow faculty member, submit a dossier, and have two peer reviews of their teaching. The dossier must illustrate a record of, and ongoing dedication to, excellence in teaching, support of student learning, and assistance to colleagues. The Trustees’ Teaching Award was instituted in 2000 to honor faculty and Lecturers whose teaching results in demonstrated impact on student learning, especially undergraduate student learning. Since 2005, 10 Psychology faculty have received this award. Psychology faculty have also received the IUPUI SOS Full-Time Lecturer Teaching Award and the SOS Faculty Teaching Award. Several faculty have received campus recognition for their teaching, including being named as a IUPUI Service Learning Faculty Fellow, a Teaching and Learning Faculty Fellow, an Honors Program Research Fellow, and as a Faculty Fellow in the Office of the Executive Vice Chancellor for Academic Affairs. Dr. Leslie Ashburn-Nardo has been recognized for her excellence in student mentoring (Alvin S. Bynum Award for Excellence in Academic Mentoring – campus award), and she has received campus and national recognition for excellence in infusing diversity into her teaching. She recently received an IUPUI Center for Teaching and Learning Curriculum Enhancement Grant for development of the B203 Ethics and Diversity in Psychology course.

**Student Support**

The department enables students to develop academically by providing them with rigorous classes and many different types of research, service and experiential opportunities, but there is more to student development than academics. Students should also be provided with opportunities to strengthen their social skills, develop leadership abilities, form a sense of community with their faculty and peers, explore their post-baccalaureate aspirations (i.e., graduate school or employment), and create strategies to achieve these aspirations. The DSD and DUSS implement many of the following methods to facilitate student development.

**Orientation.** During a 1-day orientation, new and transfer students come to campus to learn about the university and register for classes. However, only students who are directly admitted to the SOS as psychology majors come to the Psychology Department for advising. Students who have chosen psychology as their major, but are not admitted to the SOS, are
advised by UCOL advisors. The DSD and the DUSS have worked closely with these advisors to ensure that all students are receiving accurate information about the undergraduate program requirements. However, this is a continuing challenge because of the large number of UCOL advisors and unfortunately, students sometimes receive inaccurate information. One solution would be to allow all psychology advisors time to orient all incoming students who selected psychology as their major. This procedure was in place from 2000 until the summer of 2004 and was working very well.

Advising. The department continues to make changes to its academic advising program. During the early 1990s, an office staff member acted as the primary advisor for all psychology majors. In the mid-90s, the department realized the need for a more formal and professional academic advising system and began to recruit faculty to act as formal academic advisors. The department created an advising office in 1997, staffed by undergraduates who serve as peer advisors. The Psychology Advising Office serves as the front line in the department’s advising process, and it helps approximately 3000 students per year. The Peer Advising Program has been recognized by the National Academic Advising Association (NACADA) as one of the Exemplary Practice programs in the United States. Co-supervised by the DSD and DSS, the department has the only comprehensive peer academic advising program on campus and the supervising Directors have informally consulted with other units across campus and from other higher education institutions who are interested in developing a similar program.

Peer advisors are selected through a competitive application and interviewing process. Applicants must be undergraduate psychology majors with junior or senior status. A concerted effort is made to select a diverse team of peer advisors that represent the IUPUI student body in age, gender, race, ethnicity and sexual orientation. The office is typically staffed at 40 hours per week with 8-10 peer advisors on staff each semester. During the summer, one or two people (peer advisors, recent graduates, and/or graduate students) staff the office for 15-20 hours per week. The need for academic advising during the summer has steadily risen over the past few years, and the need to staff the office for 30-40 hours per week should be considered. Summer staff assist with walk-in advising, phone and email advising, scheduling staff advising appointments, assisting with weekly orientation sessions for incoming students, and general preparations for fall peer advising training.

Peer advisors are currently required to attend two days of training, work in the office 6-9 hours, and attend a class session one day a week. Before 2009, a single day of training was provided for all peer advisors the day before classes began in the fall semester. In 2009, the department experimented with developing a parallel program specifically for the training of career peer advisors (separate from academic peer advisors); however, this approach proved to be disjointed and there was much overlap between programs. The peer-advising program was then reevaluated and its goals and mission restructured before the 2010-11 academic year. In 2010, training was increased to 2 days in order to provide more career advising elements, more counseling skills training, education on communicating in a diverse environment, and introduction to FERPA laws. In 2011, the ePDP was incorporated into the training. Peer advisors
create their own ePDP and are taught to coach students on the Educational Goals and Plan and the Career Goals sections. Beginning in 2012, the ePDP will be incorporated more thoroughly into the B422 Professional Practice course taken by the peer advisors, with the goal of expanding their ability to effectively coach their peers on using the ePDP.

In the summer of 2011, the DUSS took the lead in completely revising the training manual and creating 17 “Advising Guides” (with assistance from the DSD and summer advising staff). These guides provide the peer advisors with detailed information on a given topic when they are working with a student and serve as useful handouts. One of the guiding principles used in training peer advisors is that they do not give answers, they show students how to find the answers. The guides allow peer advisors an opportunity to teach students how to find answers through already developed resources – minimizing guessing and misinformation. Additionally, students become more informed and more prepared if they have an extensive advising session with a staff advisor.

The use of faculty members as academic advisors has steadily decreased since the last review. In 2005, 7 faculty members served as academic advisors and this number decreased to 5 in 2008, with 2 only working with special populations (honors and pre-med). In the Fall 2009 semester, the department utilized 3 faculty advisors in addition to the staff and peer advisors. The faculty members had 75 documented advising appointments during that semester. In 2010, faculty members stopped serving as academic advisors and since that time, all advising appointments have been handled by the DSD and the DUSS (i.e., two staff advisors), a graduate assistant (not every semester), and the peer advisors. The advantages of this system are that the staff advisors have the most up-to-date information about program requirements and follow best practices with regards to academic advising. Both the DSD and the DUSS have received SOS Advising Awards since 2005. The challenges include each of them being assigned large numbers of advisees and not having enough time to meet with them all individually. As the need has arisen for more advising services in the department, peer advisors have been trained to take on a more proactive role in working with a student who walks in for services. Training has expanded to prepare peer advisors to teach students to use advising technology and be more prepared for staff advising appointments. A very detailed intake process has been introduced that requires the peer advisor to get to the “why” of the appointment. Through the correct use of this intake, peer advisors learn they can help many students solve their problems – saving staff appointments for more advanced needs. Another way the advisors serve this large population of students is through group advising. Registration holds can be placed on defined groups of students and, over the past several years, these holds have been used to require students to come in for advising at certain points in their academic career. During the 2011-12 academic year, a more consistent cycle was put in place that will be continued. Each fall semester, registration holds will be placed on all students with senior status before spring registration and holds will be placed on all sophomore students before they register for fall semester. Once the hold is placed on the cohort group, students will be invited to attend a 30-minute session (with multiple offerings throughout the month) where they receive pertinent career and academic advising information in the form of a short presentation developed and
presented by the peer advisors. Students then have an opportunity to receive one-on-one advising immediately (from multiple advising staff from Psychology and the SOS Dean’s office) and/or schedule a personal advising session with a staff advisor at a later date. The hold is then removed. The objective of this “intrusive” approach is to provide students with critical advising information, engage them in discussion about their career and academic plans, and point out common mistakes/issues that students face at this particular point in time. The department also has two open advising sessions during priority registration each semester and psychology majors are encouraged to drop in for help from staff and peer advisors.

Another challenge is to manage an office of 8-12 undergraduate peer advisors that change every year and to ensure that psychology undergraduate students are receiving accurate advising information in a timely fashion. Over the past 7 years, techniques have been implemented to improve communication among the peer advisors and between peer advisors and their supervisors. In the summer of 2012, a shift log was added that provides supervisors with a quick fidelity check (i.e., are the peer advisors using the tools that they are expected to use?) and promotes between-shift communications. The log also informs the supervisors of additional training needs. The phone log has been refined to maintain a commitment to respond to students’ emails and phone calls within 24 hours.

The weekly class, B422 Professional Practice, continues to be developed primarily by the DSD. There are three main components to the weekly class. First, there is a weekly “check in” on processes and procedures related to doing the job in the Peer Advising Office. Are the peer advisors utilizing the correct resources and are they comfortable with using the technology? Issues like communication across shifts are also addressed. From these “check ins,” supervisors have identified and developed further training needs and better tools for communication across shifts. The second part of the class is focused on leading students through readings, discussions and relevant activities on student development theory and practice. Students are exposed to the developmental needs of a diverse student body and learn how to apply these theoretical practices in their daily work in the office through role-playing and case studies. The third component involves coaching the peer advisors as they develop their own ePDP. Prompts are provided to challenge the students to think about and reflect on their learning. As the peer advisors develop their own ePDP and are coached by the instructors, they become more equipped to coach their peers. B422 is designated as an experiential (E) class under the RISE initiative. Student who have served as peer advisors in psychology have consistently gone on to graduate programs at the master’s and Ph.D. level.

Psychology majors were given the opportunity to complete an electronic survey on advising within the department during the Spring 2006 semester. The results suggested that there was a lack of knowledge of resources within the department and SOS regarding advising. This led to changes in the information provided to students during Orientation and the FYS course; subsequently, the number of student contacts has dramatically increased since that time. The perception of the quality of both academic advising and career advising has also increased over the past 15 years (i.e., two review cycles). However, student satisfaction with advising is still
lower than expected. IUPUI asks current students and recent alumni to assess their advising experiences as part of their satisfaction surveys. In 2011, a small sample (n=29) of recent psychology graduates rated their satisfaction with their advising experiences significantly lower than other IUPUI graduates. However, current students had a higher level of satisfaction with advising than recent graduates and their ratings were no different from other IUPUI students. Although overall satisfaction with advising is assessed in these surveys, specific areas within the department’s advising program are not assessed. In the Spring 2012 semester, students attending the open-registration advising sessions were asked to complete a survey about their experience. The majority (88%) agreed or strongly agreed that the open registration advising session was a positive experience and they would recommend attending the session to their peers. The attendees were also confident that they could now enroll in the correct classes and that the classes they had chosen were required for their degree. These results are from a small sample of students that attended one of two advising sessions; more complete assessment data are not available. The DUSS has asked the SOS to take the lead in additional advising/advisor assessment for several years, but it has not occurred. It may be necessary for the department to develop a more thorough assessment strategy of its advising program.

**Psychology Resource Center.** In the Fall of 2009, the Psychology Resource Center (PRC) opened across the hall from the department’s main office. The PRC mission is to offer mentoring and support for undergraduate students in their psychology courses. Help is free and available on a walk-in basis for all students, Monday through Friday (~40-50 hours/week). Dr. Debora Herold is the Faculty Liaison for the center. The PRC is furnished with several comfortable chairs, a roundtable convenient for discussions and collaborative learning, three computer workstations, and an Interwrite interactive Smart board for diagramming, presenting, and manipulating information on the computer. The PRC’s target audience is students enrolled in introductory psychology courses, B110 (B104 and B105 prior to Fall 2012), the methods courses (B305 and B311), and capstone courses. Students may come to the center seeking help with homework exercises, study skills, exam preparation strategies, essay and paper writing, logging into SONA\(^9\) to register for research participation, or any other issue related to their courses. The center is staffed by highly-qualified graduate and undergraduate teaching assistants. Each semester 25-30 assistants are selected to work in the PRC and are trained on how to best support the mission and represent the goals of the PRC. In Fall 2011, a work-study student was selected to serve as the PRC coordinator to manage, track, promote and communicate with pertinent faculty, staff and student about the use of the PRC.

A tracking system is used to record student visits. Visitors are scanned in using their student IDs and enter their course, instructor, and reason for visit. Each year, use of the PRC has increased. In the Spring 2012 semester, the tracking system logged 171 student visits. This count is likely lower than the actual number of visits as students frequently forget to scan in. Despite various modifications and improvements that have been implemented each year, there have been various challenges to operating the PRC:

\(^9\) A web-based human subject pool management software system.
1. Students are often unaware of its existence or its purpose. Even when instructors and TAs recommend that students visit the PRC for help with their classes, students are often unsure of the kind of assistance they should expect to receive, or are simply uninterested or unwilling to stop by outside of class.

2. Students often report that they would be more likely to visit if points or extra credit were offered as an incentive. While some faculty have provided this as an option, the faculty would like to find ways to encourage use without providing extra credit.

3. Despite their training, undergraduate assistants often lack the confidence or ability to help students with every type of question or problem.

4. When traffic is slow, undergraduate mentors often find themselves without anything to do and often resort to socializing and disturbing the intended atmosphere of the PRC.

5. While the space is well designed to provide various type of learning environments (e.g., one-on-one discussion, group discussion, computer work), the room is too small to support large groups of students or to allow for study sessions on more than one topic to occur simultaneously.

In the Spring 2012, teaching assistants for B105 advertised exam review sessions in the PRC to increase student visits. While this type of help was always available, specified times for group study sessions focused on particular topics were advertised with the aim of increasing student visits. This approach appeared to work as the most frequent reason for visits in that semester was for exam preparation. In the future, the PRC will continue to advertise group study sessions and discover other ways to increase student utilization. With the initiation of B110 in the Fall 2012 semester, the majority of assistants staffing the center will be B110 undergraduate and graduate assistants. Undergraduates will attend a bi-weekly seminar during which they will receive additional training on how best to provide assistance in the PRC. One proposed way to deal with the limited space is to specify times that the PRC will be used for group study versus individualized assistance.

**Mentoring.** The Psychology Department has a long history of involving students in the assisting and mentoring of peers in their courses. Mentors are very loyal and active members of the department and often return year after year to continue to assist with the same courses. B104 utilized student mentors who were responsible for attending classes, assisting the faculty member during class sessions, keeping track of attendance, monitoring student gradebooks, and contacting students who were struggling in the course. Mentors were also responsible for conducting weekly mentoring sessions and holding office hours in the PRC. They were highly skilled in helping students identify their own roadblocks to success and in teaching improved time management, reading and study skills, and test preparation strategies. Mentors received training in weekly or biweekly meetings within the Bepko Mentoring Program in UCOL. B104 mentors received a scholarship and course credit for their work. In PSY B105, each section was assigned both an undergraduate and graduate assistant. The peer mentor’s major responsibility was to attend class sessions and circulate among the students working in small groups to answer questions and provide assistance during the laboratory (active learning) sessions. Mentors also held office hours in the PRC during which time they conducted study and review
sessions on the material being covered in class that week. B105 mentors received a small stipend if they assisted a second semester and enrolled in PSY B422 Professional Practice. They were required to submit mid- and end-of-the-semester writing assignments reflecting on their experience and providing suggestions for how best to incorporate mentors in the undergraduate learning experience.

The mentoring program will be an integral part of the new B110 course. Because of their changing role, undergraduate mentors will now be referred to as Undergraduate Teaching Assistants (UTA). A teaching team consisting of a faculty member, a graduate teaching assistant, and an UTA will be assigned to each section of B110. The purpose of the UTA is to support student learning and help with the delivery of B110 by coming to every class prepared to assist and answer questions. UTAs will assist with grading Critical Thinking Exercises, if requested, based on a rubric designed by the instructor. They will regularly check the gradebook and communicate with students who are not meeting course requirements. UTAs will hold weekly office hours in the PRC to conduct study sessions and meet with students who have been flagged for not meeting course expectations. They will attend and be expected to participate in the biweekly UTA seminar meetings.

Incorporating undergraduates in the delivery of gateway courses has many advantages. A UTA has the unique point of view of being both a student and a course assistant. As a peer, the UTA is familiar with the perspective introductory psychology students take in approaching material for the first time. As a teaching assistant, the UTA is familiar with the ins and outs of the course and the logic behind the course structure. Everyone benefits from the involvement of UTAs in course delivery. The students enrolled in the course benefit from peer guidance, the faculty benefit from the support and perspective of an undergraduate assistant, and the UTA benefits from the experience working with both faculty and students and by earning credit toward a major or minor in psychology. Additionally, UTAs have the added benefit of developing increased knowledge of the discipline of Psychology. They often make changes to their own way of learning based on the knowledge they gain and they develop confidence in interacting with students as a peer mentor. Along with B110, UTAs can also be assigned to upper-level courses such as B305 and B320. The undergraduate mentoring and TA programs allow undergraduates to gain experience working closely with graduate students and faculty and help undergraduates become more involved in the Psychology Department and often foster student interest in pursuing careers in academia.

Clubs/Activities. The department sponsors both a chapter of Psi Chi and a Psychology Club, and there have been some significant changes since the last review. The two organizations hold joint meetings and co-sponsor a variety of activities throughout the academic year. Although this sometimes produces challenging decision-making situations, it also allows twice as many psychology majors to become involved in leadership roles. The clubs still face challenges dealing with ways to make money to support their activities and increasing attendance. The clubs also still face the challenge of finding some continuity in leadership, because they change most officers each year. Due to space issues, the clubs were moved out of their office and into a
corner of the main Psychology Office where the officers hold weekly office hours. They have access to a computer and sell snacks and drinks, allowing the clubs to start the year with about $1800-$2000.

The two remarkable changes in the clubs are their programming themes and their philanthropy. In their programming, they have partnered with IUPUI's Common Theme for the past four years. They have raised awareness of water shortages and raised money for a well in Sierra Leone ($2800) in two years of fund raising. They have had book discussions on the IUPUI “common book,” helped host the authors, and had speakers with campus-wide appeal (e.g., Jane Elliott, who created the "brown-eyed/blue-eyed" exercise). For Jane Elliott, the clubs used funding from the student government, the Office of Diversity, and student council, as well as their own funds. They have not requested department help in funding speakers. Jane Elliott brought campus-wide recognition to the clubs, and over 300 people attended her colloquium.

The other change is to the clubs’ philanthropic efforts. In the past, the clubs would spend time doing service at shelters and help with the Race for the Cure. Now, the clubs raise money and awareness for causes that the students choose each year. In the past, it has been a well for a village in Africa, money to rebuild after a hurricane in the Gulf, or supporting a suicide prevention walk. They are steadfast in creating opportunities to support students with Hats for Hope - knitting for cancer patients, or after-school leadership programs or lunch buddies at IPS schools. The club meetings tend to be very well attended with 10-15 students every other week and many volunteers sign up for philanthropic efforts. To increase awareness of the clubs, officers go out to meet new students in FYS classes, Weeks of Welcome10, and co-sponsor the department's open house in the beginning of the year and the two research poster presentations of the capstone students. With about 12 officers for the two clubs, they are a vigorous and vital part of creating a sense of community in the department.

**Recommendations and Responses to the 2005 Program Review**

The 2005 program review committee listed the following recommendations for the undergraduate program:

1. **QUALITY:** Maintain the quality of the undergraduate program.

   **Response:** Over the past 7 years, a number of initiatives have been undertaken to maintain and strengthen the undergraduate program. Strong teaching and advising are priorities, as well as offering students a variety of research, service learning and experiential opportunities. Student satisfaction surveys are given at the end of every course and faculty are urged to be responsive to the results. New faculty are required to have a peer review of their teaching. An Undergraduate Curriculum Task Force was charged with reviewing the curriculum and making recommendations to the faculty

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10 A series of events held in the first weeks of the semester to raise awareness of programs and services for first-year students.
based on APA Guidelines. The proposed changes were thoroughly discussed by the entire faculty and a new curriculum was approved last year. The advising program continues to evolve with enhanced training for peer advisors, required advising sessions at set points during an undergraduate’s academic program, and innovative ways to handle the needs of a large population of undergraduate majors.

2. BREADTH: Determine distributional properties of elective courses taken by majors to assess whether students are exposed to a sufficient range of content and methodological approaches.

Response: The Undergraduate Curriculum Task Force determined that many students were not being exposed to all of the content domains beyond their introductory psychology sequence. The new curriculum requires that every major take a foundation course in each of the four APA-recommended content domains. These courses include B310 Life Span Development, B320 Behavioral neuroscience, B340 Cognition, and B370 Social Psychology.

3. STUDENT LEARNING OUTCOMES AND PULS: Inventory elements of courses to determine number and nature of existing course elements that appear to be relevant to each of department’s Student Learning Outcomes.

Response: To date, each undergraduate psychology course has been inventoried with regards to the IUPUI Principles of Undergraduate Learning (PULs). The PULs form the basis of many of the department's Student Learning Outcomes (SLOs); however, there is not complete overlap and the next step will be to go back and compare course objectives with the SLOs. Two new courses, B203 Ethics and Diversity in Psychology and B303 Career Planning in Psychology, have been added to the curriculum to address PULs 5 and 6, as well as SLOs 4 and 5.

4. UNIVERSITY RESOURCES: Explore college and university resources that can be integrated into existing courses and curriculum.

Response: The FYS course (B103) has been removed from the curriculum and psychology majors now take the School of Science FYS (SCI-I120) tailored for students interested in psychology. A new undergraduate major in neuroscience has been developed and began accepting students in fall 2012. This major is an interdisciplinary effort between Psychology and Biology, with other SOS departments providing a supporting role.

5. FACULTY INVOLVEMENT: Encourage continued involvement of all faculty members in undergraduate education.

Response: All faculty are asked to teach undergraduate courses and the majority are taught by full-time faculty. Until 2011, students were able to declare a major concentration that aligned with one of the graduate programs. They were required to
take certain core and specialty courses that are taught by the graduate faculty. Although these concentrations created new and unforeseen problems and were recently terminated with the introduction of the new curriculum, their courses still exist. A high percentage of the faculty mentor undergraduate students in research projects and regularly publish or present with them.

**Outcomes**

*Assessment of Program Quality.* The IUPUI Continuing Student Satisfaction and Priorities Survey as well as the Undergraduate Alumni Survey, provide an overall view of the quality of instruction. In 2011, recent psychology graduates rated their satisfaction with the quality of teaching in their major and their major courses significantly higher than other IUPUI graduates. Continuing students are also satisfied with the quality of teaching and courses within their major, rating them higher than faculty and courses outside their major.

*Student Mastery of Student Learning Outcomes.* It is important to establish sets of assessment strategies to determine the extent to which the program’s graduates have actually accomplished the learning outcomes. It is clear that without assessment, programs can only describe the educational opportunities they provide their students; they cannot provide objective proof to their sponsors, their clientele, or themselves that their graduates have successfully utilized these opportunities to develop into the knowledgeable, skillful, ethical, and responsible life-long learners that higher education is designed to produce. The department's learning outcomes describe what the faculty expect of their students, but how do the faculty know that students have met these expectations? Do students leave with the knowledge and skills they will need to obtain successful employment or succeed in a graduate program?

In spring 2009, faculty had to identify one to three PULs they emphasize through class activities and assignments in every course they teach. Each PUL identified was assigned a major, moderate, or minor emphasis. The IUPUI Office of Information Management and Institutional Research developed a database that shows the PUL coverage in psychology courses, to examine PUL coverage in a combination of courses (e.g., in a 4-year plan of study), and to create a matrix for individual students in their first-year seminar or during an advising appointment. This ensures that students have created a plan of study with opportunities to learn and achieve mastery of all the PULs prior to graduation. The faculty are currently in the midst of a schedule to rate students’ performance on the emphasized PULs in at least one section of each of the department's courses by 2014. These data will not be used to evaluate individual faculty members, but rather to look at the effectiveness of the department’s undergraduate program.

The SOS has devised a six-stage plan to assess its academic programs:

Stage 1 – Identify the program’s SLOs.
Stage 2 – Link these SLOs to specific components of the program’s curriculum.
Stage 3 – Identify or create methods to measure these SLOs.
Stage 4 – Collect data to determine if the SLOs are being accomplished successfully.
Stage 5 – Use the data collected in Stage 4 to make curricular changes.
Stage 6 – Repeat Stage 4 to determine if the curricular changes were effective.

The department has completed Stage 1 and the department’s SLOs are listed in the SOS’s Academic Bulletin. Stage 2 has been completed with the old curriculum. Based on the initial set of student SLOs, an extensive audit of the department’s course syllabi was undertaken several years ago to determine in what courses and at what developmental levels the department’s SLOs are being taught and assessed. Each assignment that provided data for these assessments was categorized by the critical thinking skill(s) required to successfully complete it. In general, the curriculum audit data suggest that the department’s SLOs have been systematically addressed and at all three cognitive levels (i.e., basic – retention and comprehension; intermediate – application and analysis; and advanced – evaluating and creating) via the undergraduate curriculum. Each SLO was taught an average of 33 times across all audited psychology classes. The three SLOs addressed the least often were Career Exploration, Diversity, and Speaking Skills. The three most often targeted SLOs were Application, Content, and Technological Competence. Of note, however, several SLOs were targeted relatively rarely at the Advanced level (i.e., Speaking Skills, Diversity, Ethics, Understand Others, and Career Exploration). Stage 2 will now be repeated with the new curriculum as the department added courses on Ethics and Diversity and Career Planning in Psychology. For Stages 3 and 4, several methods have been identified that allow for a convergent strategy of assessment with regard to student attainment of SLOs associated with the undergraduate psychology degree. One, Psychology offers several capstone courses that provide a potential setting for assessment of SLO attainment by students in a 400-level course. In a pilot study undertaken in 2009-2010, psychology capstone instructors provided SLO student ratings for 28 capstone students. Capstone faculty generally felt that most of their students were performing at an acceptable level or better on the majority of SLOs. Perhaps most importantly, this pilot study demonstrated the viability of providing direct ratings of SLO attainment by departmental faculty. The SOS has recently created an electronic version of its senior exit survey. This conversion will enable the Psychology Department to incorporate its unique set of SLOs into the survey by asking its graduating seniors to rate how successfully they have accomplished each of the SLOs.

There is recognition that the assessment of student learning within Psychology will benefit from the identification of additional methods for collecting assessment data and the development of mechanisms for centralizing available data and using that information to make future curricular decisions. In the future, assessment of students’ understanding of the four major themes running through the new curriculum will be critical. Students will be assessed on their understanding of the themes as their final exam in B110, and there will be critical thinking assessment projects in the course as well. Ways to assess competence in critical thinking and the ability to think in complex ways about diversity will be particularly important as students get closer to graduation. One possibility is to create a senior exit test that can be used to determine the degree to which graduating seniors have mastered the content of the curriculum, but also to determine if they are capable of applying, analyzing, synthesizing, and evaluating it in complex situations.
Retention/Graduation Rates. IUPUI’s 1-year (freshman/sophomore) retention rates have held steady for the past 3 years at about 74%, but are significantly higher than they were 10-15 years ago. The higher rates are due in part to admission of better-prepared students and in part to a wide array of retention initiatives such as TLCs, the Bridge Program, and the Gateway to Graduation Program. SOS retention rates over the past 5 years have held fairly steady, but are higher than the overall rate for the university. The 1-year retention of beginning freshmen admitted to the SOS has increased dramatically since the turn of the century. For example, it was 58% in 2002 and as shown in Table 7, has stabilized to about 80% over the past 5 years. The department has tried to help increase retention rates by recruiting well-qualified students, offering its incoming students a strong Orientation program, enrolling incoming freshman in a FYS course (usually as part of a TLC or Bridge), and constantly improving its introductory psychology courses. One-year retention rates (percentages) for freshmen to sophomores and juniors to seniors during the period between the 2006-07 and 2010-11 academic years are shown in Table 7. These rates reflect the percentage of students who returned to IUPUI, not the percentage who returned to the department. During this period, for Psychology, approximately 60% of freshmen returned as sophomores and, on average, 77% of juniors returned as seniors.

Table 7. Retention Rates (Percentages)

<table>
<thead>
<tr>
<th></th>
<th>Psychology</th>
<th>School of Science</th>
<th>IUPUI</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FR/SO</td>
<td>JR/SR</td>
<td>FR/SO</td>
</tr>
<tr>
<td>2006-07</td>
<td>73</td>
<td>87</td>
<td>75</td>
</tr>
<tr>
<td>2007-08</td>
<td>78</td>
<td>84</td>
<td>79</td>
</tr>
<tr>
<td>2008-09</td>
<td>79</td>
<td>86</td>
<td>81</td>
</tr>
<tr>
<td>2009-10</td>
<td>81</td>
<td>90</td>
<td>83</td>
</tr>
<tr>
<td>2010-11</td>
<td>79</td>
<td>85</td>
<td>79</td>
</tr>
</tbody>
</table>

The department has averaged 123 graduates each year for the past 5 years (Table 8). This is an increase of 12 students per year compared to the previous 5 years, and is 42% of the total number of SOS graduates. If the department continues to increase the retention of its freshman and to attract high quality upper-class transfers, then the number of graduates should continue to increase above the current average. However, one challenge for the department is finding ways to help the large pool of psychology majors with senior status complete their degree requirements so they can earn their degree. Graduation rates and time to graduation is a major concern at IUPUI. Over the past 5 years, graduation rates for IUPUI have not exceeded 35% when looking at how many students have graduated within 6 years of admittance, and efforts to help students achieve their academic goals in a timely fashion need to be emphasized. For Psychology, this means offering required courses at times when the students can take them (including early mornings, evenings and during the summer). It is also important to determine
what other factors may be keeping students from completing their requirements and graduating, and then instituting programs to help them overcome these roadblocks if possible. The department will eventually be required by the Indiana Legislature to decrease its credit hours required for graduation from 124 credits to 120 credits, based on 15 credits per semester x 2 semesters per year x 4 years = 120 credits. Psychology can easily adapt to this requirement by removing four general elective credits, as most of the department’s majors now need 36-44 general elective credits to meet the current graduation requirement of 124 credits.

Table 8. Number of Psychology Graduates Earning a Baccalaureate Degree

<table>
<thead>
<tr>
<th>Degree Year (July-June)</th>
<th>Total</th>
<th>BA</th>
<th>BS</th>
<th>SOS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>127</td>
<td>67</td>
<td>60</td>
<td>261</td>
</tr>
<tr>
<td>2007-08</td>
<td>113</td>
<td>66</td>
<td>47</td>
<td>275</td>
</tr>
<tr>
<td>2008-09</td>
<td>110</td>
<td>54</td>
<td>56</td>
<td>276</td>
</tr>
<tr>
<td>2009-10</td>
<td>141</td>
<td>79</td>
<td>62</td>
<td>319</td>
</tr>
<tr>
<td>2010-11</td>
<td>124</td>
<td>68</td>
<td>56</td>
<td>341</td>
</tr>
</tbody>
</table>

Placement of Graduates. Results from the survey of 2011 psychology alumni conducted by the Office of Information Management and Institutional Research indicate that 82% of alumni are either working full- or part-time, while 7% are not working or not looking for work. The majority of this group indicate that their jobs are either directly related (48%) or somewhat related (22%) to their psychology major. The alumni reported that their IUPUI education somewhat prepared them for their current jobs and somewhat enhanced their future employment prospects. The majority (96%) of employed alumni report that they are working in Indiana. Graduates have found employment in large corporations (26%), small corporations or businesses (21%), educational institutions (26%) and non-profit agencies (17%). Results from the alumni survey indicate that 62% of recent alumni are continuing their education (48% in a full-time degree program, 10% in a part-time degree program, and 3% in classes only). It appears that a bachelor’s degree in psychology from IUPUI prepares its alumni with a variety of skills and competencies that are valued by employers and graduate school admissions committees.

Student Publications and Presentations. Since 2005, undergraduates have been co-authors on at least 9 journal publications, have presented at 36 national or international conferences, and have presented at 47 local or regional conferences. These numbers attest to the success of the undergraduate research opportunities in the department. In the 2011 alumni survey, 41% of recent graduates reported that they worked with a faculty member on a research project outside of class – 20% higher than all respondents, campus wide.
Student/Alumni Satisfaction. The results of the alumni survey from 2011 found that 83% of psychology graduates would definitely (24%) or probably (59%) attend IUPUI if they could start their undergraduate career over again.

Conclusions

Strengths

The department has a strong Undergraduate Program with a large number of psychology majors and strong enrollments in the majority of its undergraduate courses. The program’s strengths include:

- A core group of faculty who value undergraduate teaching and do it well.
- Faculty who support undergraduate research opportunities.
- A curriculum based on the APA Guidelines for the Undergraduate Psychology Major.
- Innovative courses such as an Introduction to Psychology course that emphasizes critical thinking and an Ethics and Diversity course required of all majors.
- Innovative pedagogy, including active and collaborative learning.
- Opportunities for students to engage in service and experiential learning.
- Well-constructed first-year experience and capstone courses.
- A strong academic advising program that continually strives to improve its services.

Challenges

The major challenge to the undergraduate program is resources. Because of the success of the program and the number of opportunities the department makes available to students, faculty involvement is a necessity. Faculty must be willing and able to give their time to undergraduate teaching and mentoring. Full-time faculty (tenured/tenure-track and lecturers) are needed to teach the required foundation courses, as students should be taught by faculty who are experts in the field and who keep up with the latest research in the area. These courses must be taught every semester to meet the needs of the majors (as well as occasionally being taught in the evening and during the summer for non-traditional students). A variety of upper-level courses is also needed to keep the undergraduate program dynamic, but the department has trouble covering the required courses. Furthermore, because many of our faculty are successful researchers, they are able to secure grant funding and buy out of courses. These problems are amplified further by the establishment of the new Neuroscience undergraduate program. The Director of Undergraduate Studies and the Director of the Neuroscience Undergraduate Program must be strong advocates for undergraduate programs when decisions related to the hiring of new faculty positions are made.

Classroom resources are also needed. Innovative pedagogy requires updated classrooms rather than large lecture halls. B110 sections are smaller to promote active and collaborative learning. The number of sections that can be offered each semester is limited by the availability of a single classroom that is outfitted with tables and chairs that can be easily rearranged to promote group interactions. The department’s computer lab (LD131) has been updated with large monitors and tables to promote collaboration rather than having individual computers.
where students work on their own. However, this is only a single computer lab with a limited number of seats. The ways in which people receive and work with information is changing so rapidly that the department needs to be proactive in the department’s thinking about how information to students is delivered and how students can best learn this information.

Goals and Future Directions

UG 1: Maintain a high-quality undergraduate program based on the *APA Guidelines for the Undergraduate Psychology Major*.

- Continue to have full-time faculty teach the majority of courses.
- Continue to recruit high-quality students from high schools and UCOL.
- Continue to offer RISE opportunities throughout the curriculum.

UG 2: Implement an assessment strategy to determine the effectiveness of the new curriculum.

- Determine the match between the department’s SLOs and the university’s PULs.
- Link the SLOs/PULs to specific components in the curriculum to determine where and how often they are being taught and assessed.
- Identify existing methods or create new methods to assess the accomplishment of the SLOs/PULs.

UG 3: Assess the various components of the undergraduate advising program.

- Analyze the advising program to identify its primary components.
- Use existing methods or create new methods to assess the effectiveness and student satisfaction with each component.

UG 4: Devise strategies to increase graduation rates and decrease time to graduation.

- Survey senior psychology majors to determine the obstacles to graduation they have experienced.
- Network with other campus offices and resources that can facilitate attempts to enable students to graduate in a timely manner.
- Create an online degree completion program that would, include a capstone course and other courses to allow seniors to complete their degree online (this would also address UG 5).

UG 5: Increase credit hours.

- Offer additional sections of courses that often produce long waitlists.
- Create new courses on topics that would be of interest to a wide audience of students.
- Create focused minors in psychology (e.g., health psychology).
Section V: Industrial/Organizational Psychology Program

This section of the department self-study addresses the goals, accomplishments, and future directions of the Industrial/Organizational (I/O) Psychology Masters of Science (M.S.) program. It is organized in the following sub-sections: History, Goals, Curriculum, Core Faculty, Students, Program Activities, Program Analysis, and Future Goals and Implementation Strategies.

History

The M.S. in I/O was the first graduate program within the department, initiated shortly after the department was formed in 1969, with the first student graduating in 1972. In 1978, after proving that it could function on its own for all practical purposes, operational autonomy was sought and obtained from the Department of Psychological Sciences at Purdue-West Lafayette. The program continued to flourish and, in 1988, an effort was made to investigate the possibility of developing a doctorate program in I/O psychology. This initiative failed, however, due to lack of support from Purdue-West Lafayette. Recently, the I/O faculty has begun a discussion about the feasibility of an I/O or I/O-related doctoral program.

Following a 1990 review, the I/O program went through a significant transformation. During this period, several faculty changes occurred along with a substantial redirection of the program’s character and goals. In particular, all I/O students were henceforth required to complete a research-based thesis, and a goal was adopted to seek no more than five high-quality, full-time students for annual admission (vs. admitting 10 or more full- and part-time student continuously throughout the year). These programmatic changes were made in order to allow students and I/O faculty to focus more on research. In 1991, the Department also reaffirmed support for the I/O program and committed to maintaining it with three devoted faculty positions.

Since the last review in 2005, the I/O program has remained relatively stable and has grown slightly in size. Drs. Hazer, Williams, and Devine remained core members of the program, although Dr. Hazer’s retirement became effective in spring 2012. Dr. Leslie Ashburn-Nardo, an IUPUI psychology faculty member since 2003, joined the I/O program as a core member in 2005. Dr. Crystal Harold was hired into the core in 2005, but left in 2008. More recently Dr. Elizabeth Boyd and Dr. Michael Sliter joined the department as core members in 2010 and 2012, respectively. Thus, the I/O program currently has five core members. Dr. Stockdale also contributes to the I/O program.

In addition to faculty stability, other characteristics of the program have also remained stable. Graduate applications have consistently ranged from 40-60, with 4-6 graduate students entering each year. Additionally, each student has received some level of financial support every year. One area of improvement in the program has been the time it has taken students to collect data and complete the thesis requirement.
Goals

The I/O M.S. degree program has the explicit goal of being one of the premiere programs of its kind nationwide. The program is designed to prepare individuals for positions in industry or for entry into an I/O doctoral program. The scientist/practitioner training model serves as the foundation for the program and emphasizes both work-relevant research and applying problem-solving skills to organizational problems. Although the primary focus of the curriculum is on traditional “industrial” (i.e., personnel) psychology and research methods, students are exposed to a large array of “organizational” topics as well.

In order for students to obtain competency in the discipline of I/O psychology, two general learning objectives are pursued within the curriculum. One goal is for each student to acquire content knowledge in the following content areas – ethical, legal and professional I/O contexts; attitude theory and measurement; predictor assessment; job evaluation and compensation; leadership and management; organizational development; organizational theory; small group performance and team effectiveness; training, program design and evaluation; and work motivation. A second goal is for each student to develop performance/behavioral skills in the following domains – research methods; statistical methods/data analysis; measurement of individual differences and organizational criteria, job/task analysis and classification; performance appraisal and feedback; and personnel recruitment, selection, and placement. These competencies are taken from the Society for Industrial and Organizational Psychology (SIOP) Guidelines for Education and Training at the Doctoral Level in Industrial/Organizational Psychology (1999), and are also consistent with SIOP’s (1994) guidelines for I/O master’s programs.

IUPUI has developed a set of principles to guide graduate education which are consistent with the goals and activities in the I/O program. These principles applied to the I/O program are:

**Demonstrate the knowledge and skills necessary to identify and conduct original research in Industrial/Organizational Psychology.**

Method of acquisition: Didactic course work, attendance at research seminars, and direct mentoring by faculty.

Assessment of learning: Grades in class (e.g., research proposals), and completion of a research-based thesis.

**Communicate effectively high level information in Industrial/Organizational Psychology.**

Method of acquisition: Attendance required at seminars by faculty and peers, presentation at informal laboratory meetings and at formal seminars, mentored writing of grant proposals and manuscripts.
Assessment of learning: Student presentations in three courses, brown bag presentation on thesis, successful oral defense of thesis and presentation of research at conferences.

**Think critically and creatively to solve problems in Industrial/Organizational Psychology.**

Method of acquisition: Attendance required at seminars by faculty and peers, presentation at informal laboratory meetings and at formal seminars, complete applied assignments in courses, writing thesis proposal and final draft.

Assessment of learning: Grades on formal seminar presentations, grades on applied classroom activities (e.g., development of a selection system, development of performance management criteria), direct assessment by faculty on proposal and final draft of thesis, publication of research manuscripts, success in getting grant proposals funded.

**Conduct research in an ethical and responsible manner.**

Method of acquisition: Required material in classes related to research ethics, modeling of appropriate behavior in seminars by faculty and peers, direct mentoring by research director, mentoring by the thesis research committee.

Assessment of learning: Grades in ethics classes based on outcome rubrics, direct observation of data handling by research mentor, direct oversight by thesis research committee on issues of research compliance and ethics, and completion of IRB training and successful test completion.

As will be more fully described below, the master’s-level curriculum and activities are consistent with the above principles. For instance, in addition to formal classes, students participate in brown bags, research groups, and Student Appraisal Faculty Feedback (SAFF) meetings each semester.

**Curriculum**

I/O master’s students must complete a minimum of 30 hours of program coursework including a master’s thesis that is empirical in nature (see Appendix I/O-1 for brief descriptions of all I/O graduate courses). Entrants are admitted for full-time study beginning in the Fall Semester. Students are expected to maintain a B average or better in all their coursework. All coursework except the thesis is usually completed in four semesters intended to take place in a 2-yr. time period. Prior to 2009, first-year and second-year students did not take any courses together. However, in 2009, the program combined cohorts into one of two courses that are taught every other year. Specifically, performance management/employee selection is taught in even-numbered years and compensation/training is taught in odd-numbered years. This change has provided flexibility in scheduling faculty assignments, but has also had the benefit of strengthening student relationships across the cohorts and providing opportunities for the second-year students to role model for the first-year students.
In general the curriculum progresses from broad, comprehensive surveys of I/O concepts and quantitative foundations, to intensive study of selected personnel domains (i.e., selection, performance appraisal, and training), to opportunities for skill application. This holds true for both the scientist and practitioner training goals. Hands-on research opportunities begin with first-semester involvement in faculty research projects, continue throughout the coursework, and culminate with an empirical thesis. Hands-on practitioner opportunities occur via some course assignments, an optional internship in the summer between the first and second years, a semester-long practicum elective, and a required application-based seminar in the final semester. The I/O program has partnered with many community businesses and university units in order to provide applied experiences for students. Of note, 39 different sites (including the British Airport Authority, Clarian Health Partners, Emmis Communication, Eli Lilly, Indiana Historical Society, Interactive Intelligence, NCAA Headquarters, St. Vincent’s Hospital and Wellpoint) have served as the venue for 140 different I/O practica and/or internships since the beginning of 2005. (See Appendix I/O-2 for a full listing of I/O practicum and internship sites since 2005).

Core Faculty

The I/O program is currently staffed by six faculty members, which is an increase since the last review. Dr. Leslie Ashburn-Nardo is a social psychologist who was originally hired in 2003 without direct linkage to a graduate program. However, in 2004, she began to work with the IO students on theses and became a core member of the graduate program in 2005. In addition, a new faculty member (Dr. Crystal Harold) joined the program in 2005 and subsequently took another position at Temple’s Business School in 2008. Dr. Elizabeth Boyd was hired in 2010 and Dr. Mike Sliter was hired in 2012, both as Assistant Professors. Dr. Peggy Stockdale, the chair of the department, is an I/O Psychologist and full professor.

The area head, Dr. Jane Williams (University of Akron), has been a core member of the I/O program since 1995. She has shared the area head duties since 2010 and is a past Interim Chairperson of Psychology (2011-2012) whose primary research interests are in performance management. Dr. Dennis Devine (Michigan State University) was hired in 1996 and his primary interests include jury decision-making, work group dynamics and effectiveness, and organizational behavior. Dr. Leslie Ashburn-Nardo (University of Kentucky) studies stereotypes, implicit biases, and processes for confronting and reducing prejudice. Dr. Elizabeth Boyd was hired in 2010. A graduate of Michigan State University, her research interests include work-life integration and multi-tasking. Dr. Michael Sliter (Bowling Green State University) joined the department in 2012 and broadly examines civility in the workplace, but specifically investigates the relationship between civility and emotional labor and other important work outcomes. Dr. Peggy Stockdale joined Psychology in Fall 2012 as departmental chair, and the program anticipates she will provide additional expertise and experience to this area. Trained as an I/O psychologist her work examines gender issues, particularly sexual harassment and discrimination in the workplace. Her work connects with interests of many I/O faculty and so future collaboration is anticipated. Dr. John Hazer is Professor Emeritus and, although he will
not be teaching in the program, he will continue to serve as a resource to both faculty and students.

Students

I/O graduate students are selected from a national (and international) pool of applicants. During the 7-yr. span from 2005 to 2012, 374 candidates applied, and 44 were admitted as full-time students. This represents an overall selection ratio of 12%. These 44 entrants had the following characteristics: mean undergraduate GPA = 3.65; mean GRE Verbal = 542; mean GRE Quantitative = 644; mean GRE Analytical = 4.55; mean GRE V+ Q = 1186. Of these 44 students, 41% were from out-of-state; 69% were female; and 100% received some sort of financial support, a portion of which has come from other university faculty and departments who hire the students. Currently, there are 10 full-time I/O students enrolled and one post-doctoral student working with Dr. Stockdale.

During 2005-2012, 22 students graduated with their M.S. in I/O Psychology (4 of who were admitted prior to 2003). Two students changed their educational goals prior to completing their coursework (i.e., left the program). After graduation, all 22 were either employed or admitted into a doctoral program in I/O or a related field. Graduates typically find initial employment in human resource management “generalist” positions, or as specialists or consultants in areas such as staffing, training, and compensation, both private and public sector organizations. Seven of the 22 (32%) program graduates went directly into doctoral training at another university. Interestingly, of the 164 graduates in the history of the I/O master’s program, 17 went on to complete a Ph.D. in I/O or a related field and 7 others are currently working towards completion of a doctoral degree. In the last review period (1996-2004) only 3 individuals progressed into a doctoral program after completing their master’s degree.

Program Activities

A concerted effort has been made to create a supportive atmosphere within the I/O program to facilitate the achievement of both student and faculty professional goals. In addition, the I/O area has engaged in a variety of activities designed to maintain and improve program functioning. Several recent and/or ongoing initiatives are highlighted below.

Faculty-Student Research Collaboration

Each semester, students and faculty meet to form/continue research teams and identify research objectives. Both first- and second-year students have explicit research expectations designed to promote their involvement in empirical investigations and the completion of their own theses. Students are invited to collaborate on faculty projects in a partnership that leads both to the students acquiring skills necessary for their own research and to the faculty accomplishing more on their research agendas. Students are also encouraged to publish and present research and have done so extensively. In fact, students have co-authored 101 scholarly products since 2005 (compared to 65 in the last departmental review period), including 7 peer-reviewed journal publications, 62 professional conference presentations, and 32 technical reports. Overall, I/O students have averaged 13.4 collaborative products per year.
over this review period (see Appendix I/O-3 for a complete listing of I/O student publications and presentations since 2005).

“Brown Bag” and Department Presentations

Each semester, three or four Brown Bag speakers are also invited to the Department to discuss I/O topics with students and faculty. This has resulted in 42 Brown Bag presentations over the last 7 years, with 32 (76%) of those given by external speakers (e.g., consultants, executives, and visiting academics). In addition to these speakers, the program also invites well-established researchers to come present research with a broad interest base. In 2007, the I/O program hosted the IOOB National Conference, which included several keynote speakers, workshops, symposia and poster sessions. Consistent with both a department and program goal, the program has also begun hosting presentations that specifically address multicultural or diversity issues. To date, the program has had speakers address issues related to implicit bias, individuals with disabilities, work-life issues, and a youth diversity leadership program. For a complete list of speakers and topics, please refer to Appendix I/O-4, I/O Invited Presentations: 2005-2012.

Self-Appraisal Faculty Feedback (SAFF)

The SAFF program consists of developmental meetings between faculty and students that occur immediately after each semester. These meetings are designed to stimulate student reflection and facilitate joint problem-solving, and generally ensure that a student’s remaining time in the program contributes maximally to his or her professional and career development. Students are provided in advance with a set of “thought questions,” which they use to prepare for their meeting. The thought questions concentrate on the various aspects of the program such as research skills and involvement, oral and written communication, I/O content knowledge, thesis progress, career goals and professional development, organizational citizenship, and overall thoughts about the program. Students review the questions prior to their particular meeting in order to identify: (1) issues for faculty input and (2) personal goals and objectives for the upcoming semester. Then, the student meets with two or three I/O faculty in a SAFF session to discuss the “thought” questions, review progress, and plan for the upcoming semester. The SAFF process benefits both faculty and students. It allows the I/O faculty to stay in contact with all program students and stay informed about student-related developments and progress, as well as to provide an opportunity for students to receive feedback from multiple perspectives, reflect on their strengths and weaknesses, discuss developmental issues, and set goals. During the semester, faculty and students’ time is often consumed by coursework, teaching, and research; the SAFF process provides a mechanism for promoting reflection, communication, and feedback that might not occur otherwise.

Strategies to Speed Thesis Completion

One of the challenges identified in the last review was the speed with which students complete the research requirements for the thesis. Students routinely complete the coursework in the anticipated two-year time frame, but often need to go beyond the second summer to complete the thesis project. Over the years, the I/O program has implemented
several initiatives to overcome this hurdle. Since the last review, the I/O program has instituted one new process and two new requirements that have appeared to have notable impact. First, during the summer before students enter the program, faculty send students 2-3 key articles in each faculty member’s research area. This provides an opportunity for students to learn more about the faculty and it helps them make decisions about a thesis topic area. Second, in approximately 2006 the program began to tie a financial incentive to the completion of their thesis proposal defense. To receive full funding (typically 50% of tuition fees) in the second semester of their second year, students need to successfully defend their thesis proposal by the end of the Fall semester in the second year (Dec 1st). Third, the faculty added a 10-15 page literature review due the third week of November for first-year students. For many years now, students have been required to complete a 3-5 page ‘concept paper’ that is written to encourage students to begin identifying their thesis research area and begin aligning students with a faculty mentor. In addition to this concept paper due in October, the 10-15 page paper now requires students to expand on their research question and write a more substantive literature review. The goal of this assignment is to build on the concept paper and have students delve into the literature to better define their research question. Since the inception of these changes, 93% of students have successfully defended their thesis proposal by end of Fall in the second year. Moreover, of the 37 students who completed both years of coursework during this 7-yr. review period, 13 (35%) have defended their thesis, and another 10 of the 37 (27%) have their data collected. Although these numbers are still below the I/O program’s goal, this does represent a meaningful increase from previous reviews.

Focus on Diversity

During the department’s strategic planning process in 2009, the I/O faculty identified diversity issues as a component of the program’s curriculum that has not been optimized in both graduate and undergraduate courses. Therefore, the I/O faculty began discussing how to bring more issues related to diversity and multiculturalism into classrooms and curriculum and then instituted the following changes: First, as noted when describing the I/O brown bags above, the program has participated in bringing speakers to campus who introduce ideas, research, or experiences to expand student’s awareness of multicultural issues. Second, when the second-year students present their research to the I/O group in a brown bag, the faculty ask that they connect their research question to some element of diversity in the workplace. Finally, each of the faculty has taken steps to identify themes, assign readings, and/or devote classroom discussion to issues related to diversity in both undergraduate and graduate courses.

Recommendations and Responses to the 2005 Program Review

1. **I/O CENTER**: Consider the possibility of establishing a center to provide IO services to local organizations on a contract basis, enhancing civic engagement and providing funding and research opportunities for faculty and graduate students.

Response: This was a recommendation that has been strongly considered over the last seven years. Dr. John Hazer visited several such centers on his sabbatical to identify
different models for implementation. At this time, the I/O program has not moved forward with such a center. However, the issue has been raised again recently as the faculty think about a doctoral program. A center such as this, may provide a portion of the funding for graduate students and is one of several mechanisms the faculty are considering for student funding. The program has many strong relationships with businesses and organizations within the central Indiana region and the I/O faculty believe such a center could flourish.

2. REPUTATION: Increase participation at SIOP conference, increasing program reputation and visibility.

Response: The activities of the faculty, both locally and nationally, have positively increased the visibility and reputation of the program, resulting in many commendations and awards. Two faculty (Drs. Ashburn-Nardo and Boyd) have gotten heavily involved in programming of national conferences, and several others routinely review for their Annual Meeting programs. Dr. Jane Williams serves on two advisory boards on campus (Center for Teaching and Learning and Human Resources Training). The faculty have also won several awards during this review period. In 2009, Dr. Ashburn-Nardo won the Society for the Teaching of Psychology award for Infusing Diversity into Teaching, the 2012 IUPUI Chancellor’s Diversity Scholar award and four other campus-level teaching awards. In 2011, Dr. Boyd was accepted into the Early Career Scholars Program (ECS) developed by the Work and Family researchers’ network. Dr. Williams was the School of Science Faculty President in 2008-2009 and received both the School of Science Service Award and the IUPUI Outstanding Women Leadership award in 2009. She was recently selected into the 2012-2013 (5th ) cohort of the APA Leadership Institute for Women in Psychology. Dr. Hazer won the SOS Service Award in 2012. Dr. Devine recently published his first book on Jury Decision Making. The I/O area received much national exposure when it hosted the national IOOB Conference for graduate students in 2007 attracting 108 student presentations and 141 attendees from 38 different graduate programs. Finally, as shown in Appendix I/O-3, I/O faculty and students have published a substantial number of peer-reviewed articles and have presented a number of papers at SIOP and other professional conferences.

3. COLLABORATION: Increase research collaboration with faculty in other areas in the Psychology Department and other departments on campus.

Response: Faculty in the IO program have begun to collaborate more with faculty in the department and across the university. Dr. Jane Williams has been affiliated with the Assertive Community Treatment (ACT) Center housed in the Psychology Department for over 10 years. In addition to collaborating on publications and conference presentations, Dr. Williams has also served as the evaluator on some large grants and has done training with the mental health centers across the State of Indiana. Dr. Leslie Ashburn-Nardo has collaborations with several faculty in other units on campus (i.e.,
Informatics, School of Medicine, Office for Women, and Education) that have resulted in both publications and presentations. Dr. Elizabeth Boyd has already established collaborations with faculty in the School of Medicine, which have resulted in a study examining the work-life balance expectations of medical students and the impact of these expectations on specialty choice. In addition, the faculty also have successful collaborations with faculty at other universities.

4. **MASTER’S GRADUATION RATE:** Increase graduation rates of MS students by facilitating students’ completion of their theses.

Response: Over the years, the IO program has implemented several initiatives to overcome this hurdle. Since the last review, the I/O program has instituted one new process and two new requirements that appear to have notable impact. First, during the summer before students enter the program, the program sends two to three key articles in each faculty member’s research area to students to help them more quickly identify a research area. Second, in 2006 the program began to tie a financial incentive to the completion of the thesis proposal defense. To receive full funding (typically 50% of tuition fees) in the spring semester of the second year, students need to defend their thesis proposal by the end of the Fall semester in the second year (Dec 1st). Finally, the program added a 10-15 page literature review due the third week of November for first-year students. This literature review is in addition to the concept paper, which is a three- to five-page paper written to help students to identify their thesis research topic. Since the inception of these changes, 93% of students have successfully defended their thesis proposal by end of Fall in the second year. Moreover, 13 of the 37 (35%) students who have completed both years of coursework at the time of this report had defended their thesis, and another 10 of 37 (27%) have their data collected.

5. **DOCTORAL PROGRAM:** Create a long-range strategic plan for development of a uniquely situated doctoral program.

Response: Faculty in the I/O program are currently in the process of developing a plan for a doctoral program in Organizational Science with a focus on diversity. The interests of several of the I/O faculty are clearly more organizational than they have been in the past. Additionally, the program has several faculty whose interests also connect with issues of diversity both broadly and within organizations. The I/O faculty feel that now is the time to capitalize on that strength and develop doctoral training in an area that would be unique to the State of Indiana. The Dean of the SOS is supportive of this and has provided some resources to help the process.
Program Analysis

In this section, a critical analysis of the I/O program is offered as a prelude to a discussion of future goals and objectives in the final section. Specifically, the I/O program’s top three strengths and challenges are identified and discussed.

Strengths

The I/O program has several notable strengths conducive to achieving its goal of being a top-tier master’s program. First and perhaps most importantly, the program has a stable core of faculty that are all active in research, teaching, and service. Three of the faculty are tenured and have been at the University an average of 14 years. All of the faculty, including the Assistant Professors, received degrees from prominent programs and are extremely well trained. In addition, the work environment fostered by the I/O faculty is very positive and supportive of not only the students, but each other as well. The program faculty work together collaboratively and all value the strong working relationships that have been developed.

Second, the program consistently selects and admits a cohort of strong graduate students, as reflected in the descriptive statistics reviewed above as well as the impressions of visiting job candidates, national speakers, and department faculty from other areas that teach I/O students. Program applicants regularly come from all areas of the U.S. as well as from countries such as China, India, Lebanon and Israel. Six students during this review period were given First-Year University Fellowships, which are based on entering academic criteria. In 2012-2013, IUPUI began offering a Second-Year Fellowship, and an I/O student who received a fellowship in his first year was also selected for this award. In 2011, one of the I/O students received the Clara Mayo Award from the Society for the Psychological Study of Social Issues to support her thesis work. Program students have been very active in collaborative research efforts, as evidenced by the 101 products I/O students have been associated with in the last 7 years (Appendix I/O-3). Finally, I/O students have been quite successful in getting jobs and obtaining admission to doctoral training programs in I/O and HR. In fact, every student who has applied to a doctoral program has been admitted to a doctoral program after completing the program, attending top I/O doctoral programs such as University of Akron, Bowling Green State University, University of South Florida, Portland State University, and Colorado State University.

Third, the program continues to be financially viable and supports its students very well in comparison to many other master’s programs, which often do not provide financial assistance to a substantial number of their students. Further, although the I/O program receives some support for student fee remissions from the department, the majority of financial support for I/O students has come from assistantships outside the Department (e.g., the University Testing Center and IMIR) and paid internships through community organizations. In total, students received $1,401,213 in funding, which includes fee remission, insurance, stipend, and paid summer internships during this review period. Of that total, approximately $1,008,873 (72%) has been generated by the I/O faculty via student assistantships outside the department and...
summer internships arranged with local organizations. As noted in Appendix I/O-5, the percentage generated by the I/O area started decreasing slightly in 2009. This is due to the change in how the school and thus the department provide graduate student funding. Prior to 2009, the I/O area was given an allocation to use for student fee remission. Depending upon the number of students and the cost of tuition, the number of credit hours the area covered for students varied each year. However, since 2009 the department pays for 9 hours of fee remission for each student. This has effectively increased the amount of funding provided from the department. In addition, although health care and tuition costs have risen, the hourly rate for students that the faculty negotiate for student assistantships and summer internships has remained constant at $15.00/hour. In the near future, the I/O area will need to negotiate higher hourly rates to meet the increasing cost of living. See Appendix I/O-5 for further details on I/O graduate student support since 2005.

Challenges

At the same time, the I/O program faces some ongoing challenges or new opportunities for its mission.

First, despite the fact that the program has been able to support all of its students over the last 7 years, generating the needed funds has not been easy. It has required extensive networking and occasional last-minute negotiating, and the general uncertainty associated with the funding situation has been a source of faculty and student stress, as well as an obstacle to student and faculty planning. In addition, new student recruiting can be negatively affected by the ambiguous and complicated funding process. One model that the I/O program would like to explore is developing long-standing, recurring positions in local organizations that would provide funding for students. Although it may be difficult in this economic environment to get long-term commitments, the faculty plan on exploring these types of opportunities with some of their long-standing community partners. This would provide more predictability in the funding picture and perhaps allow for some students to receive research fellowships which would aid faculty research efforts.

Second, Dr. John Hazer led the IO program for over 30 years and so a new challenge is for the current faculty to determine how the program will continue to develop, grow, and change over the next few years. It is an appropriate time to again examine whether a doctoral program could be developed by the current faculty. The current faculty research interests are more “organizational” in nature than in the past and perhaps the faculty could examine modifications in the curriculum. It is certainly a goal to continue to have a high-quality program, but this next year will present the opportunity for the faculty to begin to discuss potential future changes.

A third continuing challenge involves integrating graduate training with faculty research. Although I/O graduate students are academically strong as well as active in collaborative research (as noted above), the relatively small number of students combined with the relatively brief “window of opportunity” associated with students’ time in the program presents some ongoing difficulties. In particular, it often takes at least 1 year to train students to the point
where they have the necessary knowledge, skill and sophistication to make a substantial contribution to a research project. This leaves only 1 year or so of “active” time in the program. Further, a substantial portion of the student’s time in his/her final year is devoted to several intensive advanced seminars, a practicum and/or internship, and working on the thesis. In some respects, it is remarkable that I/O graduate students have been able to be as involved in faculty research as they have. Fortunately, the I/O faculty has been able to offset this to some degree by drawing on a steady stream of talented undergraduates who volunteer to help with research.

Future Goals and Implementation Strategies

In 2009, the department developed a strategic plan. Each graduate area outlined goals it would like to address over the next 5-10 years. The I/O faculty identified four research goals (1-4) and four program goals (5-8). Data suggest that some of these goals are nearing completion, and others are still in process. Information relevant to completion of these goals follows each statement below.

Goal I: Increase external supports (grants and organizational funding) for both faculty research and student support.

Dr. Ashburn-Nardo just finished a study that was supported by NSF, and she has previously received several internal grants and support for her research. Dr. Ashburn-Nardo also recently received some internal monies to fund a research assistant to examine diversity issues on the campus. In addition, Dr. Boyd has received two internal awards. As noted above, in her new role, Dr. Williams plans on designating significant time over the next academic year developing long-term placements in local organizations.

Goal II. Increase program recognition at Department, University and National levels.

In the 2005 review, the review team recommended that the faculty participate more routinely at national conferences, such as SIOP. Since that time, the faculty and graduate students have more consistently presented their work at SIOP or other relevant conferences. Two faculty (Drs. Ashburn-Nardo and Boyd) have gotten heavily involved in programming of national conferences, and several others routinely review for their Annual Meeting programs. Dr. Hazer was appointed to the editorial board of Applied Human Resource Management Research and has served in that capacity since 2008. Dr. Williams serves on two advisory boards on campus (Center for Teaching and Learning and Human Resources Training). The faculty have also won several awards during this review period. Dr. Ashburn-Nardo won the 2009 Society for the Teaching of Psychology award for Infusing Diversity into Teaching, and then won the 2012 IUPUI Chancellor’s Diversity Scholar award and four other campus level teaching awards. In 2011, Dr. Boyd was accepted into the Early Career Scholars Program (ECS) developed by the Work and Family researchers’ network. Dr. Williams was the School of Science Faculty President in 2008-2009 and received both the School of Science Service Award and the IUPUI Outstanding Women Leadership award in 2009. She was recently selected into the 2012-2013 (5th) cohort of the APA Leadership Institute for Women in Psychology. In 2011-2012, Dr. Hazer won the School of Science Service Award. Dr. Devine recently published his first book on Jury Decision Making.
Goal III. Increase the number of Full Professors in the I/O program.
Each of the I/O Associate Professors have begun to develop individual plans with the expressed purpose of achieving the rank of Full professor in the next 5 years.

Goal IV. Increase faculty research productivity
In the 2005 external report, reviewers recommended that the I/O faculty collaborate more with others in the department and across campus. Dr. Jane Williams has collaborated for approximately 10 years with members of the Assertive Community Treatment Center; conducting studies, and creating trainings for both this center and associated mental health centers. Dr. Ashburn-Nardo has collaborated with several faculty across the university and at other institutions. Drs. Boyd and Sliter are beginning to develop relationships across the campus, but are certainly also focused on establishing their own programs of research. Since the 2005 review, I/O faculty have published 28 papers in peer-reviewed journals, presented 68 papers at research conferences, and published one book. These numbers include Dr. Hazer’s work as he was present during the entire review period, but do not include Dr. Mike Sliter’s or Dr. Stockdale’s work.

Goal V. Increase the speed of thesis completion and the percentage of students who complete it.
As noted in an earlier section of the review, the faculty are seeing an increase in both the speed and percentage of students who complete their thesis. In fact, 93% of students who have been exposed to these new strategies have proposed their thesis by the end of the fall semester of their second year. This number is significantly higher than in the past. Assessment of this goal will continue, but it appears that positive outcomes are being achieved.

Goal VI. Increase the quality of admitted I/O students.
Even though the competition for master’s-level graduate students has steadily increased with the increased numbers of programs available, the quality of I/O students has increased slightly since the last review. Current students’ undergraduate GPA is 3.65 (3.67); mean GRE Verbal = 542 (533); mean GRE Quantitative = 644 (632); mean GRE Analytical = 4.55.; mean GRE V+ Q = 1186 (1165). (The values in parentheses represent data from the previous review, except analytical where the scaling has changed.)

Goal VII. Increase multicultural awareness/appreciation in curriculum and recruitment.
Faculty in the area have begun to systematically address and study diversity-related themes in both undergraduate- and graduate-level I/O courses. The program hosts at least one diversity-themed speaker during the year and when second-year students present their thesis ideas during a brown bag, the faculty ask them to identify or consider how diversity issues could be examined or how they may impact the outcomes of the study. Finally, during the last 2 years, there was a diversity committee within the I/O area comprised of faculty and students. Their charge was to identify ways to help the I/O program achieve this overarching goal, but
they also relayed opportunities on campus (e.g., speakers, programs, readings) that fit a multicultural or diversity theme.

**Goal VIII. Implement I/O leadership succession plan**

Dr. Hazer officially retired in May 2012. To ensure a successful transition, Dr. Williams shared the leadership duties of the program with him in 2010-11. The plan was for Dr. Williams to take over the leadership duties fully in 2011-12, just prior to his retirement. However, she took on the role of interim chair in 2011-12, so they continued to share the program responsibilities until the end of the academic year.

**Summary**

An internal review of progress towards these goals suggests that significant progress has been achieved on several of these goals, specifically goals 2, 5, 7, and 8. Goals 1, 3, and 4 are highly related and by their nature take more time to achieve. Goal 6 may also be a difficult goal to achieve as the program has always admitted high-quality students, but as a group the faculty seek each year to find students who are highly motivated and engaged by the research process.
Section VI: Clinical Psychology Program

This section of the department self-study addresses the goals, accomplishments, and future directions of the Clinical Psychology program. It is organized in the following sub-sections: History, Goals, Curriculum, Core Faculty, Students, Major Program Activities Since the Last Review, Program Analysis, and Future Goals and Implementation Strategies.

History

The Clinical Psychology (CP) program prepares students for careers as researchers, direct service providers, educators, and administrators. The program is accredited by the American Psychological Association (APA) as a doctoral program in Clinical Psychology. The CP program historically supported a terminal master’s program as well, but the M.S. program is currently on hiatus (see the Major Program Activities section below). The program's initial APA accreditation was in 1996, and the program was recently re-reviewed by the APA Committee on Accreditation (2010). The review included a self-study and a site visit. The program once again received full accreditation for the maximum-allowable 7 years as a program in Clinical Psychology. The next review is scheduled for 2017. The very positive review commended the program’s strong research mentoring, the success of CP students, and the rich breadth of practicum training. The APA review also pointed out specific challenges to address to help stabilize the program (e.g., faculty size and admitting class sizes are small producing challenges in research mentoring and in filling and offering courses; the future of the M.S. program is uncertain; and, reliable sources of student funding are needed).

The program follows a clinical science training model, with a small student-faculty ratio to foster close mentoring. The faculty seeks to educate behavioral scientists who also have outstanding practitioner skills in assessment and intervention. In this regard, the CP program is unusually strong with a solid science-based faculty and a remarkable range of clinical training opportunities. Working within an evidence-based practice framework, the program emphasizes two domains: psychiatric rehabilitation (i.e., rehabilitation of individuals with severe and persistent mental disorders) and health psychology (i.e., behavioral management of chronic health disorders, such as cancer, cardiovascular disease, and pain). While the program began with a focus on rehabilitation, the faculty changed its title from Clinical Rehabilitation Psychology to Clinical Psychology to better reflect the broader training focus.

The CP program was designed to integrate the assessment and intervention strategies of empirically-based CP with (1) Rehabilitation Psychology's emphasis on optimizing the adaptation of persons with psychiatric conditions, and (2) Health Psychology’s emphasis on understanding the role of biopsychosocial factors in the maintenance of health and in the development, course, treatment, and response to treatment of chronic and acute illness and disease, as well as the impact of illness and disease on psychological adaptation/adjustment. The program emphasizes the acquisition of the methods, theories, and knowledge of behavioral
science along with the practitioner skills of CP. Within both areas, there is a strong emphasis on research. As researchers, clinical psychologists (a) study behaviors, experiences, and attitudes of persons with disabilities and illness, (b) develop and test theoretical models that attempt to understand how behavior, health, and illness interact, and (c) design and evaluate treatment approaches. As practitioners, clinical psychologists assess individuals and their environments, plan and implement interventions, and monitor outcomes. The range of populations subsumed is broad and includes persons with traumatic injuries, severe and persistent mental illnesses, addictions, cardiovascular disease, chronic pain, and cancer. Some of this work also includes optimizing health in otherwise healthy individuals.

Goals of the Ph.D. Program

As mentioned above, the CP program subscribes to a clinical science training model. Competencies are developed and integrated through coursework and colloquia, faculty mentoring, research and teaching assistantships, practicum training, and research activities, which are described below. The program has three overarching goals for its training program: (1) to produce graduates who are capable of making independent contributions to the scientific knowledge base of clinical psychology; (2) to produce graduates who can competently integrate the science and practice of clinical psychology and can provide evidence-based services; and (3) to produce graduates who conduct themselves in ethical and culturally sensitive ways in the science and practice of clinical psychology. These goals are detailed in the program's 2010 APA self study, along with objectives and specific criteria for evaluating the program's effectiveness in obtaining them (see Appendix CP-1). In addition, these goals map well onto the principles of graduate learning at IUPUI.

Principle #1: “Demonstrating mastery of the knowledge and skills expected for the degree and for professionalism and success in the field” overlaps with all three of the Ph.D. Program Goals.

Principle #2: “Thinking critically, applying good judgment in professional and personal situations” is reflected in both Goals #2 and #3.

Principle #3: “Communicating effectively to others in the field and to the general public” is most closely reflected in Goal #2 in ensuring that students can effectively communicate in providing treatments, supervision, and consultation practices.

Principle #4: “Behaving in an ethical way both professionally and personally” is addressed in Goal #3.

Curriculum

The Ph.D. degree requires a minimum of 5 years of full-time, post-baccalaureate work: 4 years of coursework and research requirements (thesis, prelims, dissertation) and 1 year of clinical internship. All students are admitted as full-time students (i.e., at least 9 credit hours per semester) and begin in the Fall semester. Graduation requirements include a minimum of 90 semester hours of graduate work, including at least 800 hours of clinical practicum training, passing the preliminary examination, and conducting an empirical thesis and dissertation. To ensure timely progress through the program, progress guidelines and milestones are explicitly
delineated (e.g., completion of a master’s degree by the end of the summer of the second year, defending the dissertation proposal by September 15th of the fourth year). Student progress and the development of skills and competencies are reviewed by core CP faculty twice yearly, and students are rated on various dimensions, including motivation and general attitude, initiative and scholarship, understanding and application of course material, oral and written skills, ability to analyze and integrate ideas, and ethical standards and respect for diversity. Feedback is provided to each student with regard to progress toward program goals and milestones, student goals, and specific strengths and weaknesses. The end-of-the-year student review done in May includes a student self-study to incorporate personal and educational goals in the review process (see the Clinical Psychology Graduate Program Guidelines for copies of the assessment forms).

Coursework is explicitly linked to training competencies established by APA (see Appendix CP-2 for a listing of curriculum areas, competencies, and courses addressing each). The first year of doctoral study typically includes a two-semester assessment series (Clinical Assessment I [I664] and Clinical Assessment II [I669]), a two-semester intervention series (Clinical Intervention I [I665] and Clinical Intervention II [I666]), and a two-semester statistics series (Statistical Inference [600] and Correlation and Experimental Design [601]), along with two other elective or core courses. In the remaining two years the students select from a menu of core and elective courses.

In Spring 2010, the program instituted the Proseminar in Clinical Psychology (I691). The proseminar builds on and incorporates the prior brownbag, colloquia series, and an annual clinical workshop (a day-long training focusing on a specific clinical training area, such as DSM-IV clinical interviewing, Acceptance and Commitment Therapy, evidence-based behavioral practice, etc.). Students must attend the proseminar for each of the semesters they are in residence. Proseminar meets 28 times per year and exposes students to a wide array of professional role-models, including CP faculty, medical school faculty, advanced students, community professionals, and distinguished scholars from other institutions. The proseminar has as an explicit goal to be a forum for teaching capstone clinical skills, such as case conceptualization, supervision, and consultation. The proseminar also covers some research training not currently taught in the curriculum (e.g., SEM, qualitative methods) and overall professional development topics (see Appendix CP-3, for the Fall 2011/Spring 2012 syllabus).

In terms of practicum training, the program provides a diverse array of community sites, with an unusually rich array of rehabilitation and health care settings in which students can receive training. All of the sites provide experiences consistent with the mission of the program (i.e., training in evidence-based assessment and intervention). Client populations range from children to older adults, with a wide range of presenting problems. All practicum sites conform to the general expectations articulated by the program and the specific training goals of the student. As shown in Appendix CP-4, the CP program has general training sites as well as sites focused on assessment/neuropsychology, psychiatric rehabilitation, and health psychology/behavioral medicine. Periodically other sites are developed/approved that meet
the training needs of students and the requirements of the program. Students begin practicum training during their second year, after the completion of the required first-year coursework in assessment (I664, I669) and intervention (I665, I666). Each student is required to enroll in 12 hours of practicum training; total minimum practicum training consists of four 200-hour practicum placements (3 credits each), working 12-13 hours/week for 16 weeks at each practicum site.

Clinical training for doctoral students also entails an internship – a full-time, 12-month organized and supervised work experience in a clinical, health, or related setting approved by the CP Committee. CP students have done well in this area. Despite a highly competitive match process, over the past 7 years our students have a 96.3% match rate at APA-approved internships, with the vast majority getting their 1st or 2nd internship choice. By comparison, the national match rate in 2011 overall was 78%. CP students are also consistently rated highly by internship supervisors, indicating that their clinical training has prepared them well for the rigors of internship.

Research-related training includes coursework as well as a variety of hands-on training experiences. All clinical students are required to complete at least two independent, empirical research projects during their graduate career: a master's thesis and a dissertation. Students also must complete a preliminary examination, which requires an independent, integrative, and critical literature review. Virtually all of the CP students attend weekly or bimonthly lab meetings with their primary mentor in order to discuss ongoing research and general topics in psychological research. Mentors also have regular individual meetings with students and provide direct methodological instruction in the context of ongoing research. Finally, during their graduate career, many students have opportunities for research assistantships on individual faculty projects; most of these come from research grants obtained by the faculty. During the past 7 years (or since appointment for younger faculty), every current member of the core clinical faculty, with the exception of the Assistant Director of Clinical Training who is appointed within the Clinical ranks, has received external funding, with these funds supporting a large number of our students. Many CP students have also received prestigious university- and federally-funded fellowships designed to enhance the time devoted to research endeavors.

Core Faculty

The CP program is directed by a core group of eight faculty with full-time appointments in the Department of Psychology at IUPUI. This group makes all program decisions, and the entire psychology faculty approves major program and curriculum modifications. The current Director of the CP program is Dr. John McGrew (appointed at Full Professor and core faculty in the CP program since 1991). His research interests are in psychiatric rehabilitation, autism, and quality assurance programs. Dr. John Guare is a Clinical Associate Professor and Assistant Director of Clinical Training. In this role, he is the practicum coordinator with responsibilities that include identification and maintenance of practicum sites and contractual educational arrangements among students, on-site supervisors, and program training expectations. Dr. Guare also coordinates a monthly meta-supervision meeting for all graduate students currently enrolled in
practica, oversees a one-year training in supervision skills for senior graduate students, and coordinates undergraduate practicum experiences. Dr. Michelle Salyers, Associate Professor, was a research faculty member in the department from 1999-2009 and joined the program full-time in 2010 in a tenured position. Her research interests are in psychiatric rehabilitation, focusing on aspects of shared decision-making, reducing staff burnout, and implementing evidence-based practices. Drs. Kevin Rand and Jesse Stewart both joined the program in 2006 and were both promoted to Associate Professor with tenure this year (Spring 2012). Dr. Rand’s area of expertise is health psychology, with a focus on behavioral oncology, end-of-life care, and strength-based approaches to psychology. Dr. Stewart’s expertise is health psychology, with a focus on cardiovascular behavioral medicine. Dr. Melissa Cyders, Assistant Professor, joined the program in 2009. Her expertise is in the areas of impulsivity and risk behaviors, such as substance abuse. Drs. Adam Hirsh and Catherine Mosher, Assistant Professors, both joined the program in 2010. Dr. Hirsh’s expertise is in the biopsychosocial aspects of pain, including pain disparities and treatment decision-making. Dr. Mosher’s expertise is in behavioral oncology, with a focus on reducing family caregiver burden and cancer survivorship issues.

In addition to the core CP faculty, other faculty in the department frequently are involved in mentoring students, participating on dissertation and thesis committees, and supervising students’ teaching or research. The most active of these associated faculty include Dr. Kathy Johnson, Full Professor and former chair, who has supervised several doctoral students’ teaching over the past 7 years. Dr. Lisa Contino is a Senior Lecturer and she also supervises doctoral students in teaching. Dr. Kikuko Campbell is a Visiting Assistant Professor who coordinates diversity training for faculty and students and teaches Ethical, Legal, & Cultural Issues in Psychology (I670). Drs. Angela Rollins and Alan McGuire, both research faculty in the department with concurrent VA appointments, actively supervise research experiences for doctoral students. The program has a range of other potential mentors for clinical work and/or research, particularly through its large network of practicum sites and research collaborators.

Students and Student Support

The CP program currently has 25 doctoral students. Each year the program admits five to eight doctoral students; the exact number is determined by a consideration of the (1) qualifications of applicants, (2) capacity to provide quality training to all students, and (3) capacity to provide assistantships or other sources of support to all new and qualifying returning Ph.D. students. The program’s capacity assumes a ratio of four to five students to each core faculty. With seven current core faculty who provide research mentoring (i.e., all core faculty except Dr. Guare who, as the Assistant Director of Clinical Training, does not provide research mentorship), this means that the program maximum capacity is approximately 35 students. As a practical matter, financial aid is also a currently limiting factor for doctoral admissions. The current algorithm, taking into consideration fellowship, grant, and departmental support, is that, conservatively, a cohort of six Ph.D. students can be funded for four years each. As described in more detail below in the Program Analysis section, the APA review encouraged growth in the numbers of faculty and students in order to maintain a strong program. The program currently has significantly fewer students and faculty than the average
total student enrollment size (M = 55.6) and core faculty size (M = 10.9) for APA accredited Ph.D. clinical programs.

CP graduate students are selected from a competitive, international pool of applicants. Over the 8-yr. span from 2005-2012, 373 candidates applied, 71 (19%) were offered admission and 38 (9.8%) matriculated as full-time doctoral students. These 38 entrants had the following characteristics: mean undergraduate GPA = 3.8; mean GRE Verbal = 159.6; and mean GRE Quantitative = 152.8. Because the scoring system has changed during this time frame, the converted data based on the new scoring system is shown. These average scores represent a rank of 83rd percentile for Verbal and 56th percentile for Quantitative. The mean GRE Psychology subject test score was 693, which represents close to the 77th percentile. Of these 38 students, 28 (73.6%) were from out-of-state, 35 (92%) were female, and 7 (18.4%) were of minority race/ethnic background (5 Asian, 1 Hispanic/Latino, 1 Black). Four of the 38 students were international students (from South Korea, Turkey, Canada, and Indonesia). During this same 7-yr. period, 29 students received a M.S. degree, and 26 students graduated from the Ph.D. program. 11 students graduated from the terminal M.S. program.

Since its inception, at admission, the CP Program has offered tuition remission, health insurance, and half-time assistantships to all Ph.D. students in good standing for at least 3 years. However, the program has always been able to provide funding for 4 years. Starting in 2010-2011, at admission, the program now offer support for 4 years for students in good standing. This was an area of concern in the prior departmental review that has now been addressed. The program also increased the base stipend to $14,000 for the 10-month academic year (set to equal the median for APA clinical programs). In return, students are expected to engage in research for 20 hours per week under the supervision of a faculty member, carry out teaching assignments, or some combination of TA and RA activities. When feasible, efforts are made to match the interests of students with the assistantship duties.

In addition to teaching and research assistantships, CP students also have access to several competitive fellowships locally. The University Fellowship, a 1-year fellowship awarded to promising first-year Ph.D. students by a university committee provides a stipend of $22,000, with an additional $800 for research or travel expenses. This year, a second-year fellowship was also awarded by the university. In addition, several students have obtained fellowships from other sources on campus (e.g., cancer fellowships, adolescent medicine). Fellowship recipients generally do not have pre-assigned duties either in teaching or on a specific research project. However, all fellowship recipients must engage in research and scholarship within the department and are required to identify a mentor and research or scholarly activity that will fulfill this requirement. Thus, fellowship recipients have the flexibility and freedom to seek out rewarding educational activities that meet their particular educational goals.

Graduate student academic fee remission normally accompanies the research or teaching assistantships and fellowships. For any given semester, fee remission is limited to 12 credit hours or fewer. Fee remission covers tuition costs except for approximately $35-$45 per credit.
hour, which is termed the ‘non-remittable’ portion of tuition. If students have to or wish to enroll for more than 12 hours of credit, they are responsible for paying tuition costs over the 12 hours. Students are also responsible for all technology and activity fees. CP area funding from the Department of Psychology provides travel grants (up to $250) to students who present at professional meetings and who apply to at least one other travel grant source (e.g., Graduate School Travel Fellowship, Graduate Student Organization, APA Travel Award). One hundred percent of requests for travel funding adhering to the program's criteria have been supported during the past 7 years.

**Recommendations and Responses to the 2005 Review**

In the 2005 review, there were eight major recommendations from the external reviewers. These recommendations and the progress or response to these recommendations are summarized below.

1. **FUNDING STABILIZATION:** Stabilize graduate funding with a fixed number of teaching assistantships.

   *Response:* The reviewers' first four recommendations are all related to graduate student funding. The CP program now have more students who do teaching assistantships for the department, and advanced students with masters’ degrees who are the primary instructors of courses, but there is not a fixed number of teaching slots available for CP students.

2. **FUNDING LENGTH:** Increase graduate funding to 4 years for students in good standing.

   *Response:* The program now commits to 4 years of funding for each student and has raised the typical student stipend to $14,000 (the median level across APA-accredited doctoral programs).

3. **FUNDED PRACTICA:** Explore the possibility of funded practica.

   *Response:* The program considered this option, but given the increasing competition the program now faces in placing students in external practica (e.g., the recent establishment of other Ph.D. and Psy.D. programs in the area), the faculty have been unable to identify sites willing to fund CP students. However, the faculty are still exploring this option.

4. **OUT-OF-STATE TUITION:** Explore means of reducing burden of charging grants out-of-state tuition.

   *Response:* The program has worked with the SOS Dean to allow in-state tuition rates for out-of-state doctoral students funded on grants. This change plus some of the other responses above have been important to enhancing recruitment efforts while also allowing for stable funding of a greater number of students. However, stability of future funding is still a pressing concern for the CP program.
5. FACULTY HIRING: Fill the two openings in the program with faculty who have potential for securing external funding.

Response: Since the last review, two original core faculty members remain (2 retired, 1 left for another position to help start a new school on campus, and 2 left for administrative positions). In the meantime, the department hired a strong cadre of clinical faculty, with 8 current core members, 4 of whom are tenured. Although the department has the capacity for a small, stable CP program, as noted by the external reviewers in the program's APA reaccreditation, it is critical that the department recruit additional faculty to continue the growth of CP. One of the specific recommendations of the prior review was to focus hiring efforts on faculty with capacity for external funding. CP faculty have been very successful in this regard, and currently seven of CP faculty have external funding for their research. The department is beginning a search for an additional faculty in the CP program now.

6. PROGRAM RECOGNITION: Increase awareness of CP at the national level.

Response: The department changed the name of the program from Clinical Rehabilitation Psychology to Clinical Psychology to better reflect the broader mission of this program. At the same time, the program has narrowed its emphasis areas to two: Health Psychology and Psychiatric Rehabilitation. This allows the program to develop depth, while still addressing a wide range of chronic health conditions. A former emphasis on neuropsychology was dropped because the department currently has no core faculty with expertise in this area. In line with the review recommendation to increase awareness of the CP program, the program's webpages have been revamped to increase its visibility. The CP program has also joined the Council of Clinical Health Psychology Training Programs to increase recognition of the growing clinical health emphasis area. Consistent with the department's belief that high-quality research will also enhance the program's visibility, the department has hired research-intensive new faculty who are publishing at a high rate (the tenured/tenure-track CP faculty published 4 peer-reviewed articles on average per person in 2011. Extended to book chapters, the average publication rate was 5 in 2011).

7. M.S. PROGRAM: Re-evaluate the terminal M.S. program.

Response: Both the prior departmental review and the recent APA accreditation review recommended a careful examination of the goals, costs and benefits of continuing to offer the terminal M.S. degree that has historically been offered through CP, with the suggestion that elimination of the M.S. program may free up resources for the doctoral program. The department has put the M.S. program on hiatus to explore whether the CP program can continue to recruit and support enough Ph.D. students to maintain course enrollment.

8. TRAINING QUALITY: Improve the quality of training in general clinical skills.
Response: This was an area of concern in the departmental review of 2005 as well as the most recent APA review. To help standardize clinical training, the program has instituted a meta-supervision group that Dr. Guare conducts for all students on practica placements to discuss cases and professional training issues, including review of audiotaped sessions. Students are also required to prepare and present a case conceptualization, which is graded by faculty during a proseminar meeting. Given the program’s emphasis on evidence-based practice, the CP faculty have instituted outcome monitoring where students seeing individual therapy clients regularly use a brief outcome measure to assess client treatment progress. The CP faculty have also expanded training in consultation and supervision by including focused lectures during proseminar. In addition, advanced students (those who have completed at least two practica) are matched with and provide supervision to novice students for the equivalent of one academic year (two semesters). Also, each year the program has a one-day clinical workshop on evidence-based practice. Starting this past year, the program now sponsors a half-day workshop on consultation. Student attendance at both workshops is mandatory.

Program Analysis

In this section, a critical analysis of the CP program is offered as a prelude to a discussion of future goals and objectives in the final section. Specifically, the CP program’s top three strengths and challenges are identified and discussed.

Strengths

The CP program has a very strong faculty who work well together and maintain a highly collegial atmosphere with students. The CP faculty are very productive as researchers, averaging 4.6 publications per faculty member per year (based on 2010 and 2011). The CP faculty have a high capacity for external funding (7 of the faculty currently have external funding), which can provide more support for excellent students. The CP faculty pride themselves in the ability to work closely with students, providing direct mentoring in research and professional development.

The CP program has a strong network of collaborators. The CP program is located on the IUPUI campus with proximity to other schools (e.g., School of Medicine, School of Nursing) that allows for close collaborations in the health psychology and psychiatric rehabilitation fields. The CP faculty and students have many collaborators from varied disciplines who work with them on research. These collaborations also frequently provide clinical opportunities for students and access to external fellowships – for example through the Cancer Center and through the Leadership in Adolescent Health programs.

The CP program provides top-quality clinical training through a vast network of practica sites. Dr. Guare has nurtured these relationships over the years and is also able to develop new sites as students express additional interest areas. By being in a large metropolitan area with so many hospitals and health agencies nearby, students have access to diverse patient populations.
with a variety of acute and chronic health conditions. IUPUI is also known for life sciences, making this a synergistic home for this program.

Challenges

The CP faculty size is too small to continue to grow as a program. The program's most recent APA review noted that it has the lowest number of faculty and students to have a viable program. As noted earlier, the program has a smaller core faculty than the average for clinical APA-accredited doctoral programs (10.9 vs. 8). The program has felt the impact of the small faculty size especially in teaching in that they have not had an adequate number of faculty to cover the teaching load. Although this teaching crunch has been felt by the entire department, CP has the greatest number of graduate courses required for their students. Moreover, clinical faculty teach many of the popular undergraduate courses, further exacerbating the “teaching crunch.”

The small size of the CP faculty also limits the number of students it can admit in any given year. In order to maintain a small enough student-to-faculty ratio to provide close mentoring, the department need additional CP faculty. This is particularly true for psychiatric rehabilitation, with only two core members focusing on this area -- yet the program is well known in the field and attracts a large number of student applicants. Another area of faculty need (for CP and the department as a whole) is explicitly in recruiting and maintaining faculty from diverse backgrounds, particularly ethnic minorities. Finally, additional faculty with external funding could provide more stability of student funding.

The CP program needs a larger, more diverse pool of highly-qualified candidates for its doctoral program. The quality of the CP students is excellent; however, in order to grow into a top clinical program, the program needs a much larger pool of applicants (the program's current minimum goal is 100 applicants per year). The CP faculty and students would also like to increase the diversity of its student body. Increasing diversity of faculty and students is a larger goal of the department as well. A related issue is the need to increase the public awareness of the program. The IUPUI CP program was identified as one of the most underrated clinical psychology doctoral programs (operationalized as the discrepancy between ranking and faculty productivity) in a recent publication. The program needs to gain greater national visibility in order to attract a large pool of applicants.

The CP program needs more stable funding for doctoral students. The program has made great progress in increasing the funding stipend, the length of time committed to funding, and changing the rate of tuition to in-state for research assistantships. However, the program is still limited in the number of new students it can admit by the amount of funding the program has available (in addition to the faculty size as mentioned above).

Goals and Future Directions

The overarching goal is to be a highly-rated CP program, with the ability to attract and retain the best faculty and doctoral students. In the next five years, the program believes a challenging yet
attainable goal is to be recognized by U.S. News and World Report as a top-50 program. The program was rated 79 in 2012 and its trajectory has been to advance about 15 places in each new ranking. The CP faculty have identified three critical areas to focus their efforts:

Maintain a high-quality, APA-accredited doctoral training program:
- Maintain current average time to degree of 6 years.
- Increase admitting class size to at least 8 students.
- Increase core faculty to 10 full-time CP faculty.
- Continue to meet the program's clinical training goals (see Appendix CP-1).

Continue excellence as clinical scientists, for faculty and students:
- Maintain high level of faculty productivity, with at least 4 peer-reviewed publications annually per faculty member.
- Strive for at least 50% of faculty to have external funding.
- Encourage all students to have at least one first-author publication, one first-author presentation at a national conference, and one additional publication prior to graduation.
- On average, provide 50% of students with stipend support from sources outside of the department (e.g., grants, external fellowships).
- On average, provide 50% of students with research support for their student research (e.g., grants).

Recruitment, selection, and retention of high quality students:
- Increase the number and quality of applicants to at least 100.
- Increase diversity of students to include at least 25% from underrepresented groups.
- Achieve a student retention rate of 85%, in line with APA-accredited programs.
- Increase stipend level to be above the median of APA clinical programs.
Section VII: Psychobiology of Addictions Program

This section of the department self-study addresses the goals, accomplishments, and future directions of the Psychobiology of Addictions Ph.D. program. It is organized in the following sub-sections: History, Goals, Curriculum, Faculty, Students, Facilities, Challenges and New Directions.

History

In 1991, the Psychology Department founded a biologically-oriented graduate program in psychology. A general guideline at IUPUI is that independent graduate programs should not duplicate existing programs at Purdue University-West Lafayette (PUWL) and Indiana University-Bloomington (IUB). To avoid overlap with behavioral neuroscience programs at those institutions, the department proposed a program specifically tailored to the study of the psychobiology of substance abuse, drug addiction, and psychopharmacology. This approach took advantage of existing, unique strengths on the IUPUI campus, including links to the Alcohol Research Center and the then Medical Neurobiology (now Medical Neuroscience) graduate program in the School of Medicine. The IUPUI program was created to fill a need for research and training in behavioral neuroscience and psychopharmacology and to make major contributions to the local neuroscience community on campus, in central Indiana, and, in particular, to the field of alcohol and drug abuse at the national and international level. In 1992, the process of creating the Psychobiology of Addictions (PBA) area began, and by 1994 four core faculty were hired, and the first students were admitted.

At that same time, the department moved into the new science building on the main IUPUI campus (the LD building) in January 1993. This move was important because of the modern facilities and the integration with the main IUPUI campus, allowing easy access to faculty collaborators, research facilities, and library facilities in the School of Medicine on the centralized campus. Since then, due to insufficient space in the LD building, two of the faculty members in the program have needed to house their laboratories in part of the Medical School (Drs. Goodlett and Czachowski [as of Aug. 1, 2012] at the BRTC building about 1.5 miles from the IUPUI campus; Dr. Boehm [at the R2 building about a mile away], and Dr. Murphy [until retiring in 2012] at the Institute of Psychiatric research about 1 mile away). However, the current construction of the Science & Engineering Laboratory Building (SELB), estimated to be completed in Fall 2014, should once again allow reintegration of all PBA faculty laboratories within the main IUPUI campus.

Originally, the PBA program was created through negotiations between IUPUI and PUWL, leading to an agreement (officially termed a “treaty”) to train Ph.D. students as part of a Purdue University graduate degree. Participation and administrative oversight by the PUWL psychobiology faculty were part of that agreement. Initially, two faculty members from the PUWL psychobiology program were required to serve on key committees beyond the master's
degree (i.e., the preliminary examination and doctoral dissertation committees). The agreement was subsequently modified, and now only one faculty from the PUWL department must serve. The psychobiology faculty from the PUWL campus have been supportive and provided valuable contributions and guidance to the IUPUI program, although sitting on these committees creates an administrative burden for those PUWL faculty.

Goals

The PBA program promotes excellence in research, scholarship and teaching in behavioral neuroscience, with a focus on alcohol and drug abuse. Over the past 50 years, the field of psychology traditionally referred to as physiological psychology has evolved and expanded. While behavior remains a central focus of psychology programs, reliance on neuroscience knowledge and methodology has led to a redirection and renaming of many programs. This new emphasis is commonly reflected in contemporary labels such as psychobiology, biological psychology or behavioral neuroscience. The PBA graduate program is designed to train scientists in the study of addictive behavior and substance abuse via an integration of psychology and neuroscience. The PBA program emphasizes the acquisition of the methods, theories, and knowledge of behavioral neuroscience, focusing on addictive behavior and substance abuse. The range of addictive behaviors in the general population is broad and varied in severity. However, regardless of the addiction (e.g., alcohol, cocaine, food, gambling), all are ultimately defined by behavioral measures that have both biological and environmental causes. Causes and consequences of addiction include problems in social, professional and cognitive functioning, accompanied by a continuation of the addictive behavior even in the face of deleterious effects on health and social functioning. The initiation of the addiction process also involves neurobiological substrates, predisposing hereditary influences, and neurobiological adaptations as the addiction progresses. Thus, while most of the current and past students have worked using animal models of addictive behavior, an important training goal is to generate basic scientists who are well versed within this multi-disciplinary spectrum.

Summary of PBA Program Objectives

The main objective is that graduates of the PBA program will be qualified to assume positions as postdoctoral researchers, faculty at academic institutions, researchers in government laboratories, or positions in the private sector. Upon graduating from the program, students should be able to demonstrate competence in the following arenas:

- Behavioral Science. Describe and critically evaluate contemporary behavioral research and theory and have a good working knowledge of historical development of major theories of behavior, substance abuse, and addiction.
- Neuroscience. Have a basic knowledge and comprehension of the diverse areas of neuroscience, especially as related to the mediation of behavior, including neurobiology, neuroanatomy, neurochemistry, and neurophysiology. Understand the major trends in the evolution and development of neuroscience-oriented methods and theories that are important to research on the behavioral neuroscience of substance abuse and addiction.
• Research. Possess the necessary skills to implement experimental and quasi-experimental designs for basic and applied research. Acquire competence in conducting high quality research focused on specific theoretical and/or empirical issues in behavioral neuroscience and addiction research. Have a basic understanding of how to secure independent funding and manage grants.

• Pedagogy. Acquire competence in instructing and mentoring students, supervising and training students, research assistants and technical personnel on laboratory procedures and research projects.

Curriculum

The M.S. degree requires a minimum of 30 hours of graduate work and the Ph.D. degree is a minimum of 90 hours of graduate work, plus completion of any undergraduate prerequisites that were not completed prior to admission (see Appendix PBA-1 for the Academic Progress form; also see Appendix PBA-2 for typical course sequences). The program expects that the Ph.D. degree will take the average student approximately five years of full-time, post-bachelor work (Appendix PBA-3). This includes up to three years to complete coursework and a master’s thesis, and approximately another two years to complete the qualifying examination and the dissertation. All doctoral students are expected to gain some experience and instruction in teaching by serving as a teaching assistant and participating in a short-term teaching workshop offered by the department or campus.

The chair of each student’s research advisory committee also serves as the student’s academic advisor. Students are urged to form their advisory committee after completion of the first year in the program and submit a plan of study for the master’s degree by the fall semester of the second year. Students entering with prior graduate work may be eligible to have courses apply toward their degree. A maximum of 30 semester hours may be transferred for a student entering with a master’s degree from another graduate program.

Student Research

Students are expected to be involved in research beginning in the first year of their graduate training. As students progress through the program, they are expected to show evidence of accelerated research activity and independence, especially once coursework requirements have been satisfied. As part of the research training, students must attend a one-credit PBA seminar/journal club each semester (the PBA research seminar alternates weekly with a journal club). Students are required to give oral presentations of research activities at the psychobiology seminar, lead one journal club each year, and give at least one seminar at the PUWL psychobiology graduate student seminar series, typically in year three. The PBA seminar serves the multiple purposes of introducing faculty research interests to first-year students and providing important information to students. The seminar also provides a forum for the discussion of proposed studies, for the presentation of progress reports on existing studies, and for the general exchange of ideas. Outside speakers are also solicited, and there are typically 4-5 outside speakers each year.
Important Milestones

Oral examinations (master’s defense, preliminary examination, dissertation defense) are important milestones. The PBA committee considers both written and oral examination performances in making evaluations.

A master’s thesis is required, in keeping with the PUWL graduate requirements. After conducting the research, submitting the written master’s thesis and completing the oral defense, the committee approves or disapproves. If the decision is negative, the committee asks for revisions and another defense ensues. A student entering the PBA program with a master’s thesis may request that the thesis be considered as the equivalent to the thesis requirement for the PBA program. A thesis completed at another university must be an empirical study in order to be counted as an equivalent. The decision on acceptability is made by the PBA and PUWL faculty. Students who meet the criteria for passing the preliminary examination are admitted to Ph.D. candidacy. The exam evaluates scholarly attainment and critical thinking consistent with the level expected of individuals who are qualified for the Ph.D. degree. Ideally, this examination is completed no later than the beginning of the students’ fourth year in the program.

The preliminary examination has written and oral components. The written portion involves either critical synthetic review or a grant proposal. The oral portion of the examination is a formal defense of the final document (critical review or grant proposal). The topic is proposed to the preliminary examination committee, and the committee may approve, recommend modifications, or disapprove. Typically, a student who fails either the written or oral examination is permitted a re-examination. If there is a decision to terminate, the student may request that the committee review the decision. The student may appeal a negative decision to the chair or the dean. All dissertations are conducted under the supervision of a four-member dissertation committee. As noted, one member of this committee must be from the PUWL psychobiology program, and two members must be from the IUPUI PBA program.

The PBA doctoral program has a deadline of eight years from program entry to completing all the requirements for the Ph.D. Failure to meet this deadline may be grounds for termination from the program. Students in jeopardy of not completing their requirements in time may petition the PBA committee in writing for a time extension, giving reasons for the extension. The committee may grant an extension of up to one year, and students may petition for additional extensions.

Graduation requirements and standard operating procedures for the program are laid out in the PBA Student Handbook (Appendix PBA-2). The program has a strong history of graduating doctoral students who find long-term employment related to their degree. Appendix PBA-3 for lists of the positions taken by all prior students graduating with a doctoral degree from the PBA program.
Assessment of Student Progress

During the fall semester for new students and during the summer or early fall for continuing students, each student has a goal-setting meeting with her/his major professor, identifying goals for the coming academic year. Also, at the completion of each academic year, each student goes through an annual review of progress in the program. The PBA faculty meet early in the summer to review these assessments. If there are particular concerns, the PBA committee conducts subsequent mid-year student reviews in December or January. Letters documenting progress become part of the student's permanent record and are consulted in subsequent evaluations. The tone of this evaluation process is intended to be developmental. The annual review is also used as one basis for making financial support decisions.

Student Awards

External student awards are shown in Appendix PBA-4. These indicate increasing success of PBA students in attracting national awards, including Individual National Research Service Award (NRSA) Fellowships, and awards for student Merit or Travel from the Research Society for Alcoholism (RSA) or the International Society for Developmental Psychobiology (ISDP).

With respect to intramural awards, in March of each year the PBA faculty consider nominating one student for the McKinley Memorial Award. This award is usually presented on an annual basis, unless there are no satisfactory candidates. The criteria for selecting the recipient include research excellence (as indicated by publications, papers accepted for publication, papers presented), academic performance, and exemplary progress in completing program milestones. Consequently, senior students are most likely to be nominated for this award. Outstanding students may also be nominated for other school or university awards, according to the award criteria.

Undergraduate Contributions

Throughout its history, PBA faculty have been committed to undergraduate education, offering a behavioral neuroscience track to students interested in specializing in neuroscience and related topics such as addiction, neurodegenerative diseases, teratology, and neurophysiology. Starting in the summer of 2012, the Departments of Psychology and Biology formed a new undergraduate major in neuroscience, obviating the need for a behavioral neuroscience track within the psychology major. Headed by Dr. Stephen Boehm from the PBA faculty, this new program will grant a Bachelor of Science in Neuroscience degree, and all faculty in PBA will participate. The curriculum will require 120 credits, and includes coursework in the biological, behavioral, chemical, and physical sciences. Core courses in neuroscience are supplemented by specialized electives in biology, psychology, computer science, and mathematical science. In addition during this time, Dr. Neal-Beliveau was awarded a course transformation grant to redesign the curriculum for the Introductory yo Psychology as a Biological Science (B105). The course was again redesigned in 2012 with a major effort from Dr. Neal-Beliveau to transition what had been two courses (Psychology as a Biological Science and Psychology as a Social Science) into a single combined course (B110). Dr. Grahame contributed to the text for that course.
In addition to formal classroom training, PBA faculty are committed to providing undergraduates with hands-on research experiences in their laboratories. Both in the Neuroscience program and in the psychology major, students are encouraged to participate in independent research and internship experiences on the IUPUI campus in the SOS or School of Medicine, or through companies in central Indiana that are aligned with the life and health sciences, pharmaceutical, and biotechnology industries. All neuroscience and psychology students must complete a Senior Capstone research project that often involves independent research in the laboratory of a PBA faculty member. In addition, PBA faculty have mentored minority undergraduate students from disadvantaged backgrounds through the McNair Fellowship in which students work on a research project in a primary mentor’s laboratory for the summer, receiving a $3600 stipend. Faculty who have mentored McNair Fellows include Dr. Grahame (2 since 2005), Dr. Goodlett (1 since 2005), and Dr. Boehm (1 since 2009). A minority student participating in the National Science Foundation Undergraduate Research Mentoring program in the biological sciences has also been mentored by Dr. Boehm, for which a full tuition waiver, stipend, and $1,300 in research support was given.

Faculty

As of Fall 2012, the Psychobiology of Addictions program has six core faculty members (Drs. Boehm, Czachowski, Goodlett, Grahame, Lapish, and Neal-Beliveau) and one supporting faculty member, Dr. R. Stewart. Of the core faculty, 5 are tenured; Dr. R. Stewart holds the rank of senior lecturer. Core faculty members also hold appointments in the Medical Neuroscience Program, and many currently serve on graduate committees in that School of Medicine program. Over the years, faculty have also served as primary mentors of students receiving their terminal degree from the Medical Neuroscience: Dr. Goodlett – 2, Dr. Grahame – 1, and Dr. Neal-Beliveau – 2. In turn, Medical Neuroscience faculty have served on committees of PBA graduate students, and some of these faculty have been recruited directly into the PBA core faculty, often after serving on PBA committees and/or teaching courses in PBA (e.g., Drs. Czachowski and Grahame). Department of Psychology supporting faculty members are also valuable contributors to the PBA program, as these faculty may teach courses, direct research, and serve on committees. All Psychology Department members with graduate faculty status may serve on committees of PBA students, and these faculty often contribute to the PBA program through teaching required graduate courses.

PBA Core Faculty

- Dr. Stephen Boehm, Associate Professor, Ph.D. (Behavioral Neuroscience), 2002, Oregon Health & Science University, Psychobiology Area Head 2010-2012, Director of the Neuroscience Undergraduate Program, 2012-current.
- Dr. Cristine Czachowski, Associate Professor, Ph.D. (Neuroscience and Behavior) 1998, University of California Santa Barbara, Psychobiology Area Head 2012-current.
- Dr. Nicholas Grahame, Associate Professor, Ph.D. (Biopsychology) 1992, State University of New York at Binghamton, Director of Graduate Studies, 2012-current.
• Dr. Christopher Lapish, Assistant Professor, Ph.D. (Neuroscience), Medical University of South Carolina, 2006.
• Dr. Bethany Neal-Beliveau, Associate Professor, Ph.D. (Pharmacology) 1987, University of Minnesota, Director of Undergraduate Studies in Psychology, 2012-current.

PBA Supporting Faculty

• Dr. Robert B. Stewart, Senior Lecturer, Ph.D. 1988 (Pharmacology) University of Toronto, Canada.

Students

PBA Graduate Program Admission

The PBA program seeks to attract competitive, diverse students from around the nation. The program seeks motivated individuals who have completed an undergraduate degree in psychology or a related field, and who have adequate training in the general sciences, particularly biology and chemistry. Admission to the Ph.D. program is competitive and students are considered for admission based on the following basic standards: (1) an undergraduate (and graduate, if applicable) grade point average of 3.2 or higher on a 4-point scale; (2) a minimum composite GRE (Verbal & Quantitative) score of 1300 is desired; (3) at least three favorable letters of recommendation; (4) a personal statement displaying an interest in research areas supported by the PBA program and faculty; and (5) the extent of prior research experience. Student qualifications, the availability of financial support, and faculty commitments are key factors in admission decisions. Thus, even though an applicant may satisfy objective criteria, the committee must also judge how well an applicant’s qualities and interests match the objectives of the PBA program and the committee may reject applicants who fail to demonstrate compatibility with the program and the faculty interests. Conversely, an applicant who does not meet a basic criterion (e.g., an applicant has a composite GRE of less than 1200) may receive a favorable recommendation for admission if the applicant has a high level of motivation, excellence in research background, and great potential for success in the program. Presently, the approximate training capacity of the program is about 12-16 Ph.D. students. Students are admitted to the Ph.D. program only at the beginning of the fall semester, unless special circumstances prevail. The PBA program is intended for full-time students, although exceptions may be made in certain circumstances. PBA faculty are responsible for recruitment and selection of students, monitoring of student progress, securing appropriate mentoring for students, identification and coordination of research experiences, and all other program activities. From 1994-2004 inclusive, an average of 10.3 applications were received each year, and of those, an average of 20% were offered admission. Table 9 shows the ratio of student applications to admissions since 2004; average applications per year and selectivity have held very close to those found during the first decade of the program’s existence. During this period, 10.4 students applied per year on average, and an average of 2.6 was admitted, for an acceptance rate of 25%.

Table 9: Comparison of applicants to admitted students in the PBA program, 2005-2012
As can be seen in Table 9, no students were admitted in 2012. This was in large part due to the success of the preceding years in attracting new students. In fact, 8 out of 8 students admitted to the program in 2010-2011 accepted the program’s offer. This means that current faculty felt that, save for a possible exceptional student, they did not have sufficient resources of time or money to mentor additional students.

### Graduate Student Support

Since its inception, the PBA program has reliably provided financial support during the fall and spring academic semesters to graduate students in good standing, and the program also seeks to provide summer support whenever possible (See Appendix PBA-5 for funding in the last 2 years). The three primary sources of support for students are departmental funds, fellowships, and grants. The PBA Ph.D. program receives support from Psychology that helps to pay for stipends and tuition remission. Students who receive stipend and/or tuition support from departmental funds are required to work for the department, usually as a teaching assistant (TA). TA support is based on an academic semester (fall and spring). Depending on the level of support, students may work up to 15-20 hours per week under the supervision of a faculty member. Graduate student academic fee remission normally accompanies an assistantship. Occasionally, summer teaching assistantship support is available. Teaching duties vary widely (e.g., grading and preparing exams, tutoring). Doctoral students may also teach a course, usually under the supervision of a faculty member. Students who are hired as instructors must enroll in a teaching seminar. One-year University Fellowships (currently $22,000) are available on a competitive basis to promising first-year students and to some second year students. Since 2005, the PBA program has obtained fellowships for four first-year students. The department pays the tuition through fee remission during the fellowship.

PBA students are also funded from faculty research grants or contracts, supplements to faculty research grants, and the NIAAA-funded Institutional Training Grant. Currently, four PBA students are supported by the Institutional Training Grant, which is awarded on a competitive basis depending on demonstrated student research prowess and course grades, typically starting in a student’s third year of study. Students are also encouraged to seek individual fellowships from outside sources, such as the NRSA from the National Institutes of Health. Some fellowships are available from private foundations and may carry conditions (e.g., certain ethnic groups). Full-time doctoral student status includes enrolling in at least 9 credit hours of coursework per academic semester and participating in other scholarly activities (e.g., attending research seminars).
Minority Recruitment

PBA remains dedicated to attracting graduate students from a diverse background. Two minority students (one African American and one Hispanic American) have earned Ph.D. degrees in the program and two African American students have earned M.S. degrees. Currently, the program has two African American students enrolled in the Ph.D. program, one in Dr. Boehm’s laboratory, and one who has Drs. Czachowski and Lapish as mentors. Last year, Dr. Boehm attended the Southern Regional Education Board (SREB) conference focused on increasing diversity among the faculty ranks, accompanying his African American student to the meeting.

Facilities

The Department of Psychology occupies teaching and research facilities located on the downtown IUPUI campus. Faculty offices, classrooms, laboratories for human research, and teaching laboratories are located on the first floor of the Science building (LD). As space permits, graduate students have assigned offices or desks. Through research grants and departmental sources, all doctoral students have a personal computer assigned to them. PBA graduate students work in various research laboratories on campus, depending on the location of the research laboratories of their faculty mentor or a faculty research collaborator. In the SOS, a 4,000-square foot, secure and self-contained, area on the third floor of LD is devoted to faculty and students interested in basic animal research in experimental psychology and psychobiology. This area includes four fully-equipped research laboratories about 400 square feet each, five additional research rooms used on a demand basis, a surgical procedures room, animal technician’s office, and animal housing quarters and storage areas. Equipment resources include computer-controlled behavioral apparatuses, extensive freezer and microtome facilities, a computerized microscope for neuroanatomical studies, a laser capture microdissection apparatus, and a multi-electrode electrophysiological recording apparatus for awake and freely moving animals. Extensive space is available for breeding and housing animals in an AAALAC approved facility in LD. PBA faculty also have research space in the Biomedical Research and Training Center (BRTC) on 16th and Indiana Avenue, as well as in the R3 research building on Walnut Street and University Boulevard. SELB will be connected to offices in LD via an enclosed walkway and is currently planned to largely consolidate both LD and BRTC laboratory space. Currently, PBA occupies 4000 square feet in LD, 1500 square feet in the BRTC building, and 300 square feet in the R3 building, while the new SELB will yield 6329 square feet for use by the program. Given proximity of this new PBA space to laboratories of researchers in other departments (especially Biology), this may yield new opportunities for both spontaneous and planned collaborative opportunities.

The University Library and the Medical School Library are the primary library resources for graduate students. They have numerous behavioral, biological, and neuroscience journals related to the PBA mission. Most journals are available online, including recently-appearing publications. IUPUI also has full access to the holdings of Indiana University’s eight campus networks for interlibrary loan as well as to the Purdue University system.
Recommendations and Responses to the 2005 Review

In the 2005 review, there were four major recommendations from the external reviewers. These and the progress or response to these recommendations are summarized below.

1. FACULTY BREADTH: Hire a faculty member who broadens expertise of the PBA program beyond alcohol.

*Response:* As stated above, Dr. Christopher Lapish arguably fills the role of a faculty member with primary interests outside of alcohol. Although Dr. Lapish recently began working with the Indiana Alcohol Research Center, his primary work, using both electrophysiology and behavior, is in understanding cognitive deficits involved in schizophrenia or following chronic stimulant use. This new area has already broadened the range of expertise for graduate and undergraduate instruction, as well as increasing possibilities for new lines of collaborative work among PBA faculty.

2. SPACE: Form a committee to evaluate space needs of animal researchers and make recommendations to the chair and dean. At least one impartial member outside of PBA should sit on this committee.

*Response:* Although PBA faculty have not formed a committee dealing specifically with space issues, the PBA faculty have been amply consulted on many recent space decisions, including the layout and size of the new SELB currently under construction, as well as repeated decisions about how to find room for new faculty (i.e., Drs. Lapish and Czachowski) who have initiated active research programs within the PBA program. Although space is tight now during the wait for the new building, there has been ample communication and support from all chairs since the 2005 review, as well as from the SOS administration.

3. OUT-OF-STATE TUITION: Pursue a policy of out-of-state tuition payments for research assistants that is consistent with the policies used currently on the West Lafayette campus.

*Response:* Many of the concerns about out-of-state tuition costs were alleviated when a policy first instituted by Dean Ng and then continued by his current successor, Dean Rhodes, allowed faculty paying for students from extramural sources (e.g., grants) to pay only the in-state tuition, even when out-of-state graduate students were supported. In PBA, the percentage of students thus supported is sufficient to allow these out-of-state expenses to remain manageable, though if there is a significant loss of grant support among PBA faculty, this could again become a concern.

4. FACULTY GOVERNANCE: Consider ways of bringing PBA faculty more into the decision-making process within the department, especially in matters related to graduate training and research. Assigning PBA faculty to future hiring committees is important.
Response: Current PBA faculty feel that the "schism" between PBA and other areas in the department is no longer an issue, in part due to broad involvement of PBA faculty in department decision making since the 2005 review. PBA faculty have served on numerous search committees since 2005, both in I/O and in the CP program, as well as on the search for the current chair. PBA faculty searches have gone extremely well since 2005, bringing in Drs. Grahame, Boehm, Lapish and Czachowski. In addition, PBA faculty currently serve in roles of Director of Graduate Studies (Dr. Grahame) and the Director of Undergraduate Studies (Dr. Neal-Beliveau), and Dr. Boehm serves as the director of the new Neuroscience undergraduate program. Therefore, PBA faculty are broadly involved at many levels of the department.

Program Analysis

Strengths

Since the last review in 2005, the PBA program has made significant strides in all of its roles. Since 2005:

- Current graduate student enrollment has increased by 50%.
- The level of graduate stipend funding (percentage) from grants increased from 42% in 2011 to 52% in 2012.
- Minority recruitment and retention among graduate students remained strong.
- The number of full-time faculty increased by 50% with the addition of Drs. Stephen Boehm and Cristine Czachowski, who study alcohol addiction, and Dr. Christopher Lapish, who studies cognitive deficits in neuropsychiatric disorders including addiction.
- The PBA program continues to cultivate strong collaborative ties which each other with have increasingly complementary skills sets, as well as to faculty both within the department (e.g., CP faculty such as Dr. Melissa Cyders) and in the School of Medicine (including Drs. David Kareken in Neurology and Feng Zhou in Anatomy).
- A major new effort in undergraduate education has been initiated with the multi-disciplinary Neuroscience program.
- The SOS has broken ground on the SELB, which will allow all PBA faculty laboratories to be housed in the same location, near their LD offices.

These are important strides, and address key problems identified in the earlier review.

Challenges

A number of challenges remain for the PBA program.

- The program continues to be dependent on Purdue University in many respects
  - The Ph.D. diploma lists Purdue-West Lafayette, rather than Indianapolis, as the degree-granting institution.
  - Although the program receives extensive assistance and collaboration from the Purdue Psychology department, Purdue central administration is often very slow
and inefficient in responding to regular administrative needs, and may appear disinterested in assisting Indianapolis faculty and staff when concerns arise.

- Graduate committees (preliminary examination, dissertation) require Purdue committee membership, and this responsibility has fallen disproportionately on just a few of their faculty, who have few incentives to participate in sometimes onerous committee memberships.
- Any changes to degree requirements or procedures cannot be executed without Purdue approval.

- Although students who graduate from the program do well in job placement, application numbers are still fairly low, averaging around 10 per year over the long term. While the recent trend is upward, it seems clear that the program needs to do more to establish a national reputation and garner more interest from prospective students.
- Three of the six core faculty (Drs. Boehm, Czachowski, and Grahame) currently have NIH funding as PI or co-PI. Additional external funding needs to be established (or re-established) for the program to continue to grow.
- The program remains heavily dependent upon external funding for graduate student support. A loss of funding or failure to re-establish funding on the part of any mentor, and especially any loss of the institutional training grant, would be quite harmful to the financial well-being of the program.
- Funding students from different sources can create inequities in stipend amounts, and may harm program competitiveness. For example, while the department currently offers a 10-month stipend of $18,000 to PBA students, those supported by institutional or individual NRSA training grants receive a 12-month salary of $24,000. Additionally, the other neuroscience program on campus, the Medical Neuroscience program, offers a stipend of $23,500.
- PBA faculty would like to identify stable sources of graduate student funding, consistent with NIH pre-doctoral levels, that create a core of support for PBA students that does not change from year to year.
- The program remains quite focused on alcoholism. Currently, 4 of the 6 faculty have primary research interests in alcoholism. While this fits well into the larger community at the Indianapolis campus due to the long-standing Alcohol Research Center and NIAAA-funded training grant, establishing a national reputation as an addictions program requires attracting faculty studying a wide variety of addictive behaviors.
- There is little to no financial support for establishing more of a postdoctoral training mission. Since 2005, only two postdoctoral fellows have received training from PBA faculty. A greater emphasis on postdoctoral training would improve both the research productivity and graduate training mission of PBA faculty.

Goals and Future Directions

In the near future it appears that the Federal agency, NIAAA, from which several PBA faculty receive research support (Drs. Boehm, Czachowski, Goodlett, Grahame, and Lapish) may be reorganized and integrated with the study of other addictions (gambling, drugs, etc.) in the
proposed National Institute of Substance Use and Addiction Disorders (NISUAD). This may provide opportunities for existing faculty to broaden their research agendas to these other areas, and may also help in attracting non-alcohol researchers to a campus that is strong in addiction research. On the other hand, this may create funding challenges for those working in the area of Fetal Alcohol Syndrome (Drs. Goodlett, Boehm, and also potentially Grahame), as this research area is not currently included in the proposed NISUAD. In addition, the reorganization of NIH addictions research has the potential to imperil both the Indiana Alcohol Research Center, an important funding source for addictions work on the campus for 30 years, as well as the NIAAA funded T32 training grant, a current and past supporter of stipends for many PBA students.

Several of the current faculty (Drs. Boehm, Czachowski, and Lapish) were invited to join existing faculty (Dr. Grahame) in being members of the Indiana Alcohol Research Center. This large grant (annual budget of $2 million) is administered through the School of Medicine, and yet received a strong infusion of funds to support its research endeavors from SOS Dean Rhodes during its recent competitive renewal. The integration of more PBA faculty into the Center’s ranks should increase opportunities for collaboration with other campus research entities, and in the longer term, increase the likelihood of successful funding efforts of PBA faculty.

Overall, collaboration both within the PBA program as well as between faculty and other entities on campus seems likely to grow. The past several years have seen increased publication and grant submission activity in which more than one PBA faculty are involved, and with the recent additions of Drs. Lapish and Boehm, skill sets now extend well beyond traditional strength areas of behavioral pharmacology and behavioral genetics to core neuroscience techniques of single and multi-unit electrophysiological recording in awake and behaving animals to local injection and viral knock-down of targeted genetic constructs. Overall, the increase in breadth of expertise in the program, combined with research skills and interests that form a strong complement to the Indianapolis campus’ long history in addictions research are consistent with the program’s goal of becoming one of the top 10 neuroscience graduate programs in the nation.

However, maintaining and expanding the program’s national reputation will require hiring in the near future. The long-term goal is for the program to have seven tenured or tenure-track faculty and two lecturers to cover both research and didactic needs. This would mean hiring both a new tenured or tenure-track faculty member and a lecturer. Current PBA faculty hope that the strong track record in both enrolling and graduating minority students will increase the odds of attracting the interest of qualified minority faculty to the program.

It seems clear that the long-term health and security of the program will rely, at least in part, on obtaining independence from PUWL. While the path to this future independence is as yet unclear (either through application to the Indiana Commission on Higher Education, or through some other means initiated at the IU President’s level in Bloomington), the program
hopes to grant its own degrees in the future, as the Clinical Psychology graduate program currently does. This independence will facilitate PBA’s ability to steer itself in the way that is most likely to benefit the IUPUI campus and life sciences in Central Indiana. To this end, the current plan is to submit a proposal for an Indiana-University based graduate training program in addictions in fall 2012.
Section IX: Strengths, Challenges and Future Goals

Throughout this Internal Self-Study document, the aim was to portray an honest, critical self-analysis of the Psychology Department over the last 7 years. Here, the primary strengths, challenges and goals and future directions that were identified throughout this self-analysis are summarized.

Strengths:

**Undergraduate Program:** Psychology faculty members support the undergraduate program and are actively involved in mentoring undergraduates, especially in research activities. Undergraduate teaching is strong and valued in the department. The undergraduate curriculum is grounded in APA principles for the Psychology major and innovative courses are offered that include active and collaborative learning. New courses in Introduction to Psychology and Ethics and Diversity in Psychology offer original ideas within undergraduate pedagogy and the new interdisciplinary Neuroscience Undergraduate Program takes advantage of the department's strong interactions with the Department of Biology and other departments here in the School of Science, as well as various departments in the School of Medicine. The department provides opportunities for service and experiential learning and has a well-structured, integrated program that spans from 1st-year experiences to capstone courses. In addition, Psychology's academic advising program is strong and nationally recognized.

**Industrial/Organizational Program (I/O):** The I/O Masters program is the longest-standing graduate program in the department and is regarded as a top-tier master’s program nationally. The faculty are highly qualified, with Ph.D.s from prominent programs, and have created a cohesive, supportive and collaborative working and educational environment. The students admitted to the I/O program have excellent credentials and compete well for University Fellowships and other forms of competitive support. The students are well funded in comparison to other master’s programs and they receive significant practical experience with assistantships and internships at various internal/external agencies and organizations.

**Clinical Psychology Program (CP):** The clinical faculty are highly productive as researchers in terms of publications, external funding and providing support for graduate students. The program enjoys strong collaborative networks especially with other health science units at IUPUI, including the Schools of Medicine and the School of Nursing. This program has the most number of graduate students and offers them a supportive atmosphere. Graduate students in the CP program enjoy a wide variety of practica sites nurtured by Dr. Guare, which provide excellent graduate training.

**Psychobiology of Addictions Program (PBA):** The doctoral program in PBA has made significant strides in overcoming concerns raised in the 2005 review. PBA has a strong, research-active group of core faculty that has increased by 50% since the last review and who enjoy strong...
collaborative ties with other faculty in Psychology as well as in the School of Medicine. Graduate student support from grants is over 50%, and the program recruits and retains minority students well. Faculty in the program are strongly connected to the new, interdisciplinary undergraduate major in neuroscience, and laboratory space concerns will be greatly alleviated when SELB opens in approximately one year.

Challenges:

Undergraduate Program: A large proportion of undergraduate teaching is shouldered by Lecturers and term faculty since many of the tenured and tenure-track faculty teach in their respective graduate programs and/or have bought out of courses through grants. Although Lecturers and term faculty are extremely talented educators, Psychology believes it is important that undergraduate students have direct contact with faculty who are knowledge creators. In addition, the classroom facilities strain departmental ability to utilize modern pedagogies that emphasize collaborative, critical thinking approaches to education.

I/O Program: Funding for I/O students, while relatively strong, is difficult and complicated to maintain. The complicated structure also makes it harder to recruit prospective students (e.g., “You get $x in year 1, which includes fee remission, for which you work 5 hrs./wk., and funding in year 2 is not guaranteed but can be achieved through external assignments that the faculty try to acquire and maintain.”). Leadership in the area is changing with the retirement of Dr. John Hazer who was Area Head for the last 30 years. Concomitantly, the teaching and research focus of the I/O faculty has shifted in a more “organizational/diversity” direction, and there is a felt need to establish a doctoral program that will attract graduate students who will work with these faculty on research for longer periods of time.

CP Program: A recent APA reaccreditation review of the CP program stated that the size of the CP program is too small to remain viable. The small size is particularly felt in CP’s Severe Mental Illness (SMI) area, which enjoys a strong, international reputation and receives a high number of qualified applicants to the graduate program each year, but has only two faculty in the area. (Note that, currently, a search is under way to hire up to two more faculty in CP.) The small number of CP faculty is exacerbated by the success that they have had in getting grants and buying out of courses, because this leaves few CP faculty to teach needed undergraduate courses. The CP program has also identified a need to increase and strengthen its pool of highly-qualified doctoral applicants, particularly minority students. In general, CP faculty seek to gain greater national visibility for the program overall.

PBA Program: Unlike CP, the PBA program is not independent from Purdue University’s Department of Psychological Sciences in that it provides PBA program oversight, and this has created roadblocks and barriers to program management and growth. Also, funding viability and stability are a concern because of the expense of maintaining a neuroscience-intensive program. Furthermore sources of funding for graduate students are highly grant dependent and this creates variance in the level of support among students depending on their source of funding. Finally, although the depth of expertise and research focus in the PBA program is
alcohol addiction, greater breadth in addiction disorders continues to be needed especially as the national funding mechanisms at NIH will be changing.

**Goals and Future Directions:**
The department continues to be guided by its 2009 strategic plan and monitor goal progress and accomplishment. Salient goals for each of the programs in Psychology are listed below:

**Undergraduate:**
- **UG 1:** Maintain a high-quality undergraduate program based on the *APA Guidelines for the Undergraduate Psychology Major*.
- **UG 2:** Implement an assessment strategy to determine the effectiveness of the new curriculum.
- **UG 3:** Assess the various components of the undergraduate advising program.
- **UG 4:** Devise strategies to increase graduation rates and decrease time to graduation.
- **UG 5** Increase departmental credit-hour totals.

**I/O:**
- **I/O 1:** Increase external support (grants and organizational funding) for both faculty research and student stipends.
- **I/O 2:** Increase program recognition at department, university and national levels.
- **I/O 3:** Increase the number of Full Professors in the I/O program.
- **I/O 4:** Increase faculty research productivity.
- **I/O 5:** Increase the speed of thesis completion and the percentage of students who complete it.
- **I/O 6:** Increase the quality of admitted I/O students.
- **I/O 7:** Increase multicultural awareness/appreciation in curriculum and recruitment.
- **I/O 8:** Implement I/O leadership succession plan.

**CP:**
- **CP 1:** Maintain a high-quality, APA-accredited doctoral program.
- **CP 2:** Continue excellence as clinical scientists, for faculty and students.
- **CP 3:** Recruit, select and retain high-quality students.
PBA:

PBA 1: Capitalize on changes in federal funding reorganization (i.e., NIAAA) by expanding the foci of addiction disorders and finding avenues for research funding that may be jeopardized by this reorganization (e.g., fetal alcohol syndrome and the Indiana Alcohol Research Center (IARC)).

PBA 2: Increase collaborations with the I-ARC as well as other research centers.

PBA 3: Continue to increase the breadth of neuroscience research methodologies, such as single- and multi-unit electrophysiological recording in awake and behaving animals, to local injection and viral knock-down of targeted genetic constructs.

PBA 4: Increase faculty size to 7 full-time tenured or tenure-track and 2 Lecturers with particular interest in attracting and retaining qualified minority faculty and students.

PBA 5: Obtain independence from Purdue’s Department of Psychological Sciences.
Department of Psychology

Internal Self-Study
2012
Appendices
## Contents

| Appendix OV-1: Psychology Department Promotion and Tenure Criteria | 3 |
| Appendix UG-2: Undergraduate Psychology Courses | 21 |
| Appendix UG-3: Psychology Major Concentrations | 26 |
| Appendix UG-4: Undergraduate Publications and Presentations | 28 |
| Appendix UG-5: Neuroscience Degree Requirements | 35 |
| Appendix UG-6: Undergraduate Course Evaluation Form: School of Science | 38 |
| Appendix I/O-1: I/O Graduate Course Descriptions | 39 |
| Appendix I/O-2: I/O Assistantship, Practicum & Internship Sites: 2005-2012 | 40 |
| Appendix I/O-3: I/O Graduate Student Accomplishments | 42 |
| Appendix I/O-4: I/O Invited Presentations: 2005-2012 | 48 |
| Appendix I/O-5: I/O Student Funding (2005-2012) | 53 |
| Appendix CP-1: Clinical Psychology Training Goals | 54 |
| Appendix CP-2: CP Graduate Curriculum | 58 |
| Appendix CP-3: Syllabus for Psyc I691 | 62 |
| Appendix CP-4: CP Practicum Training Sites | 65 |
| Appendix PBA-1: Academic Progress Form | 73 |
| Appendix PBA-2: Program Handbook | 75 |
| Appendix PBA-3: PBA Students | 99 |
| Appendix PBA-4: PBA Student Awards: 2006-2012 | 103 |
| Appendix PBA-5: Funding | 106 |
Appendix OV-1: Psychology Department Promotion and Tenure Criteria

Promotion and Tenure Criteria for

Tenure-Track Assistant Professors and Untenured Associate Professors

IUPUI Department of Psychology

I. Introduction

To be promoted and tenured to Associate Professor, full-time faculty are expected to be fully engaged in the academic life of the Department of Psychology at IUPUI. Tenure-track faculty must provide evidence in research, teaching, and service by documenting their accomplishments through scholarly products, at least satisfactory classroom teaching, mentoring of students, growth in the area of service, and a consistent record of acceptable departmental citizenship. The role of the P&T Committee is threefold: (1) to produce reappointment documents; (2) to provide annual written feedback to candidates, as well as a more in-depth 3rd-year review; and (3) at the point in time when the candidate seeks promotion and tenure, to vote on the candidate’s promotion and tenure as the Primary Committee, which is the first step in the formal promotion and tenure review. A broader conceptualization of the role of the Primary Committee is not only to provide accurate feedback to faculty members seeking promotion and/or tenure, but to also foster the attainment of the departmental, school, and university standards of excellence among the faculty.

When a candidate applies for promotion and tenure, he/she prepares a dossier that is sequentially reviewed by a series of committees and administrators, including the departmental (“Primary Committee”), school (“Unit Committee”) and university (“IUPUI Committee”) levels. Each of these committees and administrators has a set of criteria on which recommendations are based. The full record of each level’s deliberation is then forwarded to the next level of review. The guidelines outlined below aim to make explicit the criteria for the Department of Psychology. These guidelines are intended to be consistent with School of Science and IUPUI P&T Guidelines. The unique purpose of the Department of Psychology P&T Guidelines is to explicate the expectations for promotion and tenure within the department as a reflection of the departmental standards and of norms and values of the discipline of psychology.

This document explains the procedures for tenure-track Assistant Professors seeking promotion and tenure as well as untenured Associate Professors seeking tenure. Although promotion and tenure are separate votes, and it is possible for a candidate to be promoted without tenure or tenured without promotion, the distinction between these two decisions will not be discussed in this document but treated as if the criteria for these two votes were identical. The promotion and tenure distinction is commented on in the IUPUI P&T Guidelines.
The promotion and tenure process normally occurs at the end of the probationary period, although candidates can apply for an early decision. This document does not address early application for promotion and tenure. However, School of Science and IUPUI P & T Guidelines explain the rules governing early decisions.

The organization of this document is to first describe the procedures and criteria for promotion and tenure, followed by an outline of the procedures for reappointment.

II. Procedures for Applying for Promotion and Tenure

a. A faculty member seeking promotion and tenure should make his/her intentions known to the Chair of the Department, abiding by the timetable for applying. As outlined in the School of Science P&T Guidelines, the candidate must initiate a number of actions revolving around the preparation of a dossier. Candidates are strongly encouraged to seek out counsel from senior faculty early in the process, starting the first year of appointment at IUPUI.

b. Candidates have the responsibility to provide evidence of accomplishments in all three areas of research, teaching, and service.

c. The Primary P&T Committee has three roles in the P&T process. The committee:

- Conducts reappointment reviews. These reviews occur annually, except in the candidate’s 2nd year after appointment, when two reviews are completed. The Committee evaluates the evidence provided by faculty candidates in these areas, votes on the candidate’s reappointment, writes an overall evaluative summary statement, and provides feedback to the candidate.
- Conducts a 3rd-year integrative review.
- Conducts a summative review at the end of the candidate’s probationary period, including seeking comments from external reviewers and voting on the candidate’s promotion and on the candidate’s tenure in the Department of Psychology.

d. Each of these three tasks, involving a substantial number of elected faculty, is given hours of careful deliberation over the probationary period for each candidate.

- To ensure fairness and consistency across P&T Committees with changing membership, the task of each P&T member will be to judge the work of each candidate against the criteria of the Department of Psychology.
- Although P&T members interpret criteria as they review a case against the criteria, decisions should be based on departmental standards and norms and values of the discipline of psychology.
- Similarly, the role of representatives from the Department of Psychology on the SOS Unit and IUPUI P&T Committees is to interpret the work of the candidate in light of the departmental criteria and to respect the cumulative decisions of prior Departmental P&T Committees, representing the vote of many faculty across many years.
In voting on promotion and tenure, the members of the Primary Committee are expected to take into consideration prior written feedback to the candidate in Reappointment Summary Statements.

e. Faculty in the Department influence the outcome of the P&T process primarily by voting for the P&T Committee members. Faculty may also provide descriptive or evaluative information directly to the P&T Committee by submitting a signed, written statement to the Department Chair and a copy to the P&T candidate.

III. IUPUI Department of Psychology Criteria for Promotion to Associate Professor

The criteria stated below assume that a candidate is seeking promotion in the area of Excellence in Research, which is the case for most IUPUI Psychology Assistant Professors. Please see School P&T Guidelines for details concerning the other options.

A. Excellence in Research

To achieve Excellence in Research, a candidate should produce evidence of developing an independent program of high quality scholarship that has been appropriately disseminated, as shown through products completed while in rank. Both quality and quantity of research is important, although quantity cannot be used to compensate for quality. For example, several second-authored papers in second-tiered journals would not be considered as equivalent to a primary-authored paper in an excellent journal.

For faculty transferring from another institution, publications and presentations in rank at another institution prior to appointment at IUPUI will be considered part of the candidate’s record. For faculty whose first faculty appointment is at IUPUI, "work in rank" includes all work initiated and completed since appointment to the candidate’s current position at IUPUI (i.e., Assistant or Associate Professor). In this latter case, work begun before employment at IUPUI is evaluated on a case-by-case basis. Pragmatically, date of publication is viewed as an indicator of work completed at IUPUI. For work completed in the first year or two after appointment to IUPUI, the candidate is expected to document the proportion of work completed at IUPUI using a departmental form developed for this purpose. The affiliation listed on the byline of a publication is used as part of the evidence for determining work in rank.

It is the candidate’s responsibility to document independence, drawing on the advice of the P&T Committee. Independence is demonstrated through converging evidence from multiple sources, including first-authored papers, papers based on research conducted at IUPUI, grants submitted at IUPUI, a significant corpus of research products for which the candidate is the primary contributor or has a significant independent role. Examples of work in which independence might be questioned include collaborations with the candidate’s mentor (e.g., dissertation advisor) or with senior researchers (e.g., tenured faculty in the IUPUI Department of Psychology).
Independence is particularly at issue when the collaborations involve a new area of research for the candidate and an established area for a collaborator. These examples are meant as illustrative and not definitive; a candidate can make a compelling case for independence even when one of the above circumstances apply. For example, a letter from the candidate’s mentor may be important in explaining the unique contributions of the candidate. The candidate’s dossier should in fact include statements from key collaborators clarifying the degree of independence of the candidate.

Collaborations with other investigators, especially those involving interdisciplinary research, can be an asset in documenting qualifications for promotion if the candidate can show his/her unique contribution to the collaboration. However, the candidate should make a convincing case that his/her contribution is not a generic one (e.g., a set of technical skills that many psychologists have). The strongest case is one in which the collaborative research enterprise could not go forward, or would be seriously limited, without the participation of the candidate. Expertise in a specific content area needed for the collaboration would also be prima facie evidence of a unique contribution.

The evidence for Research Excellence is in the form of products, evaluations by external reviewers, and national recognition. Products include the dissemination of scholarly work, most often in the form of publications, grants and contracts, refereed papers presented at professional conferences, and invited presentations at universities and other forums. Some specific expectations are as follows:

**Peer-reviewed journal papers.** Establishing a record of in-rank published papers (or in-press papers) in peer-reviewed journals is essential to promotion. The criteria used to evaluate the contribution of a paper to a candidate’s case for promotion include: (1) quality of the journal, (2) originality and importance of the paper, and (3) candidate’s contribution to the paper (including whether the candidate is primary author and percentage of work contributed to the paper). The candidate should document the quality of a paper, for example, by citation indices, journal rejection rates, etc. The department’s merit system gives a useful framework for suggesting criteria for evaluating journal quality. Regarding contribution, primary-authored papers are weighed much more heavily than those in which the candidate is a secondary author, except in the case in which the paper is written by a student mentored by the candidate.

**Other publications.** Books, book chapters, technical reports, and nonscientific papers are usually viewed as minor contributions to the case for promotion in the Department of Psychology, although if a candidate can make a case for the scholarly contribution made by any of these publication outlets, these products can be weighted more heavily by the P&T Committee.

**Grants and contracts.** The rationale for the importance of grants and contracts includes the recognition by experts that one’s work is valuable and therefore merits support. A second reason
for the importance assigned to grants/contracts is their value in promoting graduate training through funding students. Grant and contract activity is a strong expectation within the school and university. Specifically, with few exceptions, candidates are expected to apply for needed funding to agencies outside the university, that is, they are expected to apply for external funding. While applying for internal funds within the university is viewed positively, external funding is clearly the most highly valued. The department’s merit system provides a useful framework for understanding the criteria by which external funding should be evaluated (e.g., being named as principal investigator is viewed much more favorably than a co-investigator role; federal funding is viewed more favorably than state funding; competitive grants are viewed more favorably than noncompetitive contracts). In short, the scholarship exhibited in obtaining external funds should be primary. Grant/contract opportunities and expectations vary across different subdisciplines of psychology. Within subdisciplines/areas of psychology for which external funding is not needed and is neither expected nor normative, the department will fully support candidates who can demonstrate research excellence without external funding. However, as a practical matter, most candidates are expected to demonstrate good-faith efforts to obtain external funding if needed. Although candidates can make the argument that their scholarship does not depend on external funding, and that therefore Excellence in Research is not contingent on such funding, there is no guarantee that the P&T review committees (Primary, Unit, and IUPUI) will all accept this rationale. Seeking needed external funding is necessary but not sufficient evidence of external grant/contract activity; obtaining funding is clearly the best evidence of success in this area. P&T Committees typically expect persistence in seeking grants, not just token efforts. Candidates should also consult School of Science P&T Guidelines regarding grant expectations.

**Presentations.** Presentations encompass a wide range of activities, including invited presentations to other universities and to professional conferences and peer-reviewed papers given at professional conferences. The department’s merit system gives a useful framework for suggesting criteria for evaluating the prestige associated with different types of presentations.

**Quantity of research products.** For promotion to Associate Professor, a candidate whose work depends on funding should aim for at least one externally-funded grant/contract awarded by the end of the probationary period. Lacking this achievement, the candidate should offer evidence of likely funding in the future.

In addition, the candidate should aim for 4 or more primary-authored products in rank of excellent quality as part of his/her promotion dossier, although the quantity is less important than the quality. For example, a paper that includes two separate experiments summarizing important work conducted over several years’ time may be a more valued contribution toward the case for Excellence in Research than multiple brief reports representing less influential scholarship. For most candidates, primary-authored papers will be part of an overall record that includes additional products. External reviewers and promotion and tenure committees generally do taken into account the total count of peer-reviewed articles during the probationary period; the weight given
to these counts depend on many factors, but a common rule of thumb is that after the first year a candidate is expected to average about 2 peer-reviewed papers published (or accepted for publication) per year. Candidates will be asked to indicate which specific products should be considered by the committee as “excellent” products and the committee will vote on such products and provide annual, written feedback to candidates on their progress.

In summary, evaluation for promotion to Associate Professor is based on the candidate’s primary research program. Generally speaking, only the candidate’s primary products are evaluated in detail. Many factors enter into the overall evaluation beyond the numerical count, as summarized in the checklist.

**Development of a coherent research program.** P&T committees typically evaluate a candidate on the basis of the candidate’s research “program.” A coherent research program is an organized group of activities and products that have led to important findings and are expected to lead to further significant work. Successful candidates for promotion vary widely in the extent to which their focus is narrow or broad, but a common theme is synergism among the candidate’s different research activities. Conversely, a candidate with a publication record in several areas and lacking a critical mass in any single area may be viewed less favorably for that reason.

**Evaluations by external reviewers.** External reviewers are selected by the Primary Committee during the Spring Semester prior to the academic year the candidate is seeking promotion. Candidates are expected to submit a list of leading experts in their area of research; the list should include approximately 8-10 potential reviewers outside IUPUI, more than the requisite minimum number of 6 reviewers. In the list provided to the Primary Committee, the candidate should provide a brief justification of each reviewer’s expert standing and also document prior contacts with each. External reviewers should be at the academic rank or higher to which the candidate is aspiring, i.e., they should be Associate or Full Professor. Most of the reviewers should be psychologists. Sometimes reviewers include experts from outside of academia, although the rationale for selecting such individuals should be clear. The candidate should attend to the additional criteria stated in the IUPUI and School of Science P&T Guidelines for selecting reviewers.

The Primary Committee then chooses from this list, adding other reviewers as the Committee deems appropriate. An important element in the review process is that external reviewers are scholars who are at liberty to conduct, and who in fact conduct, an “arms-length’ evaluation of the candidate, explained as follows. External reviewers should not have any substantive collaboration, or appearance of collaboration, with the candidate; disqualifying relationships would include co-authoring papers or serving on the faculty when and where the candidate received graduate training. Serving on a review panel together or being invited to speak at a conference by a prospective reviewer would ordinarily not disqualify someone from serving in this capacity. Once the external reviewers are chosen, the candidate should have no conversation whatsoever with reviewers in connection with the promotion process.
Supplementary letters of support may be solicited directly by candidates (e.g., solicited from collaborators within IUPUI or postdoctoral mentors) and added to the candidates’ dossiers.

National recognition. For promotion to Associate Professor, candidates should aim to achieve recognition within their field and ideally provide evidence of an emerging national reputation. Awards by professional organizations are one such mechanism. Although serving on a review panel, notably federal grant programs, is viewed as a service activity and “counted” under Service, it is also very positively weighted for demonstrating national recognition and therefore for establishing the case for Excellence in Research. Comments made by external reviewers are another common method by which this is documented. (While not national, local awards, e.g., School of Science and IUPUI awards, are certainly also valuable additions to a dossier.)

Standards specific to different subdisciplines of psychology. It is recognized that psychology is a diverse field. Standards of excellence in one subdiscipline (e.g., Clinical Psychology) may not correspond entirely to the standards in another (e.g., Industrial-Organizational Psychology). Certainly, the journals regarded as “top-tier” vary between subdisciplines, as do the types of products most highly valued. Consequently, it is the responsibility for each subdiscipline to document important differences in their subdisciplines that are not in congruence with the standards of research excellence outlined in this section. This is best done through published guidelines in peer-reviewed journals of the subdiscipline and/or representative surveys. Absent such evidence and/or in addition to such evidence, individual candidates can make arguments for unique standards of excellence for their area, although a broader endorsement of criteria ordinarily will carry more weight.

Ethical standards. Faculty are expected to follow ethical standards published by most professional societies, such as the American Psychological Association and the Society for Neuroscience, and university policies in their relationships with students and colleagues. Violation of these standards is inconsistent with promotion and tenure.

B. Satisfactory Teaching

Teaching productivity must be demonstrated in two areas: the classroom and mentoring of individual students. (1) Evidence for “Satisfactory Classroom Teaching” should come from both students and peers. Student evaluation can include the traditional measures of student satisfaction, comparative data on student learning, and/or evidence that courses taught contribute to the overall student learning outcomes as specified by the Department, School, and IUPUI. Peer review can include an evaluation of course content, classroom instruction, and innovative course activities. Peer review will have more impact the more it evaluates the breadth and depth of the faculty member’s teaching career. Candidates should consult School of Science and IUPUI P&T Guidelines for requirements for peer review. (2) Mentoring of individual students has been a long-
term departmental focus, and the following are some examples of valued activities and ways to show “Satisfactory Mentoring”:

- Publishing an article with a student;
- Presenting a paper at a conference with a student as a co-presenter;
- Helping a student write an externally- or internally-funded grant;
- Chairing a dissertation or a masters thesis;
- Being selected as a mentor on the SOS mentoring survey; and
- Supervising a student on a teaching or research project.

All faculty are expected to show evidence of professional growth and development in teaching and demonstrate at least a satisfactory level of classroom teaching and student mentoring. Progress and deficiencies in this area will be clearly stated in the annual reappointment document.

**Ethical standards.** Faculty are expected to follow the APA Ethical Standards and university policies in their relationships with students and colleagues. Violation of these standards is inconsistent with promotion and tenure.

**C. Satisfactory Service**

Untenured faculty members are typically not expected to provide extensive service at the departmental or university level, and in fact are discouraged from overcommitment to service. Nevertheless, all candidates are expected to demonstrate growth in the area of service. As candidates advance toward the tenure decision, they are expected to initially participate in a few, selected, minor service activities and gradually increase their involvement to the point that they are making a substantial contribution in service. Examples of a substantial service contribution would include but not be limited to providing products or significant leadership for the department (e.g., developing a new method of advising or performing the duties of a service course coordinator), IUPUI (e.g., creating a new assessment measure or chairing a committee at the request of the Vice Chancellor), the local community (e.g., providing a needs assessment for a local hospital) or a professional organization (e.g., organizing a professional conference or being an editor for a journal). In addition, faculty are expected to have good records of departmental citizenship throughout their career.

**IV. IUPUI Department of Psychology Procedures for Reappointment**

During their probationary period (i.e., the period before achieving tenure), candidates undergo an annual or semi-annual review by the Primary Committee for the purposes of making reappointment decisions and providing developmental feedback. The P&T Committee begins its reappointment review by examining all previous P&T Annual Reappointment Summary Statements accumulated for the candidate. The reappointment decision is guided by but not dictated by prior
decisions. Each review takes a fresh look at the candidate's cumulative record. The committee has an obligation to maintain continuity with prior evaluations. The committee then reviews the Reappointee Summary document, which is briefly summarized by the candidate’s liaison, who also provides contextual information about the candidate’s progress. After the committee has completed a thorough review, the committee reviews a draft of the P&T Annual Reappointment Summary Statement prepared by the liaison and reaches consensus on the content. The goal of this summary is to examine the cumulative record of the candidate during the probationary period. The final document is signed by its committee members and given to the candidate while also placed in the candidate’s P&T folder. These summaries are part of the deliberation process by the Primary Committee in subsequent years of the probationary period.

The summary statement includes four elements: (1) The count of votes on reappointment (yes/no/abstain), (2) A narrative summary of the committee’s view of the candidate’s progress toward promotion in the areas of Research, Teaching, and Service, (3) A narrative overall summary of the committee’s view of the candidate’s career trajectory and plan to achieve promotion, and (4) A narrative summary of the Committee’s view of what other products or accomplishments (if any) are needed to receive a favorable vote for promotion from the P&T Committee. Minority addenda or complete reports can be attached to elements (3) and (4) if desirable or needed.

Prior to the P&T meeting for conducting reappointment reviews, the Chair of the Department will prompt each candidate to meet with a liaison from the committee to discuss the candidate’s progress. The liaison’s role is to meet with the candidate, to anticipate important committee issues, and to review the candidate’s progress in detail, prompting the candidate to consider all aspects of the candidate’s progress toward promotion and tenure, drawing on the criteria outlined above and the liaison’s own experience with the promotion and tenure process. The liaison is a boundary spanner, simultaneously mentoring the candidate and suggesting strategies for achieving success, while serving as a primary conduit of information to the Primary Committee. The liaison is expected to provide objective information both to the candidate and to the committee. The liaison is also responsible for preparing a draft and then final narrative of the P&T Annual Reappointment Summary Statement for the Primary Committee’s review. After editing, this document becomes part of the candidate’s file as described above.

The candidate has the responsibility for preparing a Reappointee Summary document that includes a cumulative report of all accomplishments in rank and a plan to achieve promotion, including grants and papers currently submitted. In particular, the candidate is expected to marshal evidence regarding impact of his/her work, including work done earlier in the probationary period. For example, the candidate should complete an Authorship Substantiation Form when his/her published work has multiple authors or was started prior to his/her IUPUI appointment. At this time, the candidate should also complete the IUPUI Psychology P&T Reappointment Checklist. During the first two years of the probationary period, the primary focus is on the plan; thereafter, the primary focus is on the accomplishments. In the third year, the candidate must prepare a dossier for the “3rd-Year Review.” This document is a “dress rehearsal” for the actual promotion.
and tenure process and should include all of the same kinds of materials except for external letters. The 3rd-Year Review dossier is reviewed by the Primary and Unit Committees and is the single most important feedback mechanism for the candidate for the initial 3-year period.

V. Promotion and Tenure Procedures for New Appointments to Department of Psychology at IUPUI

When the Psychology Department is considering making an offer to a candidate for a tenure-track position, the candidate may request, or the Department Chair in consultation with the Search Committee and the School of Science Dean may consider, appointment at the rank of Associate Professor (or years toward Associate Professor). This request may be based on the candidate’s current rank, years since receiving Ph.D., and other qualifications. Prior to making a firm offer about rank (or years toward rank), the Chair should convene the P&T Primary Committee to consider this decision. During this meeting, the committee should review the candidate’s qualifications, take a secret vote on a motion regarding rank, and make a recommendation to the Chair along with this vote. For decisions about rank, the Primary Committee ordinarily will rely on the information available from the job application process (i.e., vita, letters of recommendation, interviews, job talk, etc.), although additional information may be requested.

Including tenure (or years toward tenure) in a job offer is a more consequential decision than rank alone. Therefore should this be part of the proposed job offer, the Primary Committee should conduct a more intensive candidate review, one that more closely approximates the review for an internal candidate being considered for tenure. Specifically, the Primary Committee should review the candidate’s qualifications and also solicit evaluations from external reviewers to assess the candidate’s appropriateness for tenure and rank of Associate Professor. The procedures for choosing prospective reviewers will follow the same university guidelines as for internal candidates. The same meeting procedures as for consideration of rank of Associate Professor (outlined in the preceding paragraph) would be followed, with separate votes for promotion and tenure.

If the rank of Full Professor is being considered, the Primary Committee will decide on procedures on a case-by-case basis. If the candidate is already a Full Professor at a comparable institution, then ordinarily the procedures for deliberating the appointment for Associate Professor (outlined in the first paragraph) should be followed. Under some circumstances, the committee will request external letters in addition to the job application materials. Appointment at the rank of Full Professor assumes tenure as part of the offer.

To summarize, before making any job offer including awarding years toward rank or tenure, a rank higher than Assistant Professor, and/or tenure itself, the Chair of the Psychology Department consults with the Primary Committee. The Primary Committee’s recommendation is forwarded to the Dean of the School of Science and upper administration for final action.
Sub-Appendix A: Handling Formal Interpersonal Complaints in the P&T Process

Prior to Submitting a Complaint about a P&T Candidate to the P&T Committee

Because there are wide differences in how people handle conflicts and because conflict resolution is an evolving, often implicit, process between the people involved, the P&T Committee expects that the complainant will have taken the following steps prior to submitting a complaint into the formal P&T process:

a. Inform the candidate of the issue and
b. Put substantive effort into reaching a mutually acceptable resolution.

Submitting a Complaint to the Department Chair

If the process of conflict resolution or the resolution itself is not acceptable, a formal, signed, written complaint may be submitted to the P&T Committee through the chair of the Department. (If the complaint is about the chair of the Department, the complaint should be submitted to the SOS dean). A copy of the complaint should be given to the P&T candidate. The written statement should be addressed to the P&T Committee and include at least the following:

a. The key events
b. The likely consequences or harm of the candidate’s actions;
c. The steps taken to resolve the problem; and
d. The barriers that prevented the resolution of the problem.

The procedures for student complaints are outlined in “Code of Student Rights, Responsibilities, and Conduct” (p. 17ff, 1997 edition) and may provide additional guidance.

Actions taken by the P&T Committee

The chair of the Department will bring to the P&T Committee all written complaints which are addressed to the P&T Committee and any other written, signed complaints that the chair deems to be appropriate for consideration by the P&T Committee. Prior to the P&T meeting, the candidate must be given the opportunity to present a written response. The P&T Committee will consider the evidence, may talk with the P&T candidate, and will formally vote on whether the complaint should be entered into the reappointment document.
Sub- Appendix B (added 8/24/2012 from materials generated in prior years)

**Promotion and Tenure Procedures for New Appointments to Department of Psychology at IUPUI**

When the Psychology Department is considering making an offer to a candidate for a tenure-track position, the candidate may request, or the Department Chair in consultation with the Search Committee and the School of Science Dean may consider, appointment at the rank of Associate Professor. This request may be (or years toward Associate Professor) based on the candidate’s current rank, years since receiving Ph.D., and other qualifications. Prior to making a firm offer about rank, the Chair should convene the P&T Primary Committee to consider this decision. During this meeting, the committee should review the candidate’s qualifications, take a secret vote on a motion regarding rank, and make a recommendation to the Chair along with this vote. For decisions about rank, the Primary Committee ordinarily will rely on the information available from the job application process (i.e., vita, letters of recommendation, interviews, job talk, etc.), although additional information may be requested.

Including tenure in a job offer is a more consequential decision than rank alone. Therefore should this be part of the proposed job offer, the Primary Committee should conduct a more intensive candidate review, one that more closely approximates the review for an internal candidate being considered for tenure. Specifically, the Primary Committee should review the candidate’s qualifications and also solicit evaluations from external reviewers to assess the candidate’s appropriateness for tenure and rank of Associate Professor. The procedures for choosing prospective reviewers will follow the same university guidelines as for internal candidates. The same meeting procedures as for consideration of rank of Associate Professor (outlined in the preceding paragraph) would be followed, with separate votes for promotion and tenure.

If the rank of Full Professor is being considered, the Primary Committee will decide on procedures on a case-by-case basis. If the candidate is already a Full Professor at a comparable institution, then ordinarily the procedures for deliberating the appointment for Associate Professor (outlined in the first paragraph) should be followed. Under some circumstances, the committee will request external letters in addition to the job application materials. Appointment at the rank of Full Professor assumes tenure as part of the offer.

To summarize, before making any job offer including a rank higher than Assistant Professor and/or tenure itself, the Chair of the Psychology Department consults with the Primary Committee. The Primary Committee’s recommendation is forwarded to the Dean of the School of Science and upper administration for final action.
Factors to consider when determining Excellent Quality and Form and Format Issues

As chair of the Primary Committee, I am sending this email to put some closure on this semester’s reappointment process for second-year, tenure-track faculty and to foster a common understanding of the process throughout the Department. In response to the stronger developmental emphasis in the Department’s 2010 P&T Guidelines, elements of our review process are just getting established. Although our reappointment approach will continue to evolve, this email communicates some of the ideas/decisions that came out of this semester’s work.

Excellent Quality

Psychology’s 2010 P&T Guidelines (p. 5) state that: “In addition, the candidate should aim for 4 or more primary-authored products in rank of excellent quality as part of his/her promotion dossier, although the quantity is less important than the quality.” Our Committee discussed the criteria for products that would fit this category, and here are some take away points:

• By definition, the product has to be both primary authored and in rank.
• The product should fit coherently into the candidate’s program of research.
• The quality of the product will be partly judged by the quality of the outlet or reviewing entity, so impact factors, rank of journal within its area and other relevant information should be considered.
• The judgment of Excellence is complex, and a prescribed operational definition does not reflect the best interests of the candidate or Department.
• Considering a product for this category can be at the request of the candidate or initiated by the Committee. In addition, products can be considered at any point over the seven review periods, and the best case for a product might be made in some later review period when more information about quality/impact is available (e.g., citations). Products can also be reconsidered for excellent quality, as sometimes the full impact of a particular product cannot be realized until some time has passed.

Form and Format Issues

The different forms requested from candidates are intended to help them tell their story, put their achievements in context, document their work and communicate it to the Primary Committee and others. Four different forms are usually needed from candidates, and here are some take-away points from this semester:
- **IUPUI-Formatted CV:** Although a CV was requested this time, the new IUPUI format was not used. In the spring and future reappointment reviews, candidates should use the IUPUI format when submitting their CV.

- **Cumulative Reappointment Activities and Goals:** For each of the six review periods leading up to the final promotion and tenure review, this form should systematically cover each candidate’s research, teaching and service activities/products. In addition, this form should also include a statement describing the candidate’s research program (along with a listing of 1- and 5-yr. research goals) and a teaching statement (along with a listing of 1- and 5-yr. teaching goals). Each review period is listed before the last one, making a sequential (i.e., not integrated) listing of review periods. Products that also appear on the Reappointee Summary Sheet (i.e., the Excel file described next) should use the same alphabetical letter on both forms.

- **Reappointee Summary Sheet:** This Excel file has two worksheets: 1) a Table of seven review period products indicated by alphabetical letters, and 2) an Explanation that lists the letters used on the Table with their APA references. This form tracks a variety of different kinds of products and signifies those that the Primary Committee voted as “Excellent” (i.e., fulfilling “4 or more primary-authored products in rank of excellent quality”). Products listed on this form are a subset of those found on the Cumulative Reappointment Activities and Goals. *(Note that I will be sending each candidate’s updated Reappointee Summary Sheet in a separate email. This should be used by the candidate and liaison in future reviews, i.e., use it as the base and just continue to add to it).*

- **Authorship Substantiation:** This form substantiates the amount of work on a publication or grant that was done in rank by the candidate. Importantly, the accompanying paragraph description at the end should address: 1) how the work fits into the candidate’s program of research, and 2) evidence of quality, such as journal impact factor, rank of journal in the area, number of citations, or any other pertinent evidence. *If a candidate wants a product reviewed as “Excellent,” this is where the case should be presented.*

**Next Review Timeline:**

Second-year faculty reappointment reviews occur again next semester. Although School of Science deadlines are not known yet, our Committee decided that our internal deadline for obtaining review materials from candidates should be established now to facilitate timely submission of materials. Candidates (and their liaisons) should have their review material posted on Oncourse by *February 1*. Liaisons will be the same as this semester.
Appendix UG-1: General Education Requirements

First-Year Experience Course
Beginning freshmen and transfer students with fewer than 18 credit hours are required to take SCI-I120 Windows on Science (1 cr.) or an equivalent first-year experience course.

Transfer students with over 18 credit hours are not required to take SCI-I120, but are urged to take PSY-B303 Career Planning for Psychology Majors (1 cr.) in their first semester on campus.

Area Requirements

Area I English Composition and Communication Skills
All students are required to complete three courses, totaling 9 credit hours:
ENG-W131 English Composition I
Second semester of English composition (ENG-W132, ENG-W150, or ENG-W231)
COMM-R110 Fundamentals of Speech Communication

Area II Foreign Language
Bachelor of Arts students must have first-year proficiency in a foreign language: first-year sequence (10 credit hours); or exam placement into a second-or third-year course.
Bachelor of Science students are not required to have first-year foreign language proficiency.

Area IIIA Humanities, Social Sciences, and Comparative World Cultures
All students are required to complete four courses, totaling 12 credit hours.
HIST-H114 Western Civilization II or HIST-H109 Perspectives on the World: 1800-Present
Humanities course: Choose one course from the H list*.
Social Sciences course: Choose one course from the S list*. This cannot be a psychology course.
Comparative World Cultures course: Choose one course from the C list*.

Area IIIB Junior/Senior Integrator
The Junior/Senior Integrator requirement is suspended indefinitely as a school-level requirement.

Area IIIC Physical and Biological Sciences
Bachelor of Arts students are required to complete at least four science lectures courses (minimum of 12 credit hours), and at least one of the courses must have a laboratory component.

Bachelor of Science students are required to complete at least four science lectures courses (minimum of 12 credit hours), and at least one of the courses must have a laboratory component. Two of the required four courses must be biology and/or chemistry courses.

Area IIID Mathematical Sciences
Bachelor of Arts students must have at least one 3-cr. course in mathematics and one 3-cr. course in computer science. MATH-M118 Finite Mathematics and CSCI-N207 Data Analysis Using Spreadsheets are recommended to fulfill the IIID Mathematical Sciences Requirement.

Bachelor of Science students must have at least two 3-cr. courses in mathematics beyond algebra and trigonometry (total of 6 credit hours). In addition, one 3-cr. computer science course is
required. MATH-M118 Finite Mathematics, MATH-M119 Brief Survey of Calculus, and CSCI-N207 Data Analysis Using Spreadsheets are recommended to fulfill the IIID Mathematical Sciences requirement.

**Humanities (H), Social Sciences (S), and Comparative World Cultures (C) Course Lists:**

**List H: Humanities**

- Afro-American Studies (AFRO)
  - AFRO-A150 Survey of the Culture of Black Americans (3 cr.)
- American Studies (AMST)
  - AMST-A103 Topics in American Studies (3 cr.)
- Art History (HER)
  - HER-H100 Art Appreciation (3 cr.)
  - HER-H101 History of Art I (3 cr.)
  - HER-H102 History of Art II (3 cr.)
- Classical Studies (CLAS)
  - CLAS-C205 Classical Mythology (3 cr.)
- Communication Studies (COMM)
  - COMM-T130 Introduction to Theatre (3 cr.)
- English (ENG)
  - ENG-L105 Appreciation of Literature (3 cr.)
  - ENG-L115 Literature for Today (3 cr.)
- Film Studies (FILM)
  - FILM-C292 Introduction to Film (3 cr.)
- Folklore (FOLK)
  - FOLK-F101 Introduction to Folklore (3 cr.)
- History (HIST)
  - HIST-H105 American History I (3 cr.)
  - HIST-H106 American History II (3 cr.)
  - HIST-H108 Perspectives on the World to 1800 (3 cr.)
  - HIST-H113 History of Western Civilization I (3 cr.)
  - HIST-H217 The Nature of History (3 cr.)
- Music (MUS)
  - MUS-M174 Music for the Listener (3 cr.)
- Philanthropic Studies (PHST)
  - PHST-P105 Giving and Volunteering in America (3 cr.)
- Philosophy (PHIL)
  - PHIL-P110 Introduction to Philosophy (3 cr.)
  - PHIL-P120 Ethics (3 cr.)
- Religious Studies (REL)
  - REL-R133 Introduction to Religion (3 cr.)
  - REL-R173 American Religion (3 cr.)
  - REL-R180 Introduction to Christianity (3 cr.)
  - REL-R212 Comparative Religions (3 cr.)
- Women's Studies (WOST)
  - WOST-W105 Introduction to Women's Studies (3 cr.)
- World Languages and Cultures (WLAC)
  - WLAC-F200 Cross-Cultural Encounters (3 cr.)

**List S: Social Sciences**
- Afro-American Studies (AFRO)
  - AFRO-A150 Survey of the Culture of Black Americans (3 cr.)
- Anthropology (ANTH)
  - ANTH-A104 Culture and Society (3 cr.)
- Communication Studies (COMM)
  - COMM-C180 Introduction to Interpersonal Communication (3 cr.)
- Economics (ECON)
  - ECON-E101 Survey of Current Economic Issues and Problems (3 cr.)
  - ECON-E201 Introduction to Microeconomics (3 cr.)
  - ECON-E202 Introduction to Macroeconomics (3 cr.)
- English (ENG)
  - ENG-G104 Language Awareness (3 cr.)
- Folklore (FOLK)
  - FOLK-F101 Introduction to Folklore (3 cr.)
- Geography (GEOG)
  - GEOG-G110 Introduction to Human Geography (3 cr.)
  - GEOG-G130 World Geography (3 cr.)
- History (HIST)
  - HIST-H117 Introduction to Historical Studies (3 cr.)
- Political Science (POLS)
  - POLS-Y101 Principles of Political Science (3 cr.)
  - POLS-Y103 Introduction to American Politics (3 cr.)
  - POLS-Y213 Introduction to Public Policy (3 cr.)
  - POLS-Y219 Introduction to International Relations (3 cr.)
- Psychology (PSY)
  - PSY-B110 Introduction to Psychology (3 cr.)
  - PSY-B310 Life Span Development (3 cr.)
- Public and Environmental Affairs, School of (SPEA)
  - SPEA-J101 Intro to the American Criminal Justice System (3 cr.)
  - SPEA-V170 Introduction to Public Affairs (3 cr.)
- Sociology (SOC)
  - SOC-R100 Introduction to Sociology (3 cr.)
  - SOC-R121 Social Problems (3 cr.)
- Women's Studies (WOST)
  - WOST-W105 Introduction to Women's Studies (3 cr.)

**List C: Comparative World Cultures**
- Anthropology (ANTH)
  - ANTH-A104 Culture and Society (3 cr.)
- Classical Studies (CLAS)
  - CLAS-C205 Classical Mythology (3 cr.)
- Geography (GEOG)
  - GEOG-G110 Introduction to Human Geography (3 cr.)
• History (HIST)
  o HIST-H108 Perspectives on the World to 1800 (3 cr.)
• Political Science (POLS)
  o POLS-Y217 Introduction to Comparative Politics (3 cr.)
• Religious Studies (REL)
  o REL-R133 Introduction to Religion (3 cr.)
  o REL-R212 Comparative Religions (3 cr.)
• World Languages and Cultures (WLAC)
  o WLAC-F200 Cross-Cultural Encounters (3 cr.)
Appendix UG-2: Undergraduate Psychology Courses

- **PSY-B 103 Orientation to a Major in Psychology (1 cr.)** This course will help students establish goals for their academic experience in three areas: career, relationships, and personal life. They will be introduced to psychological resources on campus, the faculty, and student organizations. They also will make a curriculum plan to meet their learning objectives. Course will no longer be taught after Summer 2012.

- **PSY-B 104 Psychology as a Social Science (3 cr.)** Equiv. to IU PSY P102 and PU PSY 12000. Introduction to scientific method, individual differences, personality, developmental, abnormal, social, and industrial psychology. Course will no longer be taught after Summer 2012.

- **PSY-B 105 Psychology as a Biological Science (3 cr.)** Equiv. to IU PSY P101 and PU PSY 12000. Research methods and content areas of learning, sensation-perception, psychophysiology, motivation, emotions, and statistics. Course will no longer be taught after Summer 2012.

- **PSY-B 110 Introduction to Psychology (3 cr.)** Equiv. to IU PSY P155 and PU PSY 12000. This foundational course introduces students to psychology as a systematic and scientific way to think about the biological and social aspects of behavior and mental processes. Topics include Research Methods, Behavioral Neuroscience, Sensation/Perception, Learning, Memory, Cognition and Language, Motivation/Emotion, Personality, Social, Stress and Health, Psychological Disorders and Treatment, and Life-span Development.

- **PSY-B 201 Foundations of Neuroscience (3 cr.)** P: PSY-B105, PSY-B110 or BIOL-K101. An introduction to neuroscience that explores how our brains develop, how they work, and how they are changed by life experiences. Topics include neural communication, localization of brain function, neural systems, and control of behavior.

- **PSY-B 203 Ethics and Diversity in Psychology (3 cr.)** P: Three (3) credit hours of introductory psychology. This course introduces students to values and professional issues in psychology, with an emphasis on ethics and diversity. Students will learn to recognize the importance of ethical behavior in all aspects of science and practice of psychology and that sociocultural factors and personal biases may shape research and practice.

- **PSY-B 252 Topics in Psychology (1-3 cr.)** Topics in psychology and interdisciplinary applications. May be repeated, provided different topics are studied, for a maximum of 4 credit hours.

- **PSY-B 292 Readings and Research in Psychology (1-3 cr.)** P: Consent of instructor. Independent readings and research on psychology problems. For freshmen and sophomores only.

- **PSY-B 303 Career Planning for Psychology Majors (1 cr.)** P: Three (3) credit hours of introductory psychology. Equiv. to IU PSY-P 199. Students will explore careers, practice job search skills, and learn about graduate and professional school application processes. Students will utilize resources across campus and in psychology, map an academic and co-curricular plan, and develop an understanding of how knowledge gained from the discipline of psychology can be integrated into their career.

- **PSY-B 305 Statistics (3 cr.)** P: Three (3) credits of introductory psychology, and 3 credits of mathematics that carry School of Science credit. Equiv. to IU PSY K300, PSY K310, and PU PSY 20100. Introduction to basic statistical concepts; descriptive statistics and inferential statistics. Introduction to data analytic software.

- **PSY-B 307 Tests and Measurement (3 cr.)** P: Three (3) credit hours of introductory psychology and B305. Equiv. to IU PSY P336 and PU PSY 20200. Overview of statistical foundations of psychological measurement (e.g., test development, norms, reliability, validity). Survey of
commonly used assessment instruments (e.g., intelligence/aptitude, personality, academic achievement tests) and applications of psychological testing in different settings (e.g., clinical, industrial/organizational, school, forensic/legal settings). Recommended for students considering graduate training in clinical, industrial/organizational, school, or related areas of psychology.

- **PSY-B 310 Life Span Development (3 cr.)** Equiv. to PU PSY 23000. Emphasizes the life span perspective of physical and motor, intellectual and cognitive, language, social and personality, and sexual development. Commonalities across the life span, as well as differences among the various segments of the life span, are examined. Theory, research, and practical applications are stressed equally.

- **PSY-B 311 Research Methods in Psychology (3 cr.)** P: Three (3) credit hours of introductory psychology and PSY-B305, or consent of instructor. Equiv. to IU PSY P211, and PU PSY 20300. Introduction to the science of psychology and to the basic research methods that psychologists use to study thoughts, feelings, and behavior. Topics include measurement, research design (descriptive, correlational, experimental), scientific writing, and ethical issues. By the end of the course, you should be ready to design and analyze your own research.

- **PSY-B 320 Behavioral Neuroscience (3 cr.)** P: Three (3) credit hours of introductory psychology. Equiv. to IU PSY P326 and PU PSY 22000. This course focuses on how behavior emerges from the organ that produces it, the brain. Topics include evolution and anatomy of the brain, neurophysiology, how brain networks function, and what happens to behavior when the brain has problems. A better understanding of structure-function relationships within the central and peripheral nervous system will be achieved through examples from human neuropsychology and animal behavior.

- **PSY-B 322 Introduction to Clinical Psychology (3 cr.)** P: Three (3) credit hours of introductory psychology. A survey of various aspects of the practice of clinical psychology from a scientist-practitioner perspective. Aspects of the historical framework of clinical psychology will be discussed. In addition, various aspects of the present state of clinical psychology will be covered in addition to directions for the future.

- **PSY-B 334 Perception (3 cr.)** P: Three (3) credit hours of introductory psychology. Equiv. to IU PSY-P 329 and PU PSY 31000. Consideration of the concepts and research in perception. Relation of sense organ systems to human behavior. Some attention to social and cultural factors.

- **PSY-B 340 Cognition (3 cr.)** P: Three (3) credit hours of introductory psychology. Equiv. to IU PSY-P 335 and PU PSY 20000. A survey of information processing theories from historical antecedents through current theories. Research methodology and theory will be emphasized throughout the discussion of issues such as perception, attention, memory, reasoning, and problem solving.

- **PSY-B 344 Learning (3 cr.)** P: Three (3) credit hours of introductory psychology. Equiv. to IU PSY-P 325 and PU PSY 31400. History, theory, and research involving human and animal learning and cognitive processes.

- **PSY-B 346 Theories of Personality (3 cr.)** P: Three (3) credit hours of introductory psychology. Equiv. to IU PSY-P 319 and PU PSY 42000. Methods and results of the scientific study of personality, including the development, structure, and functioning of the normal personality.

- **PSY-B 356 Motivation (3 cr.)** P: Three (3) credit hours of introductory psychology. Equiv. to IU PSY-P 327 and PU PSY 33300. Study of motivational processes in human and animal behavior, how needs and incentives influence behavior, and how motives change and develop.
• PSY-B 358 Introduction to Industrial/Organizational Psychology (3 cr.) P: Three (3) credit hours of introductory psychology or consent of instructor. Equiv. to IU PSY-P 323 and PU PSY 37200. This course surveys various aspects of behavior in work situations using the scientist-practitioner perspective. Traditional areas covered from personnel psychology include selection, training, and performance appraisal; areas surveyed from organizational psychology include leadership, motivation, and job satisfaction.

• PSY-B 360 Child and Adolescent Psychology (3 cr.) P: Three (3) credit hours of introductory psychology or consent of instructor. Equiv. to IU PSY-P 316 and PU PSY 23500. Development of behavior in infancy, childhood, and adolescence, including sensory and motor development and processes such as learning, motivation, and socialization.

• PSY-B 365 Health Psychology (3 cr.) P: Three (3) credit hours of introductory psychology or consent of instructor. This course will familiarize students with the study of physical health within the field of psychology. Topics include the relationship between stress and health, health promotion, health behaviors, chronic illness, and the patient-physician relationship. Research methods in health psychology as well as major theories underlying the field will be examined and evaluated. Psychological variables related to physical health will be examined within the framework of these theories. Practical application of constructs will be emphasized through activities and writing assignments.

• PSY-B 366 Concepts and Applications in Organizational Psychology (3 cr.) P: PSY-B358 or consent of instructor. Some organizational psychology topics introduced in the I/O psychology survey course are covered in more depth. Advanced information is presented for each topic, and students have the opportunity for several different hands-on applications, including case projects and computer exercises. Example topics are organizational culture, employee attitudes, motivation, and leadership.

• PSY-B 368 Concepts and Applications in Personnel Psychology (3 cr.) P: PSY-B358 or consent of instructor. Some personnel psychology topics introduced in the I/O psychology survey course are covered in more depth. Advanced information is presented for each topic, and students have the opportunity for several different hands-on applications, including case projects and computer exercises. Example topics are job analysis, selection, performance appraisal, and training.

• PSY-B 370 Social Psychology (3 cr.) P: Three (3) credit hours of introductory psychology. Equiv. to IU PSY-P 320 and PU PSY 24000. Study of the individual in social situations including socialization, social perception, social motivation, attitudes, social roles, and small group behavior.

• PSY-B 375 Psychology and Law (3 cr.) P: Three (3) credit hours of introductory psychology or consent of instructor. This course provides an overview of the U.S. legal system from a behavioral science perspective. Topics include: careers in psychology and law; theories of crime; police investigations and interrogations; eyewitness accuracy; jury decision-making; sentencing; assessing legal competence; insanity and dangerousness; and the psychology of victims.

• PSY-B 376 The Psychology of Women (3 cr.) P: Three (3) credit hours of introductory psychology or consent of instructor. Equiv. to IU PSY-P 460 and PU PSY 23900. A survey of topics in psychology as related to the biological, social, and psychological development of women in modern society.

• PSY-B 380 Abnormal Psychology (3 cr.) P: Three (3) credit hours of introductory psychology or consent of instructor. Equiv. to IU PSY-P 324 and PU PSY 35000. Various forms of mental disorders with emphasis on cause, development, treatment, prevention, and interpretation.
• PSY-B 386 Introduction to Counseling (3 cr.) P: Three (3) credit hours of introductory psychology, PSY-B310, and PSY-B380. This course will help students acquire a repertoire of basic counseling interview skills and strategies and expose students to specific helping techniques. This will be an activity-based course and students will enhance the general-education goals of listening and problem solving.

• PSY-B 394 Drugs and Behavior (3 cr.) P: Three (3) credit hours of introductory psychology or consent of instructor. Equiv. to PU PSY 42800. An introduction to psychopharmacology, the study of drugs that affect behavior, cognitive functioning, and emotions, with an emphasis on drugs of abuse. The course will explore how drugs alter brain function and the consequent effects, as well as the long-term consequences of drug exposure.

• PSY-B 396 Alcoholism and Drug Abuse (3 cr.) P: Three (3) credit hours of introductory psychology or consent of instructor. Provides introduction to the use, misuse, and dependent use of alcohol and other mood-altering drugs. Topics include basic principles of drug action, the behavioral and pharmacological effects of drugs, and the factors that influence use, abuse, and addiction. Addiction assessment, treatment, and treatment outcome also will be covered.

• PSY-B 398 Brain Mechanisms of Behavior (3 cr.) P: B320. An advanced topical survey of the neurobiological basis of behavior, focusing on the neural substrates and the cellular and neurochemical processes underlying emotions, motivation and goal-directed behavior, hedonic experience, learning, and cognitive function. Integrates experimental research across different levels of analysis (genetic, molecular, cellular, neural systems).

• PSY-B 421 Internship in Psychology (1-3 cr.) P: consent of instructor, B110, B203 and B303. A professional internship that allows students to apply psychological knowledge and skills to a specific work setting, develop work related skills, explore career options and gain experience in a field of interest.

• PSY-B 422 Professional Practice (1-3 cr.) P: consent of instructor. Can include a professional internship in the community, peer advising in the psychology advising office, or teaching internship in the department. Faculty mentor must approve and oversee activity. Academic work will be required to earn credit.

• PSY-B 433 Capstone Laboratory in Psychology (3 cr.) P: PSY-B305, PSY-B311, and at least two 300-level PSY foundation courses. This advanced research course builds on the skills and knowledge students have acquired during their undergraduate education that will enable them to conduct a research project whose purpose is to further develop and consolidate their understanding of psychology as an applied science.

• PSY-B 452 Seminar in Psychology (1-3 cr.) P: Three (3) credit hours of introductory psychology or consent of instructor. Topics in psychology and interdisciplinary applications. May be repeated, provided different topics are studied, for a maximum of 6 credit hours.

• PSY-B 454 Capstone Seminar in Psychology (3 cr.) P: PSY-B305, PSY-B311, and at least two 300-level PSY foundation courses, or consent of instructor. Topics in psychology and interdisciplinary applications, which have been approved to fulfill the capstone course requirement.

• PSY-B 462 Capstone Practicum in Industrial/Organizational Psychology (3 cr.) P: B305, B311, B366 or B368 or equivalent, at least two 300 level PSY foundation courses and consent of instructor. Provides students with work experience, one day per week, in local organizations. Practice will be obtained in using the applied skills of industrial psychology to solve actual organizational problems.
• PSY-B 482 Capstone Practicum in Clinical Psychology (3 cr.) P: B305, B311, B386, at least two 300-level PSY foundation courses and consent of instructor. Students are placed in a clinical/community setting and gain applied practicum experience working with individuals who have psychological, medical, and/or physical health problems. Relevant multicultural issues will be addressed.

• PSY-B 492 Readings and Research in Psychology (1-3 cr.) P: Consent of instructor. P: Consent of instructor. Equiv. to IU PSY-P 495 and PU PSY 39000 and 39100. Independent readings and research on psychological problems.

• PSY-B 499 Capstone Honors Research (ARR. cr.) P: PSY-B305, PSY-B311, at least two 300-level PSY foundation courses, and consent of instructor. Equiv. to IU PSY-P 499. Independent readings and research resulting in a research paper.
Appendix UG-3: Psychology Major Concentrations (ended as of Summer 2012)

The IUPUI Department of Psychology provides students with the opportunity to develop a concentration in an area of specialization in psychology by successfully completing (a) two core courses, (b) two specialization courses, and (c) one capstone course aligned with one of the four areas of psychology listed below. Concentrations are recommended for students who are considering graduate school or employment in one of these areas. Students who successfully complete the requirements for one of these concentrations will receive an official notation of their concentration on their transcript after their degree is completed.

Behavioral Neuroscience (B.S. only)

- **CORE AREA COURSES**
  - Required:
    - PSY-B320 Behavioral Neuroscience
    - PSY-B398 Brain Mechanisms of Behavior
  - Recommended:
    - PSY-B344 Learning
    - PSY-B356 Motivation

- **SPECIALIZATION COURSES**
  - PSY-B394 Drugs and Behavior AND PSY-B492 Independent Research or PSY-I545 Psychopharmacology

- **CAPSTONE**
  - PSY-B499 Capstone Honors Research

- **REQUIRED SCIENCE COURSES**
  - BIOL-K101 (5)
  - BIOL-K103 (5)
  - CHEM-C105 (3) and CHEM-C125 (2)
  - CHEM-C106 (3) and CHEM-C126 (2)

Clinical Psychology (B.A. or B.S.)

- **CORE AREA COURSES**
  - Required:
    - PSY-B307 Tests and Measurements
    - PSY-B380 Abnormal Psychology
  - Recommended:
    - PSY-B320 Behavioral Neuroscience

- **SPECIALIZATION COURSES**
  - Choose two of the following three courses:
    - PSY-B322 Introduction to Clinical Psychology
    - PSY-B365 Health Psychology
    - PSY-B386 Introduction to Counseling

- **CAPSTONE**
  - PSY-B481 Capstone Laboratory in Psychology
  - PSY-B482 Capstone Practicum in Clinical Psychology
  - PSY-B499 Capstone Honors Research

Industrial/Organizational Psychology (B.A. or B.S.)

- **CORE AREA COURSES**
Required:
  - PSY-B307 Tests and Measurements
  - PSY-B358 Introduction to Industrial/Organizational Psychology

Recommended:
  - PSY-B370 Social Psychology

SPECIALIZATION COURSES
  - PSY-B366 Concepts and Applications in Organizational Psychology
  - PSY-B368 Concepts and Applications in Personnel Psychology

CAPSTONE
  - PSY-B462 Capstone Practicum in Industrial/Organizational Psychology
  - PSY-B471 Capstone Laboratory in Psychology
  - PSY-B499 Capstone Honors Research

Psychology of Addictions (B.A. or B.S.)

CORE AREA COURSES
  - Required:
    - PSY-B320 Behavioral Neuroscience
    - PSY-B380 Abnormal Psychology
  - Recommended:
    - PSY-B356 Motivation

SPECIALIZATION COURSES
  - Choose two of the following three courses:
    - PSY-B386 Introduction to Counseling
    - PSY-B394 Drugs and Behavior
    - PSY-B396 Alcoholism and Drug Abuse

CAPSTONE
  - PSY-B481 Capstone Laboratory in Psychology
  - PSY-B482 Capstone Practicum in Clinical Psychology
  - PSY-B499 Capstone Honors Research
Appendix UG-4: Undergraduate Publications and Presentations

Publications:


National and International Presentations:


Local and Regional Presentations:


Appendix UG-5: Neuroscience Degree Requirements

The Bachelor of Science in Neuroscience degree requires 120 credit hours.

**First-Year Experience Course (1 credit hour)**
SCI-1120 (or an equivalent first-year experience course) (1 credit)

**AREA I: English Composition and Speech Communication (9 credit hours)**
ENG-W131 Elementary Composition I (3 credits)
ENG-W231 Professional Writing Skills (3 credits)
COMM-R110 Fundamentals of Speech Communication (3 credits)

**AREA II: No foreign language required.**

**AREA IIIA: Humanities, Social Sciences, and Comparative World Cultures (12 credit hours)**
HIST H114 History of Western Civilization II (3 credits)
Humanities (List H) course (3 credits)
Social Sciences (List S) course (3 credits)
Comparative World Cultures (List C) course (3 credits)

**AREA IIIB: Not required**

**AREA IIIC: Physical and Biological Sciences (19-20 credit hours)**
15 credits from the following sequences are required.
CHEM-C105 Principles of Chemistry I and CHEM-C125 Experimental Chemistry I (5 credits)
CHEM-C106 Principles of Chemistry II and CHEM-C126 Experimental Chemistry II (5 credits)
CHEM-C341 Organic Chemistry I and CHEM-C343 Organic Chemistry Laboratory I (5 credits)
And one of the following courses or course sequence:
CHEM-C342 Organic Chemistry II and CHEM-C344 Organic Chemistry Laboratory II (5 credits)
OR PHYS 15200 Mechanics (4 credits) OR PHYS-P201 General Physics I (5 credits)

**AREA IIID: Mathematical Sciences (9 credit hours)**
6 credits from one of the following sequences:
MATH 23100 Calculus for Life Sciences I (3 credits) and MATH 23200 Calculus for Life Sciences II (3 credits) OR
MATH 22100 Calculus for Technology I (3 credits) and MATH 22200 Calculus for Technology II (3 credits)

And one of the following courses:
CSCI-N201 Programming Concepts (3 credits) OR
CSCI-N207 Data Analysis using Spreadsheets (3 credits) OR
CSCI-N211 Introduction to Databases (3 credits)

**AREA IV: Neuroscience Major Requirement (45-46 credit hours)**

**Part A: Foundation Courses (22 credit hours)**
BIOL-K101 Concepts of Biology I (5 credits)
BIOL-K103 Concepts of Biology II (5 credits)
PSY-B110 Introduction to Psychology (3 credits)
PSY-B201 Foundations in Neuroscience (3 credits)
PSY-B320 Behavioral Neuroscience (3 credits)
BIOL-K416 Cellular & Molecular Neuroscience (3 credits)
Part B: Statistical Research Methods (3 credit hours)
PSY-B305 Statistics (3 credits) OR
STAT 35000 Introduction to Statistics (3 credits)

Part C: Neuroscience Electives (18 credit hours)
Students must complete 3 credits from the biology electives course list, 3 credits from the psychology electives course list, and an additional 12 credit hours from courses included in any of the electives course lists.

Biology Electives Course List
BIOL-K322 Genetics and Molecular Biology (3 credits)
BIOL-K331 Embryology (3 credits)
BIOL-K338 Introductory Immunology (3 credits)
BIOL-K483 Biological Chemistry (3 credits)
BIOL-K484 Cellular Biochemistry (3 credits)
BIOL 55900 Endocrinology (3 credits)
BIOL 56800 Regenerative Biology and Medicine (3 credits)
BIOL 57100 Developmental Neurobiology (3 credits)

Psychology Electives Course List
PSY-B311 Introductory Laboratory in Psychology (3 credits)
PSY-B334 Perception (3 credits)
PSY-B344 Learning (3 credits)
PSY-B356 Motivation (3 credits)
PSY-B394 Drugs and Behavior (3 credits)
PSY-B398 Brain Mechanisms of Behavior (3 credits)
PSY B3## {proposed new course} Neurophysiology and Neurochemistry of Behavior (3 credits)
PSY B3## {proposed new course} Developmental Psychobiology (3 credits)
PSY B3## {proposed new course} Clinical Neuroscience (3 credits)
PSY-I545 Psychopharmacology (3 credits)
PSY-I560 Behavioral Genetics (3 credits)

Chemistry/Physics Electives Course List
CHEM-C342 Organic Chemistry II (3 credits)
CHEM-C371 Chemical Informatics I (1 credit)
CHEM-C372 Chemical Informatics II: Molecular Modeling (2 credits)
CHEM-C484 Biomolecules and Catabolism (3 credits)
CHEM-C485 Biosynthesis and Physiology (3 credits)
PHYS-P201 General Physics I (5 credits) OR PHYS 15200 Mechanics (4 credits)
PHYS-P202 General Physics II (5 credits) OR PHYS 25100 Heat, Electricity & Optics (5 credits)
PHYS 58500 Introduction to Molecular Biophysics (3 credits)

Part D: Upper-Level Laboratory (1-2 credit hours)
To receive credit for a laboratory for which there is an accompanying pre- or co-requisite lecture, the lecture must be completed with a minimum grade of C.
BIOL-K323 Genetics and Molecular Biology Laboratory (2 credits)
BIOL-K325 Cell Biology Laboratory (2 credits)
BIOL-K333 Embryology Laboratory (1 credit)
BIOL-K339 Immunology Laboratory (2 credits)
CHEM-C344 Organic Chemistry Laboratory II (2 credits)
CHEM-C486 Biological Chemistry Laboratory (2 credits)
Part E: Capstone (1 course or course sequence; where not indicated, credit hours to be determined in consultation with advisor)
BIOL-K493 Independent Research (minimally 2 credits) & BIOL-K494 Senior Research Thesis (minimally 1 credit) OR
CHEM-C494 Intro to Capstone in Chemistry (1 credit) & CHEM-C495 Capstone in Chemistry (1 credit) OR
MATH 49200 Capstone Experience OR
PHYS 49000 Undergraduate Readings and Research OR
PSY-B499 Capstone Honors Research (3 credits)

AREA V: General Electives (23-25 credit hours)
Students may choose the remainder of the 120 required credit hours from any IUPUI department, but no more than 6 credits hours of studio, clinical, athletic, or performing arts course work will be approved as electives unless they fulfill the requirements for a second major, a minor, or a certificate.
Appendix UG-6. Undergraduate Course Evaluation Form: School of Science

**School of Science Student Satisfaction Survey**

**IUPUI**

**LECTURE FORM**

PLEASE RESPOND TO ANY ITEMS IN THIS SECTION BY MARKING THE APPROPRIATE SPACES. USE NO. 2 PENCIL ONLY. ERASE CHANGES OR CORRECTIONS COMPLETELY.

<table>
<thead>
<tr>
<th>Section #</th>
<th>Class Standing</th>
<th>Projected Course Grade</th>
<th>Course Required</th>
<th>Class in Major Field</th>
<th>Age</th>
<th>Hours/week spent on course outside of class</th>
<th>Hours/week employed for pay</th>
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PLEASE READ EACH STATEMENT CAREFULLY, THEN SELECT ONE OF THESE FIVE ALTERNATIVES: STRONGLY AGREE (SA), AGREE (A), UNDECIDED (U), DISAGREE (D), STRONGLY DISAGREE (SD). PLEASE TRY TO ANSWER EVERY QUESTION.

SAMPLE RESPONSE

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<tr>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
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</table>

1. I understand and easily what my instructor is saying.
2. I understand what is expected of me in this course.
3. My instructor has an effective style of presentation.
4. My instructor seems well-prepared for class.
5. My instructor displays enthusiasm when teaching.
6. My instructor has stimulated my thinking.
7. My instructor is active and helpful when students have problems.
8. My instructor deals fairly and impartially with me.
9. My instructor readily maintains rapport with his class.
10. Exams accurately assess what I have learned in this course.
11. Exams are fair.
12. Assignments are of definite instructional value.
13. I would enjoy taking another course from this instructor.
14. I like the way the instructor conducts this course.
15. My instructor motivates me to do my best work.
16. My instructor explains difficult material clearly.
17. Course assignments are interesting and stimulating.
18. Overall, this course is among the best I have ever taken.
19. This instructor is among the best teachers I have known.
20. The difficulty of the material is appropriate for the level of the course.
21. In this course I am developing my writing skills.
22. This course is improving my ability to think critically.

INSTRUCTOR-SUPPLIED ITEM NUMBER 1:

INSTRUCTOR-SUPPLIED ITEM NUMBER 2:

INSTRUCTOR-SUPPLIED ITEM NUMBER 3:

Please use back side of form for additional comments.
Appendix I/O-1: I/O Graduate Course Descriptions

**Required Courses:**

**Psy 570, Industrial Psychology** (3 cr.). Survey of the applications of psychological principles and of research methodology to the various human problems in the industry, such as personnel selection and appraisal, the organizational and social context of human work, the job and work situation, human errors and accidents, and psychological aspects of consumer behavior.

**Psy 572, Organizational Psychology** (3 cr.). A survey of basic behavioral science research and thinking as these contribute to the understanding of individual, dyadic, group, intergroup, and other large organization behavioral phenomena. The topics covered include motivation, perception, attitudes and morale, communication, leadership, conflict, problem solving, behavior change, and organizational effectiveness.

**Psy 574, Psychology of Industrial Training** (3 cr.). P: 3 credit hours of psychology. Use of psychological measurement techniques in assessing training needs and evaluating training effectiveness and the application of learning research and theory to industrial training.

**Psy 576, Compensation and Training.** (3 cr.). How organizations determine job worth and provide financial rewards to individuals to achieve organizational objectives. A pay model provides the framework for this module and for understanding compensation systems. In the training module, the objectives are: to obtain knowledge concerning the major processes, components, and issues related to training in organizations; to master knowledge of the psychological processes involved in obtaining, maintaining, and transferring learned knowledge and skills.

**Psy 600, Statistical Inference** (3 cr.). P: Pursuit of a degree in the psychology graduate program or consent of instructor. Emphasis on principles underlying both parametric and nonparametric inference.

**Psy 601, Correlation and Experimental Design** (3 cr.). P: 600. Continuation of 600 with emphasis on the design and analysis of experiments.

**Psy 608, Measurement Theory and the Interpretation of Data** (3 cr.). P: 600 and B307, or equivalent. The theory of measurement and the development of reliability and the Spearman-Brown equations, true scores and variables, and correction for attenuation. Variance or covariance of combinations of variables. Item analysis and test construction strategies. Reliability and validity of measurements and the influence of measurement error and measurement threats to research design.

**Psy 680, Seminar in Industrial-Personnel Psychology** (3 cr.). P: 570, 572, and 601. (Formerly numbered 681.) Extensively surveys the various areas of industrial-personnel psychology (e.g., selection, placement, training, performance appraisal). Provides a critical and up-to-date review of recent and classical research in these areas.

**Psy 681, Seminar in Research Methodologies of Industrial/Organizational Psychology** (3 cr.). P: 570, 572, 601, or consent of instructor. (Formerly numbered 680.) Intensive analysis of application of various research and statistical methods to the study of human behavior in organizational settings.

**Psy 682, Advanced Seminar in Industrial/Organizational Psychology** (3 cr.). P: 570, 572, or equivalent. Special topics in industrial and organizational psychology are offered on a rotating basis. Examples of the special topics are work motivation, leadership, advanced selection and placement, and performance appraisal. One topic will be treated each semester.

**Psy 698, Research M.S. Thesis** (3 cr.)

**Elective Courses:**

**Psy 684, Practicum in Industrial/Organizational Psychology** (3 cr.). P: 570, 572, and consent of instructor. Practical experience in the development and implementation of field research in organizational settings. Gives students the opportunity to spend eight hours per week within local business organizations in order to gain experience and skills in industrial/organizational psychology.

All coursework except the thesis is usually completed in four semesters covering a 2-yr. period. Over this time, the curriculum is structured to progress from surveys of broad I/O concepts, to in-depth study of important issues, to opportunities for skill application. This occurs for both the scientist and practitioner training goals. Hands-on research opportunities begin with first-semester involvement in faculty research projects, continue throughout, and culminate with conducting a thesis. Hands-on practitioner opportunities occur during an optional internship in the summer between the first and second years, a semester-long practicum elective, and/or a required application-based seminar in the final semester. See the next section for examples of the kinds of work products that have resulted from different practica and internships. The I/O program has partnered with many businesses in the community and university units to provide applied experiences for students (see the following page labeled I/O Assistantship, Practicum and Internship Sites: 2005-2012).

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<td>Clarian Health Partners</td>
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Appendix I/O-3: I/O Graduate Student Accomplishments


Note: Graduate student names are bolded

Publications


Conference Presentations


Hansen, M. J., Watson, B. N., & Meshulam, S. (2009, October). Methods employed to assess program effectiveness and how quantitative and qualitative research methods were used to measure math performance levels and understand student perceptions. Invited workshop at the Assessment Institute, Indianapolis, IN.


Williams, J. R., Donovan, A. S., & Stull, L. (2010, April). *Can commitment to change increase employees vulnerability to burnout?* Poster presented at the 25th Annual Conference of the Society for Industrial and Organizational Psychology, Atlanta, GA.


**Technical Reports**


Awards & Honors


Stoiber, K. L. (2006). Recipient of the I/O Psychology Outstanding Graduate Student Award, Psychology Department, IUPUI.


Nolan, K. P. (2007). Recipient of the I/O Psychology Outstanding Graduate Student Award, Psychology Department, IUPUI.

Stenger, B. A. (2008). Recipient of the I/O Psychology Outstanding Graduate Student Award, Psychology Department, IUPUI.


Seaton, G. A. (2009). Recipient of the Psychology Department Achievement Scholarship ($1,000), University of Wisconsin at River Falls.

Watson, B. N. (2009). Recipient of the I/O Psychology Outstanding Graduate Student Award, Psychology Department, IUPUI.

Cavanaugh, C. M. (2009). IUPUI 1st-year Fellowship ($12,800). Graduate Office, IUPUI.

Caughlin, D. E. (2010). Co-Recipient of the I/O Psychology Outstanding Graduate Student Award, Psychology Department, IUPUI.

Donovan, A. S. (2010). Co-Recipient of the I/O Psychology Outstanding Graduate Student Award, Psychology Department, IUPUI.

Allenbach, E. (2010). Does mentoring buffer women in science from the effects of perceived discrimination on career outcomes? IUPUI Educational Enhancement Grant ($100). Faculty Sponsor: L. Ashburn-Nardo.


Seaton, G. A. (2011). Recipient of the I/O Psychology Outstanding Graduate Student Award, Psychology Department, IUPUI.


Cavanaugh, C. M. (2011). Recipient of the School of Science Teaching Assistant Award, School of Science, IUPUI.

Crask, E. M. (2012). Recipient of the I/O Psychology Outstanding Graduate Student Award, Psychology Department, IUPUI.


Crask, E. M. (2012). Conference travel funding. School of Science Graduate Student Travel Grant ($600). Faculty Sponsor: E. Boyd.


I/O Brown Bag Seminars:

- O’Malley, Alison (March 23, 2012). Integrating identity and feedback into performance management. Assistant Professor, Department of Psychology, Butler University.
- Moore, Andrea M. (October 21, 2011). Latest trends in training and development. Senior Consulting Manager, FlashPoint, Indianapolis, IN.
- Wilson, Kelly S., & Baumann, Heidi M. (September 30, 2011). The employee as a whole person: Investigating conflict between employees’ work, family and personal lives. Assistant Professor and Doctoral Student, Krannert School of Management, Purdue University.
- Monteith, Margo (April 22, 2011). Time for translation: Strategies for reducing implicit intergroup bias. Professor of Psychology, Department of Psychological Sciences, Purdue University, West Lafayette, IN.
- Schmidt, Gordon (March 25, 2011). How social media is changing the relationship between employees and the organizations they work for. Visiting Instructor of Organizational Leadership & Supervision, Indiana University – Purdue University Fort Wayne, IN.
- Donovan, Angela S., & Parker, Brooke N. (February 18, 2011). From learning to practice: Leveraging your scientist-practitioner degree from the perspective of two recent graduates. Business Analyst & Coordinator of Career Planning and Placement (respectively), FISERV Market Research, Columbus, OH.
- Stimming, Maggie (November 19, 2010). Work/life: Out where the rubber meets the road. Senior Work/Life Consultant, Human Resources Administration, IUPUI.
- Petersson, Jessica (November 5, 2010). Confrontation of prejudice in the workplace: The role of observer prejudice level, bias type and perpetrator status. I/O M.S. Student at IUPUI and Senior Human Resource Client Manager, Genworth Financial, Richmond, VA.
- Studebaker, Nathan K. (October 22, 2010). Moving beyond validity: Showing ROI and becoming a strategic business partner. Lead Consultant, Human Capital Solutions at pan, a TALX Company, Indianapolis, IN.
- I/O Second-Year Students (September 24, 2010). Allenbach, Emily P. Does mentoring provide a buffer for the negative effects of a chilly climate for women in science? Bennett, Preston P. How goal orientation moderates reactions to negative meta-task feedback; Cavanaugh, Caitlin M. The effects of job characteristics on citizenship performance; Crowley, Megan L. Predicting job adaptability: A facet-level examination of the relationship between conscientiousness and adaptive performance with autonomy as a moderator; Seaton, Gina A. Belonging uncertainty and psychological capital: An investigation of antecedents of the leaky pipeline. Department of Psychology, IUPUI.
• Acevedo-Polakovich, I. David (April, 23, 2010). Research as practice in youth development and prevention: Examples and findings from a Diversity Leadership Program. Assistant Professor, Department of Psychology, Central Michigan University.

• Schultz, Elisabeth M. (March 5, 2010). Going from unproductive to productive: Applying leadership theories and group dynamics to work teams. Associate Consultant, Government Affairs Operations, Eli Lilly & Co., Indianapolis, IN.

• I/O Students (February 5, 2010). Grayson, Allison Compensation system selection. Bendapudi, Namrita Summer internship in the HR Department, Wishard Health Services; Brown, Brittany N. Summer internship in the Global Diversity Office, Eli Lilly & Company; Caughlin, David E. Summer internship in the Organizational Development Department, St. Vincent Health; Spahn, Kristen J. Summer internship in the Global Diversity Office, Eli Lilly & Company. Department of Psychology, IUPUI.

• Lash, Julie M. (January 15, 2010). The impact of learning disabilities on learning and job performance. Director of Counseling and Psychological Services (CAPS) at IUPUI.

• O’Malley, Alison (November 13, 2009). Affective forecasts and feedback-seeking: Exploring the motivating potential of anticipated emotion. Visiting Assistant Professor, Butler University.

• I/O Second-Year Students (October 9, 2009). Bendapudi, Namrita The effect of Implicit Person Theory on performance evaluations; Brown, Brittany N. The effect of trust in supervisor on performance appraisal reactions; Caughlin, David E. Informal roles and team effectiveness; Spahn, Kristen J. Prejudice confrontation and perceived team cohesion. Department of Psychology, IUPUI.


• Funk, Jim (April 24, 2009). Inspired leaders and virtues at the cutting edge. Director of Organizational Development Administration, St. Vincent Health, Indianapolis, IN.

• Walls, Erin (December 12, 2008). Leveraging difference: The competitive advantage of workforce diversity. Manager of Marketplace Diversity, Eli Lilly & Co., Indianapolis, IN.

• I/O Second-Year Students (November 7, 2008). Donovan, Angela S. Beyond dialectic inquiry: Enhancing group decision-making effectiveness in a hidden profile scenario; Khandkar, Nivedita S. Role of prior organizational image in relationships among selection procedure antecedent reactions, justice reactions and organizational attraction; Matthews, Zachary P. The mediating effects of goal self-concordance on the relationship between positive self-appraisals and workplace outcomes; Porges, Christy A. Recruiting web sites and applicant attraction: The role of organizational image and person-organization fit; Reed, Rachel M. Strategies in negating stereotypes: The moderating role of stigma consciousness. Watson, Brooke N. Examining the influence of affect on work motivation. Department of Psychology, IUPUI.

• Nardo, Jeff (October 10, 2008). Using the Employee Development and Productivity (EDAP) assessment in human resource development. Director of Operations, Human eSources, LTD., Marlborough, CT.

• Kokkinou, Irini (March 25, 2008). Applicant reactions to selection systems: Affirmative action programs and biased tests. Doctoral Candidate, Department of Psychological Sciences, Purdue University.

• Ferzandi, Lori A. (March 26, 2008), An examination of intra- and extra-organizational drivers of newcomer socialization. Ph.D., Psychology Department, Pennsylvania State University.

• Moore, Andrea M. (February 22, 2008). Organizational development and coaching – Helping employees to take ownership for what they can control. Senior Consultant, FlashPoint Consulting, Indianapolis, IN.
• Holtz, Brian C. (November 16, 2007). *When the boss says no: The effects of leadership style and trust on employee reactions to managerial explanations.* Visiting Assistant Professor, Department of Psychological Sciences, Purdue University.

• I/O Second-Year Students (October 19, 2007). Arellano, Abbie *Direct and interactive effects of role salience on work-family conflict and supportive work-family culture*; Conway, Jeff *Does rater self-monitoring impact performance appraisal ratings across performance domains and rater perspectives?* Lindley, Stacie *Role of attributional processing in reactions to psychological contract breach*; Petersson, Jessica. Confrontation of prejudice in the workplace: The role of bias type, prejudice level, and status; Robitaille, Amanda *Using individual differences and mood to explain workplace cyberloafing*; Stenger, Bridget *System justifying beliefs and affirmative action attitudes: The moderating roles of group identity and group status.* Department of Psychology, IUPUI.

• Morris, Kate (September 7, 2007). *Stumbling into consulting.* Chairperson & Associate Professor of Psychology, Butler University.


• Dalal, Reeshad S. (February 9, 2007). *Three approaches to the study of citizenship behavior, counterproductive behavior, and their relationship.* Assistant Professor of Psychology, Purdue University.

• Fedorikhin, Alexander (Sasha) (November 10, 2006). *Feeling the urge to indulge: The role of positive mood and arousal in impulsive choice and consumption.* Associate Professor of Marketing, Kelley School of Business, IUPUI.

• Colquitt, Alan L. (October 20, 2006). *Lessons learned from a monthly pulse survey process.* Manager of Workforce Research, Eli Lilly & Co.

• I/O Second-Year Students (October 6, 2006). Shinde, Ranjita D. *Work-family conflict: The influence of met and unmet role expectations*; Lewis, M. Rebecca *Establishing the link between trainees’ goal content and learning strategies.* Department of Psychology, IUPUI.

• I/O Second-Year Students (September 29, 2006). Young, Benjamin D. *Aggression in the workplace: A specific incident approach*; Steiner, Zachary J. *Negative publicity’s impact on organizational image and attractiveness*; Nolan, Kevin P. *The role of personal identity in applicant-organization attraction.* Department of Psychology, IUPUI.

• Bott, Jennifer (September 8, 2006). *Corporate entrepreneurship and managerial level: The relationship between perceived internal antecedents and entrepreneurial actions.* Assistant Professor, Department of Marketing and Management, Miller College of Business, Ball State University.

• O’Connell, Timothy P. (March 24, 2006). *Performance management: Giving and receiving feedback.* Program Coordinator, Contribution Management, Clarian Health Partners.

• Scionti, Catherine D. (February 3, 2006). *Applying I/O psychology to the real world: Lessons learned along the way.* President, BAA Indianapolis.

• Halkyard, Mel (November 18, 2005). *The evolution of organizational effectiveness at Eli Lilly and Company.* Manager of Organizational Effectiveness, Eli Lilly & Co.

• I/O Second-Year Students (October 28, 2005). Banner, Jennifer D. *Internship at Eli Lilly: Diversity initiatives*; Lawson, Kelly N. *The mediating role of attributions for affective work events and experience affect*; Parcus, Stephanie J. *Summer internship 2005 - HDG Mansur*; Ruziscka, Jeffrey P. *An investigation of the link between affect and task performance*; Stoiber, Katie L. *Internship at St. Vincent Health: Organizational development.* Department of Psychology, IUPUI.

• Dunford, Benjamin B. (February 11, 2005). *Executives out-of-the money: The relationship between stock option value and voluntary executive turnover*. Assistant Professor, Krannert School of Management, Purdue University.

**Departmental Presentations:**

Sackett, Paul R. (March 1, 2012). *Some things to know about group mean differences, adverse impact, fairness, and predictive bias in personnel selection*. Beverly and Richard Fink Distinguished Professor of Psychology and Liberal Arts, Department of Psychology, University of Minnesota.

Park, YoungAh. (January 31, 2012). *Work and home boundary management: Segmentation vs. integration*. Doctoral Candidate, Department of Psychology, Bowling Green State University.

Sliter, Michael T. (January 26, 2012). *Manners matter! Toward a better understanding of customer incivility*. Doctoral Candidate, Department of Psychology, Bowling Green State University.

Ispas, Daniel (December 14, 2011). *The role of rater motivation in personnel selection validation studies*. Assistant Professor, Department of Psychology Department, Illinois State University.

Penney, Lisa M. (December 9, 2011). *Understanding the role of personality in counterproductive work behavior*. Associate Professor, Department of Psychology, University of Houston.

Credé, Marcus (December 7, 2011). *Beyond traits and abilities: Expanding and clarifying our understanding of the predictors and determinants of learning and performance*. Assistant Professor, Department of Psychology Department, University at Albany - SUNY.

Monteith, Margo J. (April 22, 2011). *Time for translation: Strategies for reducing implicit intergroup bias*. Professor of Psychology, Department of Psychological Sciences, Purdue University.

Aguinis, Herman. (April 1, 2011). *Debunking myths and urban legends about meta-analysis*. Dean’s Research Professor and Professor of Organizational Behavior and Human Resources, Kelley School of Business, Indiana University.

Hebl, Michelle R. (March 26, 2010). *The remediation of interpersonal discrimination*. Professor, Department of Psychology, Rice University.


Spencer, Sharmin (December 9, 2009). *Service with a strained smile: Justice and emotional labor in customer service*. Department of Psychology, DePauw University.


Locke, Edwin A. (March 6, 2009). *Six ways to motivate employees*. Dean’s Professor (Emeritus) of Leadership and Motivation, R.H. Smith School of Business, University of Maryland.


**Keynotes**

• Campion, Michael A. *A not-too-serious set of lessons on how to be successful in IOOB.*

• Highhouse, Scott. User resistance to selection technology.

• Ployhart, Robert E. Staffing for human capital advantage.

**Workshops**

• Williams, Larry J. *Evaluating causal models in organizational research: A review with recommendations for improved analysis.*

• McCloy, Rodney A. *Basics, brainstorms, and blarney: A case study in real-world consulting.*

• Hazer, John T. *Looking into the mirror: A performance review of a performance reviewer.*
• Organ, Dennis W. *Organizational citizenship behavior, transaction cost economics, and the flat-world hypothesis.*
• Dineen, Brian R. *Challenges in attraction: Recruiting the evidence.*
• Christiansen, Neil D., & Smith, Brien. *Working in academia: Experiences from both OB and I/O psychology perspectives.*
• Colquitt, Alan, & Futrell, David. *Questions and answers about survey research: Lessons learned from survey programs at Eli Lilly and Company.*
• Bies, Robert J. (April 28, 2006). *The manager as intuitive politician: Blame management in the delivery of bad news.* Professor of Management and Academic Director of the Executive Master’s in Leadership Program, McDonough School of Business, Georgetown University.
### Appendix I/O-5: I/O Student Funding (2005-2012)

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Supported Students</th>
<th>Fee Remission, Insurance, &amp; Stipend Total Dollars</th>
<th># of Student Summer Internships</th>
<th>Preceding Summer Internship Total Dollars</th>
<th>Year Total Dollars</th>
<th>Percentage of Total Generated by the I/O Area&lt;sup&gt;a&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005-06</td>
<td>11</td>
<td>$156,614</td>
<td>5</td>
<td>$23,780</td>
<td>$180,394</td>
<td>79%</td>
</tr>
<tr>
<td>2006-07</td>
<td>12</td>
<td>$153,811</td>
<td>5</td>
<td>$21,101</td>
<td>$174,912</td>
<td>79%</td>
</tr>
<tr>
<td>2007-08</td>
<td>12</td>
<td>$194,394</td>
<td>5</td>
<td>$21,600</td>
<td>$215,994</td>
<td>78%</td>
</tr>
<tr>
<td>2008-09</td>
<td>11</td>
<td>$187,612</td>
<td>9</td>
<td>$43,265</td>
<td>$230,877</td>
<td>79%</td>
</tr>
<tr>
<td>2009-10</td>
<td>9</td>
<td>$142,135</td>
<td>5</td>
<td>$32,481</td>
<td>$174,616</td>
<td>61%</td>
</tr>
<tr>
<td>2010-11</td>
<td>11</td>
<td>$185,055</td>
<td>8</td>
<td>$40,160</td>
<td>$225,215</td>
<td>70%</td>
</tr>
<tr>
<td>2011-12</td>
<td>8</td>
<td>$176,585</td>
<td>6</td>
<td>$22,620</td>
<td>$199,205</td>
<td>60%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>74</strong></td>
<td><strong>$1,196,206</strong></td>
<td><strong>43</strong></td>
<td><strong>$205,007</strong></td>
<td><strong>$1,401,213</strong></td>
<td><strong>72%</strong></td>
</tr>
</tbody>
</table>

<sup>a</sup> From 2005-2009, this is the percentage of Total Student Dollars generated by the I/O Area above its Psychology Student Allocation. From 2009-2012, this is the percentage of Total Student Dollars generated by the I/O Area above Psychology plus School of Science payments.
Appendix CP-1: Clinical Psychology Training Goals

CP Training goals, objectives, student competencies, and measures of achievement

Goal 1: To produce graduates who are capable of making independent contributions to the scientific knowledge base of clinical psychology.

**Objective 1A:** Students will demonstrate knowledge in the breadth of scientific psychology, including historical perspectives of its foundations and development.
- **Competency 1:** Successful completion of coursework on the biological, cognitive, affective, and social aspects of behavior and on the history of psychology.
- **Measure:** Students will average 83% correct or higher on all course assessments, equivalent to course grades of B or higher, and mean ratings of 6 or higher on the understanding of course material item on the Course Rating Form (CRF).
- **Competency 2:** Students will successfully complete the Preliminary Exam.
- **Measure:** Report of preliminary examination committee.
- **Competency 3:** Students will demonstrate competence in the ability to integrate and disseminate knowledge through effective teaching.
- **Measure:** 60% of students will teach and will achieve: School of Science student satisfaction Global scores of 4 or higher -or- satisfactory peer reviews of classroom teaching and teaching portfolios -and- satisfactory ratings on assessments/outcomes from 1595 (Seminar in Teaching of Psychology) -or- the Preparing Future Faculty (PFF) program.
- **Competency 4:** 100% of graduates seeking licensure will take and pass the EPPP exam.
- **Measure:** Alumni survey.
- **Competency 5:** Students, both while in our Program and after graduating, will report themselves as being well trained on this learning objective.
- **Measure:** 90% of students will somewhat agree, agree or strongly agree with relevant items on the annual current student and alumni surveys.

**Objective 1B:** Students will demonstrate knowledge in the theory, methodology, and data analytic skills related to psychological research.
- **Competency 1:** Successful completion of coursework on psychological assessment and research methodology.
- **Competency 2:** Successful completion of coursework on data analytic procedures and techniques.
- **Measure for both competencies:** Students will average 83% correct or higher on all course assessments, equivalent to a grade of B or higher, and mean ratings of 6 or higher on the understanding of course material item on the CRF.
- **Competency 3:** Students will actively participate in conducting research with program faculty.
- **Measure:** Semi-annual student reviews.
- **Competency 4:** Students, both while in our Program and after graduating, will report themselves as being well trained on this learning objective.
- **Measure:** 90% of students will somewhat agree, agree or strongly agree with relevant items on the annual current student and alumni surveys.

**Objective 1C:** Students will demonstrate the ability to generate new scientific knowledge and theory related to the field of psychology.
- **Competency 1:** Successful completion and oral defense of an empirical Master’s thesis.
- **Measure:** Report of thesis examination committee.
- **Competency 2:** Successful completion and oral defense of the Preliminary Exam requiring the independent production of a literature review.
- **Measure:** Report of preliminary examination committee.
- **Competency 3:** Successful completion and oral defense of an empirical doctoral dissertation.
- **Measure:** Report of dissertation examination committee.
- **Competency 4:** At least 75% of students will actively participate in disseminating research by presenting/co-presenting posters, papers, or workshops at professional meetings and by authoring/co-authoring articles in scientific journals or chapters in professional texts.
**Goal 2:** To produce graduates who can competently integrate the science and practice of clinical psychology and can provide evidence-based services.

**Objective 2A:** Students will acquire knowledge and skills in the assessment of individual strengths and weaknesses, as well as the diagnosis of psychological problems and disorders.

*Competency 1:* Successful completion of coursework relating to psychopathology and its diagnosis, and the cognitive, affective, biological, and social foundations of behavior.

*Competency 2:* Successful completion of assessment coursework relating to the theories and methods of assessing ability, personality, and diagnosis.

**Measure for both competencies:** Students will average 83% correct or higher on all course assessments, equivalent to grades of B or higher, and ratings of 6 or higher on the ability to apply course material item on the CRF.

*Competency 3:* Practicum supervisors will rate students at least adequate on proficiency in administering well-validated and widely used instruments that assess intellectual functions, achievement, and psychopathology.

*Competency 4:* Practicum supervisors will rate students at least adequate on students’ knowledge of DSM diagnoses and skill in the diagnosis of clients.

**Measure for both competencies:** Practicum Course Evaluation Form.

*Competency 5:* Successful completion of a minimum of 4 three-credit hour clinical practica.

**Measure:** Students will obtain course grades of B or higher.

*Competency 6:* Successfully matching for and then completing an APA-accredited internship with good to excellent ratings on the internship site’s measure of clinical competence in this area.

**Measure:** APPIC match results, internship report of student performance.

*Competency 7:* Students, both while in our Program and after graduating, will report themselves as being well-trained on this learning objective.

**Measure:** 90% of students will somewhat agree, agree or strongly agree with relevant items on the annual current student and alumni surveys.

**Objective 2B:** Students will acquire knowledge and skills in the conceptualization, design, implementation, delivery, supervision, consultation, and evaluation of empirically-supported psychosocial interventions for psychological problems and disorders.

*Competency 1:* Successful completion of coursework relating to psychopathology and evidence-based practice in psychological services.

*Competency 2:* Successful completion of the intervention course sequence relating to common factors and specific evidence-based practices.

**Measure:** Students will average 83% correct or higher on all course assessments, equivalent to grade of B or higher, and ratings of 6 or higher on the ability to apply course material item on the CRF.

*Competency 3:* Successful completion of a minimum of 4 three-credit hour clinical practica.

**Measure:** Students will obtain course grades of B or higher.
Competency 4: Practicum supervisors will rate students at least adequate on proficiency in the application of empirically-supported psychological interventions and for consultation and inter-professional collaborations.

Competency 5: Practicum supervisors will rate students at least adequate on proficiency in forming client relationships and treatment outcomes.

Measure: Practicum Course Evaluation Form.

Competency 6: Successfully matching for and then completing an APA-accredited internship, with good to excellent ratings on the internship site’s measure of clinical competence in this area.

Measure: APPIC match results, internship report of student performance.

Competency 7: Students, both while in our Program and after graduating, will report themselves as being well-trained on this learning objective.

Measure: 90% of students will somewhat agree, agree or strongly agree with relevant items on the annual current student and alumni surveys.

Goal 3. To produce graduates who demonstrate they can conduct themselves in culturally sensitive and ethical ways in the practice and science of clinical psychology.

Objective 3A: Students will demonstrate sensitivity, knowledge, and skills in regard to the role of human diversity in the research and practice of clinical psychology.

Competency 1: Successful completion of required coursework on diversity and multicultural issues in clinical psychology.

Competency 2: Successful completion of required coursework on psychological assessment, intervention and research, each of which covers diversity issues.

Measure for both competencies: Students will average 83% correct or higher on all course assessments, equivalent to a grade of B or higher, and mean ratings of 6 or higher out of 10 on the respect for diversity item on the CRF.

Competency 3: Successful completion of the Proseminar series on professional issues in clinical psychology, including attendance at the Diversity Colloquium Series.

Measure: Students will attend at least 90% of the time.

Competency 4: Practicum supervisors will rate students at least adequate in the area of respect for diversity in clinical practice.

Measure: Practicum Course Evaluation Form.

Competency 5: At least satisfactory ratings of these matters by internship supervisors.

Measure: Internship report of student performance.

Competency 6: Students, both while in our Program and after graduating, will report themselves as being well-trained on this learning objective.

Measure: 90% of students will somewhat agree, agree or strongly agree with relevant items on the annual current student and alumni surveys.

Objective 3B: Students will demonstrate a working knowledge of the APA ethical code and will demonstrate their ability to apply ethical principles in practical contexts.

Competency 1: Successful completion of the program’s required coursework on ethical problems in clinical psychology.

Competency 2: Successful completion of required coursework on psychological assessment, intervention, and research each of which covers ethical issues.

Measure for both competencies: Students will average 83% correct or higher on all course assessments, equivalent to a grade of B or higher, and mean ratings of 6 or higher out of 10 on the ethics item on CRF.

Competency 3: Successful completion of the Proseminar series on professional issues in clinical psychology.

Measure: Students will attend at least 90% of the time.
Competency 4: At least satisfactory practicum competency ratings from practicum supervisors in the area of ethical conduct.
  Measure: Practicum Course Evaluation Form.

Competency 5: Successful formulation and submission of an application to relevant institutional review boards for the ethical conduct of empirical Master’s thesis and dissertation projects.
  Measure: Semi-annual student review.

Competency 6: Successfully passing the required test for investigators administered by the institutional review board (IRB) for the ethical conduct of research.
  Measure: Report from IRB.

Competency 7: At least satisfactory ratings of these matters by internship supervisors.
  Measure: Internship report of student performance.

Competency 8: Students, both while in our program and after graduating, will report themselves as being well trained on this learning objective.
  Measure: 90% of students will somewhat agree, agree or strongly agree with relevant items on the annual current student and alumni surveys.
Address how your program provides a curriculum in areas B.3.a-e in the table below:

* denotes courses that meet the specific curriculum area
** denotes courses that include content within the curriculum area
NOTE: courses listed below do not represent an exhaustive list.

<table>
<thead>
<tr>
<th>Curriculum Area:</th>
<th>Biological aspects of behavior</th>
</tr>
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<tbody>
<tr>
<td>Required Academic/ Training Activity</td>
<td>Introduction to Physiological Psychology (615)*</td>
</tr>
<tr>
<td></td>
<td>Human Neuropsychology (I675)**</td>
</tr>
<tr>
<td></td>
<td>Psychopharmacology (I545)**</td>
</tr>
<tr>
<td></td>
<td>Medical and Psychosocial Aspects of Chronic Illness (I555)**</td>
</tr>
<tr>
<td></td>
<td>Behavioral Medicine (I614)**</td>
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<tr>
<td>How competence is assessed</td>
<td>Course examinations, presentations, written papers</td>
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<td>Required Academic/ Training Activity</td>
<td>Cognitive Development (655)*</td>
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<td>Personality (646)**</td>
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<td>Clinical Intervention II (I666)**</td>
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<td>How competence is assessed</td>
<td>Course Required Academic/ Training Activity examinations, presentations, written papers</td>
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<td>Behavioral Medicine (I614)**</td>
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<td>How competence is assessed</td>
<td>Course examinations, presentations, written papers</td>
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<td>Personality (646)**</td>
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<td>Industrial Psychology (570)**</td>
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<td>Organizational Psychology (572)**</td>
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<td>History of Psychology (540)*</td>
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<td>How competence is assessed</td>
<td>Course examinations</td>
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<td>Clinical Assessment I (I664)*</td>
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<td>Clinical Assessment II (I669)*</td>
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<tr>
<td></td>
<td>Measurement Theory (608)*</td>
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<td>How competence is assessed</td>
<td>Class presentations, examinations, papers, review of assessment reports, observation of test administration</td>
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<p>| Curriculum Area: | Research methodology |</p>
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<td>Course examinations, presentations, written papers, master's thesis, prelim paper, and dissertation thesis</td>
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<td>Curriculum Area:</td>
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<td>Correlation and Experimental Design (601)*</td>
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<td>Applied Multivariate Analysis (605)*</td>
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<td>Measurement Theory (608)*</td>
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<td>Factor Analysis (611)*</td>
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<tr>
<td>Field Methods (I643)*</td>
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<td>How competence is assessed</td>
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<td>Psychopathology (I591)**</td>
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<td>Behavioral Medicine (I614)**</td>
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<td>Psychiatric Rehabilitation (I613)**</td>
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<td>Human Neuropsychology (I675)**</td>
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<td>Professional standards and ethics</td>
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<td>Required Academic/ Training Activity</td>
<td>Ethical, Legal, &amp; Cultural Issues in Psychology (I670)*</td>
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<tr>
<td>Every core course covers this material to some extent: Clinical Intervention I (I665)<strong>, Clinical Intervention II (I666)</strong>, Clinical Assessment I (I664)<strong>, Clinical Assessment II (I669)</strong>, Psychopathology (I591)<strong>, Field Methods (I643)</strong>, Proseminar (I691)<strong>, Practicum in Clinical Psychology (I689)</strong></td>
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<td>How competence is assessed</td>
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<td>Practicum in Clinical Psychology (I689)*</td>
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<td><em>Practicum in Clinical Psychology (I689)</em></td>
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<td><em>Internship</em></td>
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<tr>
<td>How competence is assessed</td>
<td>Presentations, practicum ratings, supervisor reports</td>
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<tr>
<td>Curriculum Area:</td>
<td>Theories and Methods of Supervision</td>
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<tr>
<td>Required Academic/ Training Activity</td>
<td><em>Proseminar in Clinical Psychology (I591)</em></td>
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<td><em>Practicum in Clinical Psychology (I689)</em></td>
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<td><em>Internship</em></td>
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<tr>
<td>How competence is assessed</td>
<td>Presentations, practicum ratings, supervisor reports</td>
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<tr>
<td>Curriculum Area:</td>
<td>Theories and Methods of evaluating the efficacy of interventions</td>
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<tr>
<td>Required Academic/ Training Activity</td>
<td><em>Field Methods (I643)</em></td>
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<td><em>Clinical Intervention I (I665)</em>*</td>
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<td></td>
<td><em>Psychiatric Rehabilitation (I613)</em>*</td>
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<tr>
<td>How competence is assessed</td>
<td>Course examinations, class presentations, written papers</td>
</tr>
<tr>
<td>Curriculum Area:</td>
<td>Issues of cultural and individual diversity that are relevant to all of the above</td>
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<tr>
<td>Required Academic/ Training Activity</td>
<td><em>Ethical, Legal, &amp; Cultural Issues in Psychology (I670)</em></td>
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<td>Most core courses cover this material to some extent: Clinical Intervention I (I665)<strong>, Clinical Intervention II (I666)</strong>, Clinical Assessment I (I664)<strong>, Clinical Assessment II (I669)</strong>, Psychopathology (I591)<strong>, Proseminar (I691)</strong>, Practicum in Clinical Psychology (I689)**</td>
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<tr>
<td>How competence is assessed</td>
<td>Course examinations, class presentations, written papers, written client assessment and diagnosis, supervisor ratings</td>
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<tr>
<td>Curriculum Area:</td>
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<tr>
<td>Required Academic/ Training Activity</td>
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<td><em>Ethical, Legal, &amp; Cultural Issues in Psychology (I670)</em></td>
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Appendix CP-3: Syllabus for Psyc 1691

Proseminar in Clinical Psychology - Fall 2011/ Spring 2012

Meeting Time: Fridays 12:00 to 1:00pm  
Meeting Location: LD137  
Dr. John H. McGrew  
274-8672  
jmcgrew@iupui.edu

Prerequisites:
Students must be enrolled in the program in clinical psychology. All doctoral clinical students must attend the class. Master’s clinical students are encouraged, but not required, to attend.

Course Description:
This course is designed to encourage the professional development of graduate students in clinical psychology. A presentation or discussion will occur each week. The sessions will cover a variety of topics including general program information (e.g., preliminary exams, internships, student concerns, APA accreditation), professional life (e.g., presentations by former IUPUI students, by current practicing clinicians, researchers, administrators), brownbag series (e.g., alumni series, campus series, diversity series, clinical workshop), advanced clinical topics (e.g., supervision, consulting), case conference/case conceptualization (e.g., advanced students will be required to present a current or former client in a case conference format, case conceptualization for the client will be explored), student research (i.e., all doctoral students must present a research presentation at least once during their four years in the program), and clinical practice issues (e.g., licensing, insurance, ethics, preparation for various career paths). Third-year and fourth-year students will be responsible for presenting their thesis/disertation research and clinical case conferences. Faculty or guest speakers may present research colloquia or continuing education workshops.

Grading:
This class is pass/fail. In order to pass the class, students are expected to give their required presentations and to attend a minimum of 10 of the class meetings.

Fall Schedule:
8/26  Planning/scheduling/general meeting/Practicum training
9/2   CV preparation, Cathy Mosher
9/9   Professional issues, Michelle Salyers
9/16  Student research presentation, Ayca Coskunpinar
9/23  Developmental Pediatrics, Dr. Heike Minnich
9/30  Case conference, Amanda Shea
10/7  Mindfulness, Dr. Linda Brown
10/14 Campus Series—Dr. Erin Krebs
10/21 Case conference, Jennifer Steiner
10/28 Consultation, COMPASS model, Lisa Ruble (1/2 day workshop)
11/4  Faith Based Counseling, Dr. Bernie Lyon
11/11 Case conceptualization, Dr. Paul Lysaker
11/18 Alumni Series—Dr. Kriscinda Whitney
11/25 Thanksgiving break
12/2  Cognitive therapy for depression, Dr. Dan Strunk
12/9  No class
SPRING Schedule
1/13 Planning/scheduling/general meeting/Practicum training/Preliminary exam
1/20 Research Presentation, Tasneem Khambaty & Laura White
1/27 Leslie Hulvershorn, Riley, at risk youths
2/3 SUPERBOWL weekend—no class
2/10 INTERVIEW DAY—no class
2/17 Diversity Colloquium, Tamika Zapolski
2/24 Kevin Rand, Moderated mediation
3/2 Cathy Mosher, Preparation for a faculty position
3/9 Case conference, Courtney Johnson
3/16 Spring Break
3/23 Graduate Student Panel, Lessons learned/things I wish I knew when I started
3/30 Michael Stefanek, Ph.D., Vice President for Research, IU
4/6 Professor Kwartarini Wahyu Yuniarti, indigenous and cultural psychology
4/13 Mark Jensen: Clinical Workshop morning
4/20 Melissa Cyders, Internships
4/27 Awards Lunch with supervisors

Outline of Case Presentation Elements
- Introduction of context (e.g., Where was the case seen? Who supervised the case?)
- Description of assessment process and research evidence supporting this process
- Presentation of assessment, including client background, key problems, and test results
- Case conceptualization using a theoretical model and empirical literature
- Key research on the clinical problem being addressed (e.g., epidemiology, causal factors, prognosis, evidence based treatment recommendations)
- Treatment plan overview
- Treatment sessions (e.g., What did you do? Why? How did the client respond? How did you respond?)
- Client-therapist relationship (e.g., establishment/maintenance of rapport, pivotal moments, personal biases)
- Professional collaboration if relevant
- Ethical issues; diversity/cultural issues
- Treatment outcome, including consideration of specific and nonspecific factors
- Issues that remain for the client
- Critical moments in supervision; discussion of supervisor-supervisee relationship
- What went well? What were the main limitations of assessment and treatment?
- Future directions for research

Note: Some of the above domains may not be applicable to a particular case presentation and/or may require only brief consideration.
### Evaluation Form (Modified from Hadjistavropoulos et al., 2010 and Petti, 2008)

1 = significantly below expectations  
2 = below expectations  
3 = marginally meets expectations  
4 = clearly meets expectations  
5 = exceeds expectations

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<thead>
<tr>
<th>Assessment</th>
<th>Circle one</th>
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<tr>
<td>Appropriate assessment methods and/or tools are selected, taking into account the empirical literature and the client’s presenting problem.</td>
<td>1 2 3 4 5</td>
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<tr>
<td>Student appropriately uses, interprets, and integrates assessment data into the case conceptualization, treatment planning, and treatment outcome.</td>
<td>1 2 3 4 5</td>
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</table>

| Case Conceptualization |  |
|------------------------|  |
| Conceptualization is appropriately grounded in theory, empirical literature, and clinical data. | 1 2 3 4 5 |
| Student exhibits awareness of alternative conceptualizations and limits of own conceptualization. | 1 2 3 4 5 |

| Intervention |  |
|--------------|  |
| Treatment approach considers the 3 components of evidence-based practice (empirical support, clinician expertise, client characteristics/preference). | 1 2 3 4 5 |
| Appropriate consideration of time limitations, resource constraints, and community resources in the choice of interventions. Able to modify therapeutic approach when necessary. | 1 2 3 4 5 |

| Relationship |  |
|--------------|  |
| Ability to establish atmosphere that facilitates effective communication (e.g., demonstrates concern and respect in an empathic manner). | 1 2 3 4 5 |
| Able to effectively balance therapeutic working alliance and professional objectivity. | 1 2 3 4 5 |

| Ethics and Diversity |  |
|----------------------|  |
| Assessment methods, case conceptualization, treatment approach, and discussion of outcome considers influence of client diversity (e.g., race/ethnicity, gender, sexual orientation, physical/intellectual ability, SES). | 1 2 3 4 5 |
| Any ethical dilemmas were appropriately addressed. | 1 2 3 4 5 |

| Self Examination |  |
|------------------|  |
| Demonstrates awareness of own biases, attitudes, behavior, etc, and how these influence assessment and treatment. | 1 2 3 4 5 |
| Demonstrates awareness of own expertise and limits of competence/effectiveness. Makes appropriate use of supervision and referral sources. | 1 2 3 4 5 |

| Presentation |  |
|--------------|  |
| Effectively communicates to a diverse audience, manages time appropriately, maintains a professional demeanor, coherent order of presentation, and appropriately uses slides/handouts/etc. | 1 2 3 4 5 |
| Responsive to questions and feedback. | 1 2 3 4 5 |
Appendix CP-4. CP Practicum Training Sites

The practicum sites described below are categorized according to the areas of: General Training, Health, Neuropsychology/Assessment, Severe Mental Illness/Psychiatric Rehabilitation, and Autism/Developmental Disorders. Students are encouraged to obtain training at a variety of sites.

General Training Sites

Indiana University Medical Center - Outpatient Psychiatry Clinic, 550 University Blvd, Indianapolis, IN

Practicum Supervisors: Natalie Blevins-Dattilo, Ph.D., HSPP
Mission: to provide screening, assessment and psychotherapy services to persons with affective disorders.
Clients: adults with affective disorders. (Note: ~25% of Dr. Blevins-Dattilo’s patients are treated for health issues such as insomnia, pain, neurological issues, post-transplant coping)
Services: biopsychosocial assessment, cognitive-behavioral psychotherapy, screening for clinical research protocols.
Length of practicum: typically 1 semester

IUPUI Counseling Center (CAPS), Union Building, 620 Union Dr., Indianapolis, IN**

Practicum Supervisors: Julie Lash, Ph.D., HSPP, and Unchana Thamasak, M.S., LMHC
Mission: to provide counseling and psychological services to IUPUI students and staff.
Clients: primarily IUPUI students and staff members.
Services: personality assessment, brief psychosocial evaluation, individual and couple’s counseling, group counseling.
Length of practicum: 2 semesters required, typically fall + spring sequence

Indiana Women’s Prison, Special Needs Unit, 401 N. Randolph St., Indianapolis, IN

Practicum Supervisor: psychologist-in-charge
Mission: to provide assessment and intervention services for female offenders with psychiatric disorders.
Clients: adult women offenders with a wide range of psychiatric disorders.
Services: intellectual and personality assessment, individual and group coping skills training, anger management, life skills training.
Length of practicum: typically 1 semester

St. Vincent Stress Center, 8401 Harcourt Road, Indianapolis, IN**

Practicum Supervisors: LMHCs, LCSWs, John Guare, Ph.D., HSPP for additional supervision
Mission: assessment and (mostly) intervention services to a range of individuals in the community.
Clients: children, adolescents and adults (inpatient and outpatient) with a wide variety of psychological disorders.
Services: biopsychosocial assessment, intake interviews, individual therapy, group therapy, multi-family therapy.
Length of practicum: 1 or 2 semesters

Health Sites

IU Health Bariatric Center of Excellence, Intech Park, W. 71st Street, Indianapolis, IN

Practicum Supervisors: Bill Hilgendorf, Ph.D., HSPP, Kim Gorman, Ph.D., HSPP
Mission: to provide psychological assessment, consultation, and intervention services to adults who are interested in bariatric surgery
Clients: pre- and post-bariatric surgery adults and their family members
Services: coping styles and personality assessment, consultation, psychological intervention, support group therapy, referral services
Length of practicum: 2 semesters required

St. Vincent Bariatric Center of Excellence, 13430 N Meridian St # 168, Carmel, IN 46032**

Practicum Supervisors: Dave Creel, Ph.D., HSPP, LCSW supervisors also
Mission: to provide psychological assessment, consultation, and intervention services to adults who are interested in bariatric surgery
Clients: pre- and post-bariatric surgery adults and their family members; children in the LIFE weight management program
Services: coping styles and assessment, consultation, psychological intervention, support group therapy, referral services, children’s LIFE program, non-surgical weight loss program
Length of practicum: 1 or 2 semesters

Indiana University Cancer Center, Indiana University Medical Center, Indianapolis, IN
**NOTE – This site is not currently available due to the lack of a clinical psychologist.
Practicum Supervisor: None currently available (Shelley Johns, Psy.D., HSPP was previous supervisor)
Mission: to provide psychological assessment, consultation and intervention services to adults with cancer and their families.
Clients: adults with cancer and family members.
Services: coping styles and mood assessment, consultation, psychological intervention, pain management, possible support group therapy.

Riley Hospital for Children - Outpatient Clinic, Indiana University Medical Center, Indianapolis, IN

Practicum Supervisor: Eric Scott, Ph.D., HSPP
Mission: to provide psychological assessment, consultation and intervention services to children and their families.
Clients: children with chronic pain.
Services: coping styles assessment, consultation, psychological intervention, pain management.
Length of practicum: 1 semester most typical

Indiana University Medical Center – Diabetes Clinic, MDC unit, Indianapolis, IN

Practicum Supervisor: Mary de Groot, Ph.D., HSPP
**Mission:** to provide psychological assessment, consultation and intervention services to adults with diabetes; consult with MDs and nursing staff.

**Clients:** adults with type 1 and type 2 diabetes.

**Services:** mood and coping styles assessment, consultation, psychological intervention, adherence management, coping with chronic illness.

**Length of practicum:** ~6 months with the 1/2 day/wk diabetes clinic

**Roudebush VAMC Hospital – Primary Care Clinic, Indiana University School of Medicine, W. 10th St., Indianapolis, IN**

**Practicum Supervisor:** Jennifer Lydon-Lam, Ph.D., HSPP

**Mission:** to provide psychological assessment, consultation and intervention services to veterans.

**Clients:** veterans presenting to the Primary Care Clinic.

**Services:** brief assessment, consultation, psychological intervention, management of adherence, stress and pain issues, management of psychiatric comorbidities.

**Length of practicum:** most likely requires 2 semesters; summer only might be an option

**Indiana University Medical Center - Fibromyalgia Clinical Research, Indianapolis, IN**

**Practicum Supervisor:** Mark Jensen, Ph.D., HSPP, Dennis Ang, M.D.

**Mission:** to provide psychological intervention services to adults with fibromyalgia

**Clients:** adults with fibromyalgia and pain who are part of an ongoing clinical research intervention project.

**Services:** motivational interviewing, telephone-delivered CBT manualized intervention.

**Length of practicum:** most likely requires 2 semesters; this is a clinical research project and length of practicum depends on subject recruitment. Only available if clinical research project is ongoing.

**St. Vincent Hospital – Primary Care Clinic, 8414 Naab Rd., Indianapolis, IN**

**Practicum Supervisor:** Tom Barbera, Ph.D., HSPP

**Mission:** to provide psychological assessment, consultation and intervention services to adult medical patients.

**Clients:** adult primary care medical outpatients referred by their MD.

**Services:** brief assessment, consultation, time-limited psychological intervention, management of adherence, stress, pain and other medical issues, management of psychological co-morbidities.

**Length of practicum:** 1 or 2 semesters is possible

**St. Vincent Hospital – Pediatrics; 2001 W. 86th St., Indianapolis, IN**

**Practicum Supervisor:** Lori Urban, Psy.D., HSPP

**Mission:** to provide psychological assessment, consultation and intervention services to children with medical problems, and to assist parents/family members as well.

**Clients:** inpatient and outpatient children with medical problems, often referred by their MD.

**Services:** inpatient consultation, brief assessment, psychological intervention addressing management of adherence, stress, headaches, diabetes and other medical issues, management of psychological co-morbidities.

**Length of practicum:** typically requires 2 semesters
Methodist Hospital – Family Practice Center, 1520 N. Senate Avenue, Indianapolis, IN
** NOTE: This site is not currently available.
Practicum Supervisors: Shobha Pais, Ph.D., HSPP, and Mary Dankoski, Ph.D., HSPP
Mission: to provide psychological assessment and intervention services for patients with a wide variety of medical problems.
Clients: adults with medical problems who have a wide variety of co-morbid psychiatric problems.
Services: individual assessment and intervention, group therapy, family therapy.

Meridian Health Group -- 12772 Hamilton Crossing Boulevard, Carmel, IN, 46032

Practicum supervisors: Ari Gleckman, Ph.D., HSPP, Amber Fleming, Psy.D., HSPP
Mission: Provide psychological services to adults with chronic pain and mental health issues (this includes approx 90% psychotherapy and less than 10% assessment).
Clients: 60% of clients/patients have chronic pain and co-morbid medical conditions; 40% of clients present with traditional mental health problems. Dr. Fleming sees a small percentage of adolescents for general mental health concerns.
Services: Outpatient multidisciplinary chronic pain management (i.e., interventional medical procedures, IV drug therapies, hyperbaric oxygenation therapies, ECT, inpatient chronic pain treatment via an intractable pain service at Community Hospital North, OT/PT, podiatry, etc); stress management and general mental health services for a variety of presenting problems, evaluations of patients applying for elective surgeries (i.e., bariatric surgery, Spinal Cord Stimulator implantation, and Morphine Pump Implantation); Chronic Pain support group offered and run by students
Length of practicum: requires at least 2 semesters; begins late August and runs through mid-May

Roudebush VAMC Hospital – Palliative Care Services, Indiana University School of Medicine, W. 10th St., Indianapolis, IN

Practicum Supervisor: Samantha Outcalt, Ph.D., HSPP
Mission: to provide psycho-oncology/end of life services for terminally ill patients
Clients: adult inpatients receiving Palliative Care services in the VA hospital on multiple floors
Services: psychotherapy, grief therapy, end of life issues, behavioral medicine-based therapy as appropriate.
Length of practicum: 1 or 2 semesters is possible

Neuropsychology/Assessment Sites

Indiana University Medical Center - Neuropsychology Clinic, Indiana University School of Medicine, W. 10th Street, Indianapolis, IN

Practicum Supervisor: Dan Rexroth, Psy.D., HSPP, Post-doctoral fellows
Mission: to provide neuropsychological evaluations for adults with cognitive problems.
Clients: adults with Alzheimer’s disease, dementia, candidates for epilepsy surgery, malingering, and related concerns.
Services: neuropsychological evaluation and consultation, integrative reports, differential diagnosis.
Length of practicum: requires 2 semesters
Community Hospital South – Bariatric Center (psychologist is located next door to the hospital at Community Psychiatry Associates, 1340 E. County Line Road – suite 0, Greenwood, IN 46227)

Practicum Supervisors: Theresa Rader, Psy.D., HSPP
Mission: to provide psychological assessment, consultation, and intervention services to adults who are interested in bariatric surgery.
Clients: pre- and post-bariatric surgery adults and their family members.
Services: pre-surgical psychological evaluation involving structured interview, personality assessment, IQ assessment and self-report measures, integrative reports, individual and small group therapy, larger support group therapy (this is currently set up as mostly assessment + report writing with a smaller amount of therapy).
Length of practicum: 1-2 semesters

Hook Rehabilitation Center, Community Hospital East, 1500 N. Ritter Avenue, Indianapolis, IN** (may possibly accept M.S. Students)

Practicum Supervisors: Mike Shain, Ph.D., HSPP, Ed Haskins, Ph.D., HSPP
Mission: to provide diagnostic, assessment, treatment, and consultation services for persons with neurological/physical disabilities and their families.
Clients: adults with TBI, stroke, MI, accident-related and drug-induced injuries, etc.
Services: neuropsychological evaluation and consultation, personality and coping styles assessment, adjustment counseling groups, brief individual counseling.
Length of practicum: typically 1 semester

Indiana University Medical Center - Department of Neurology, Indianapolis, IN

Practicum Supervisor: David Kareken, Ph.D., HSPP
Mission: to provide inpatient and outpatient consultations to adults with neurological disabilities, such as traumatic brain injury, stroke, epilepsy, dementia, and other neurological disorders.
Clients: primarily adults with neurological disabilities.
Services: neuropsychological assessment and consultation, assessment of personality and coping skills, brain imaging, clinical research.
Length of practicum: typically 1 semester

Professional Psychological Services, 10293 N. Meridian Street, Indianapolis, IN

Practicum Supervisor: Steve Couvillion, Ph.D., HSPP
Mission: to provide neuropsychological assessment and intervention services to children and adolescents.
Clients: children and adolescents with neuropsychological problems.
Services: intellectual and neuropsychological assessment, integrative reports, consultation.
Length of practicum: typically 1 semester

Children’s Resource Group, 9106 N. Meridian Street, Indianapolis, IN

Practicum Supervisor: Julie Steck, Ph.D., HSPP
Mission: to provide psychological assessment for children and adolescents.
Clients: children and adolescents with educational and related concerns.

Services: intellectual, ADHD, emotional and related assessments, integrative reports, consultation, feedback to parents.

Length of practicum: typically 1 semester

Pike Township Public Schools, Indianapolis, IN

Practicum Supervisor: Pamela June, Ph.D., HSPP
Mission: to provide intellectual assessments for children in the Pike Township School system of Indianapolis.
Clients: students in Pike Township from grade school through high school.
Services: administration, scoring and interpretation of a wide variety of intellectual tests, integrative reports.
Length of practicum: typically 2 semesters required

Riley Hospital for Children - Child Development Center, Indianapolis, IN

Practicum Supervisors: Angela Tomlin, Ph.D., HSPP; Lynn Sturm, Ph.D., HSPP
Mission: to provide psychological assessments and school consultations to children and teens with developmental disabilities and their parents.
Clients: children with a wide range of developmental disabilities and their families.
Services: functional assessment, intellectual assessment, personality and coping styles assessment, school consultation, brief family counseling, community referral.
Length of practicum: typically 1 semester

Riley Hospital for Children - Developmental Pediatrics, Indianapolis, IN*

Practicum Supervisor: Heike Minnich, Psy.D., HSPP
Mission: to provide psychological assessments and consultation to children and their parents.
Clients: infants/children up to 12 years of age with a wide range of developmental and medical disabilities, and their families.
Services: functional and cognitive assessment, intellectual and emotional assessment, personality and coping styles assessment, diagnostic issues, brief family counseling, behavioral management, coping with medical issues, trauma-focused CBT, child therapy, international adoption issues, community referral.
Length of practicum: 2 semesters typically required

Beacon Psychology Services, LLC, 11495 N. Pennsylvania – suite 105, Carmel, Indiana

Practicum Supervisor: Jennifer Horn, Ph.D., HSPP
Mission: to provide psychological assessments and consultation to children and their parents (individual therapy is also provided but is not part of the practicum experience).
Clients: children and adolescents with educational and related concerns.
Services: intellectual, ADHD, emotional and related assessments, integrative reports, consultation, feedback to parents, support groups for children/adolescents with autism spectrum disorder problems.
Length of practicum: 1 or 2 semesters

Severe Mental Illness/Psychiatric Rehabilitation Sites
Larue Carter Psychiatric Hospital, 2601 Cold Springs Road, Indianapolis, IN**

(a) Adult Services – multiple units  
**Practicum Supervisor:** Tim Lines, Ph.D., HSPP, Mike Pisano, Ph.D., HSPP, Post-doctoral fellows  
**Mission:** to provide diagnostic and intervention services to inpatient adults.  
**Clients:** adults with a wide range of severe psychiatric problems.  
**Services:** intellectual and personality assessment, individual therapy, supportive and psychoeducational group therapy.  
**Length of practicum:** 1 semester

(b) Borderline inpatient unit  
**Practicum Supervisor:** psychologist-in-charge (previous supervisor was Joan Farrell, Ph.D., HSPP)  
**Mission:** to provide assessment and intervention services to inpatient adults with borderline personality disorder  
**Clients:** adults with borderline personality disorder.  
**Services:** individual therapy, group therapy, schema therapy  
**Length of practicum:** 1 semester

(c) Youth Services – adolescent females  
**Practicum Supervisor:** psychologist-in-charge.  
**Mission:** to provide diagnostic and intervention services to inpatient adolescent females.  
**Clients:** adolescent females with a wide range of psychiatric problems.  
**Services:** personality and coping skills assessment, individual and group counseling, family counseling.  
**Length of practicum:** 1 semester

Roudebush VAMC Hospital, Indiana University School of Medicine, 1481 W. 10th St., Indianapolis, IN**

**Practicum Supervisors:** Paul Lysaker, Ph.D., HSPP, Louann Davis, Psy.D., HSPP, Carol Wright-Buckley, Ph.D., HSPP, Steve Hermann, Ph.D., HSPP  
**Mission:** to provide diagnostic and intervention services to adults with (1) chronic, severe mental illnesses, and/or (2) acute distress, axis II disorders, affective disorders, drug abuse, PTSD.  
**Clients:** adults with schizophrenia, mood and anxiety disorders, axis II disorders, PTSD, acute distress, drug abuse.  
**Services:** psychosocial and vocational assessment, individual therapy, group therapy, mindfulness therapy, resource program.  
**Length of practicum:** typically requires 2 semesters; in rare cases 1 semester may possibly be negotiable

Adult & Child Mental Health Center, 8320 Madison Avenue, Indianapolis, IN, 46227**

**Practicum supervisors:** Dionne Dynlacht, Ph.D., HSPP, Jim Dilger, M.S.W., Carla Orr, M.S.W., Evette Blackman, M.S.W., John Guare, Ph.D., HSPP for additional supervision.  
**Mission:** to provide Assertive Community Treatment (ACT) services to individuals in the community with serious mental illness.  
**Clients:** adults with chronic and serious psychiatric problems.  
**Services:** supported employment, case management, and other ACT team support services.  
**Length of practicum:** typically 2 semesters; in rare cases 1 semester may possibly be negotiable; availability is variable and hard to predict
**Autism/Developmental Disorders Sites**

**Insights Consulting, 5948 N. College Ave, Indianapolis, IN 46220**

**Practicum supervisors:** Berill Johnson, Ph.D., HSPP.
**Mission:** to provide consulting services to individuals and staff in a variety of community settings.
**Clients:** adults in residential homes, school settings, etc. with MR/DD and serious mental illness.
**Services:** functional assessments, diagnostic assessments, behavioral treatment planning, behavioral interventions for clients and staff.
**Length of practicum:** typically 1 semester

**Indiana University Medical Center - Christian Sarkine Autism Treatment Center, Riley Hospital for Children, Indianapolis, IN**

**Practicum Supervisor:** Naomi Swiezezy, Ph.D., HSPP
**Mission:** to provide assessment and intervention services to children with autism and their families.
**Clients:** children and adolescents with autism.
**Services:** diagnostic evaluations, functional and behavioral assessments, group therapy, parent training, family therapy.
**Length of practicum:** requires 2 semesters

**Damar Services, Inc, 6067 Decatur Blvd., Indianapolis, IN 46241**

**Practicum supervisors:** various masters’-level licensed clinicians
**Mission:** from website – “to build better futures for children and adults facing life’s greatest developmental and behavioral challenges.” What this means – helping individuals with significant developmental disabilities and/or mental challenges (often comorbid with psychiatric/behavioral problems) become as functional as possible.
**Services:** Autism services, early intervention, intensive/secure residential campus, transitional living services, group homes, educational support, community support services, supported living, behavior management, mental health counseling, recreational therapy, occupational therapy, expressive therapy, art therapy.
**Length of practicum:** typically 1 or 2 semesters
### COURSES COMPLETED

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<td>*PSY B600</td>
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Psychobiology Seminar/Journal Club

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Teaching of Psychology (TA and teaching seminar required)

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Research Credits (24 credits required)

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Total credits completed, excluding “R” grades (90 credits required for Ph.D.): TOTAL = 0

MILESTONES COMPLETED

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PSYCHOBIOLOGY OF ADDICTIONS
GRADUATE PROGRAM

Student Handbook and Guidelines

Department of Psychology
School of Science
Indiana University - Purdue University Indianapolis
Table of Contents

Preface................................................................................................................................. 3
Psychobiology of Addictions Defined.................................................................................. 3
Organizational Structure ....................................................................................................... 4
Admission Requirements ....................................................................................................... 6
Financial Assistance ............................................................................................................. 7
Program Objectives .............................................................................................................. 10
Curriculum Guidelines ......................................................................................................... 10
Research................................................................................................................................. 12
Requirements for Master’s Thesis........................................................................................ 13
Preliminary Examinations ...................................................................................................... 15
Admission to Ph.D. Candidacy ............................................................................................. 17
Requirements for Dissertation ............................................................................................. 18
Graduation .............................................................................................................................. 19
Deadlines for Completing the Program ............................................................................... 19
Reviews of Student Progress ............................................................................................... 20
PBA Student Awards ............................................................................................................ 20
Funding of Student Travel .................................................................................................. 21
Orientation ............................................................................................................................ 21
E-Mail Communication ......................................................................................................... 21
Student Grievance Procedures ......................................................................................... 22
Termination Policies ............................................................................................................. 22
Facilities.................................................................................................................................. 23
PREFACE

The guidelines contained in this handbook are intended to provide general information regarding the Ph.D. Program in Psychobiology of Addictions at Indiana University - Purdue University Indianapolis (IUPUI). This document supplements the IUPUI Department of Psychology Graduate Student Handbook, which is available from the Graduate Administrative Assistant. Students are also responsible for compliance with Purdue Graduate School policies and procedures, as indicated in the Purdue University Graduate School Policies and Procedures Manual for Administering Graduate Student Programs. Every effort is taken to ensure the material in this document is complete, accurate, current, and consistent with all other university policies. However, the Purdue Graduate School and Departmental policies take precedence over any information provided in this document. Students and faculty are responsible for consulting all available sources.

PSYCHOBIOLOGY OF ADDICTIONS (PBA) PROGRAM: DEFINITION AND HISTORY

Background, Philosophy and Definition of the Program. Over the past three decades, the field of psychology traditionally referred to as "physiological psychology" has evolved and expanded. A defining feature of this change has been an increasing interface with the emerging facets of neuroscience and related fields. While behavior has remained a central emphasis for psychology programs, as it was with physiological psychology, the reliance on neuroscience knowledge and methodology has led to a redirection and renaming of many programs. This new emphasis is commonly reflected in contemporary labels such as psychobiology, biological psychology or behavioral neuroscience. The PBA Program philosophy emphasizes a true "behavioral neuroscience" approach, with a strong adherence to empirical research and the scientific method. Traditional training in psychology or neuroscience was often defined by an undivided focus of study on one discipline. The PBA program is designed to train scientists in the study addictive behavior and substance abuse via an integration of psychology and neuroscience. To accomplish this goal, students must first be prepared with a solid bridge between these disciplines. Thus, the PBA program emphasizes the acquisition of the methods, theories, and knowledge of behavioral neuroscience in general, with a focus on addictive behavior and substance abuse. The range of addictive behaviors in the general population is broad and varied in severity. However, regardless of the addiction focus (e.g., alcohol, cocaine, food, gambling), all addictions are ultimately defined by behavioral and biological causes and consequences. This includes problems in social, professional and cognitive functioning, accompanied by a continuation of the addictive behavior despite progressive deleterious effects on health and well being. Thus, it is important that the basic scientist who studies addiction be well trained within this multi-disciplinary spectrum.

In summary, although the PBA program focuses on substance abuse, a central tenet of the training is that all addictive behaviors can be studied from a basic behavioral neuroscience perspective. The IUPUI PBA program strives to fill an important niche that integrates the behavioral neuroscience approach into the existing knowledge of addictive behaviors. It is assumed that the etiology of addictions involves a complex interaction of an individual's biology and environmental influences. While the PBA program anticipates that most students successfully completing the program will seek positions relevant to the field of addiction, the program is also designed to ensure that students will be competitive in a broad market of academic and non-academic positions available to individuals trained in behavioral neuroscience and psychopharmacology.
History of the PBA Program. The Psychology Department initiated a plan in 1990, with the encouragement and support by the Dean of the School of Science, to establish behavioral neuroscience as an area of academic expertise and research emphasis. The strategy taken was to develop a focused strength in the psychobiology of substance abuse, drug addiction, and psychopharmacology. This approach took advantage of existing, unique strengths on the IUPUI campus, including links to the Alcohol Research Center and the Medical Neuroscience Program in the School of Medicine. The Psychobiology program was built on the perception that the department could, in general, fill a need for research and training in behavioral neuroscience and psychopharmacology that could make major contributions to the local neuroscience community on campus, to central Indiana, and, in particular, to the field of alcohol and drug abuse. In 1992, the process of creating the PBA area began, and by 1994 the core faculty were hired. Coincident with this development, the department moved from its old building on the 38th Street satellite campus into the new science building on the main IUPUI campus in January 1993. This move was important to the development of the psychobiology area because of the modern facilities and the access to collaborators, faculty in other departments, research facilities, and library facilities in the School of Medicine on the centralized campus. The first Ph.D. students were admitted in the fall of 1994.

The initial objective in developing a nationally competitive behavioral neuroscience program at IUPUI was to establish a graduate Ph.D. program. This was accomplished through negotiations between the IUPUI and Purdue University, West Lafayette departments, leading to an agreement which authorized the IUPUI psychobiology area to train Ph.D. students as part of a Purdue University graduate degree, with participation and administrative oversight by the West Lafayette psychobiology faculty. The agreement allowed the IUPUI program to admit students (with approval by the Purdue University area faculty), and to train those students with an emphasis on the psychobiology of substance abuse and addiction, following a curriculum that incorporated the Purdue University psychology department requirements. The agreement required that the IUPUI program follow the training practices of the Purdue University psychobiology program, and that least one faculty from the West Lafayette must serve on the key committees beyond the Master’s degree for each IUPUI student (advisory, preliminary qualifying exam, and dissertation committees). These conditions were agreed to be requisite by the IUPUI and West Lafayette faculty because the Psychobiology Ph.D. degree at IUPUI is a Purdue University degree, and the West Lafayette department favored direct involvement and oversight of the program. In retrospect, this arrangement has been very beneficial to the IUPUI program. The Psychobiology faculty from the West Lafayette campus has been supportive, helpful, and has provided valuable guidance to the IUPUI program.

ORGANIZATIONAL STRUCTURE

Institutional Context. A core program faculty in the Department of Psychology at IUPUI administers the PBA Program. Routine operational and instructional decisions are made by the core program faculty, but major curriculum revisions (e.g., changes in Ph.D. course requirements) are made in consultation with the Psychobiology faculty at Purdue University, West Lafayette and must be approved by the full faculty in the IUPUI Department of Psychology. The Department of Psychology is part of the Purdue School of Science at Indianapolis, with administrative control for graduate programs ultimately residing with the Purdue Graduate School in West Lafayette, IN. The IUPUI PBA core faculty make recommendations for student admissions, student funding, and for approval of each stage of the student's program of studies (i.e., plan of study, master’s thesis, preliminary examination, admission to candidacy, doctoral dissertation, and awarding of Ph.D. degree). The Dean of the Purdue Graduate School has the responsibility for formal approval of
degree requirements, which is true for all graduate programs in the Purdue system.

The Psychology department Head of Graduate Training and the Department Chairperson are often consulted on these decisions, since PBA program decisions may have an impact on other programs. An executive committee within the Psychology Department reviews important decisions, and this committee advises the department chair on major administrative decisions. Membership on this committee includes representatives from the three graduate areas (including PBA) and other departmental faculty.

The Chairperson of the Department of Psychology in consultation with PBA faculty and the executive committee appoints the Director of the PBA Program. Individuals eligible for status as core PBA faculty must be full-time members in the IUPUI Department of Psychology and meet the following three requirements: 1) a doctorate in psychology or related field, 2) published pertinent articles in refereed journals, and 3) expertise in an area relevant to PBA. Core faculty must also be eligible to supervise dissertation research or serve on dissertation committees (or, for recently-appointed faculty members, be in the process of qualifying for that role). Other faculty members within the Department of Psychology and faculty members from other University departments may be invited to join the PBA program as an adjunct, or occasionally part-time, faculty on the conditions that 1) they are qualified, and 2) they agree to make a substantive contribution to the program. Before an invitation is extended, the qualifications of the proposed member are discussed and voted on by the PBA Committee, which consists of all core faculty members. This committee is responsible for the administration of the PBA program. Adjunct faculty members affiliated with the program and Purdue, West Lafayette psychobiology faculty may also participate in broader decisions of the PBA Committee, or committee may actively consult with other faculty members when their expertise can contribute to informed decisions, such as changes in curricular requirements, the hiring of new faculty members, or issues on integration of the PBA program training within the School of Science or across the University. When appropriate, PBA students or a student representative may also be invited to attend meetings as a nonvoting member in order to provide the students' perspective.

Current Faculty. The PBA Psychology faculty is listed in Appendix 1. As of August 2007, the full-time faculty consists of 6 core faculty members (Badia-Elder, Goodlett, Grahame, Murphy, Neal-Beliveau, and Stewart). Currently, four core faculty members are tenured in the department and two core faculty members (Badia-Elder and Stewart) are appointed in the research professor ranks. The core faculty members are responsible for administering the program, serving on students= committees, teaching courses, providing research supervision, and serving as role models. Supporting and adjunct faculty members are also valuable contributors to the program, and these faculty may teach courses, direct research, and serve on committees. Faculty in the two other psychology graduate areas (Clinical Rehabilitation Psychology and Industrial/Organizational Psychology) may serve on committees often contribute to the PBA program through teaching graduate courses. Cristine Czachowski, Department of Psychiatry, is the one part-time member of the PBA faculty, while faculty members in other academic units within the university who may or may not have not been formally recognized in adjunct PBA faculty status, particularly faculty in the Medical Neuroscience Program, have also contributed significantly to teaching and mentoring PBA students.
ADMISSION REQUIREMENTS

Procedures. The PBA program is designed for full-time students, and it is expected that students will be continuously enrolled until completion of their doctoral degree. Students are admitted to the Ph.D. program only at the beginning of the Fall Semester, unless special circumstances prevail. All admission materials must be submitted by January 1. Admission material consists of: 1) a graduate school application; 2) a full set of undergraduate and graduate transcripts; 3) three letters of recommendation, including a personal statement of objectives; 4) verbal and quantitative GRE (Graduate Record Examination) scores and the advanced test in psychology. Foreign students must submit TOEFL scores (Test of English as a Foreign Language). PBA core faculty recruit and select students, monitor student progress, secure appropriate mentoring for students, identify and coordinate research experiences, and oversee all program activities.

Requirements for Admission. The program seeks motivated individuals who have completed an undergraduate degree in psychology or a related field, and who have satisfied at least an adequate training in the general sciences, particularly biology and chemistry. Admission to the PBA Ph.D. program is competitive and students are considered for admission based on the following basic standards: 1) an undergraduate (and graduate, if applicable) grade point average of 3.2 or higher on a 4-point scale, 2) a minimum composite GRE (Verbal & Quantitative) score of 1200, 3) at least three favorable letters of recommendation, 4) a personal statement displaying an interest in research areas supported by the PBA program and faculty, and 5) the extent of prior research experience. In making recommendations for admission, the PBA committee has a responsibility to evaluate an overall potential of each applicant. Thus, even though an applicant may satisfy objective criteria, the committee must also judge how well an applicant’s qualities and interests match the objectives of the PBA program and the committee may reject applicants who fail to demonstrate compatibility with the program and the faculty interests. Conversely, an applicant who does not meet a basic criterion (e.g., an applicant has a composite GRE of less than 1200) may receive a favorable recommendation for admission if it is judged by the committee that, for example, that the applicant has a high level of motivation and an excellent potential for the program. This decision is usually takes into consideration information provided in the applicant’s personal statement, the letters of recommendation, interviews with the applicant, and demonstrated prior research experience (e.g., the quality of any publications).

The PBA committee, consisting of the core PBA faculty, reviews completed applications received by the January 1 application deadline in mid to late February. After each faculty member reviews the folders individually, a committee meeting is scheduled in which applicants who do not meet minimum criteria are culled, and the candidates selected for further committee review are discussed. Candidate selections are initially ranked based on the criteria discussed above. Candidates are then interviewed by faculty, which, in most cases, is conducted during an onsite visit to the campus. (Telephone interviews are conducted if travel presents undue hardship.) Every effort is made to allow candidates to meet individually and/or as a group with current PBA graduate students, and the candidates may request time to meet with other individuals, such as other faculty in the department, school or university. The Department Graduate Administrative Assistant is responsible for the logistics of planning the Interview Day, under the supervision of the PBA director. Final selections and rank-ordering of the candidates into primary selections and alternates is done with information gathered during the interview process. In conjunction with financial considerations, a limited number of applicants are offered admission. The applicants are contacted by telephone or e-mail, followed by letters of acceptance to the program, which includes available details on tuition, stipend, and any special conditions of the admission. Applicants must communicate whether they
accept the offer for admission by April 15, and alternates may be offered acceptance into the program after this date or if any initial offers are rejected. Upon an applicant=s agreement to accept the admission offer, paperwork is forwarded to the Purdue Graduate School at West Lafayette for final approval and a formal admission is sent to the applicant. Throughout our history, the final approval by the Purdue Graduate School has concurred with all recommendations made by the IUPUI PBA program. If a candidate declines to accept the admission offer, the PBA committee decides whether to offer admission to the next ranked acceptable alternate. The number of applicants that are recommended for admission by the PBA committee is determined by a consideration of (1) qualifications of applicants; (2) capacity to provide quality training to all students; (3) capacity to provide assistantships or other sources of support to all new and qualifying returning students (as defined in the next section). Invariably, more qualified applicants apply to the PBA program than can be admitted. With 6 current core faculty members, the program capacity is approximately 10-12 students. As a practical matter, financial aid is an important limiting factor, which fluctuates with the availability of fellowships, assistantships, and grant support to individual faculty. Very occasionally, students may be admitted without financial support.

FINANCIAL ASSISTANCE

The PBA program relies on various sources of financial aid to fund stipends and tuition for graduate students. Since its inception, the PBA program has reliably provided financial support during the fall and spring academic semesters to graduate students in good standing, and the program also seeks to provide summer support whenever possible. Because it is the policy that students will devote full-time to the completing the program, every attempt is made to maintain support so students will not need to work outside or divert other financial resources. The three primary sources of support for students are departmental funds, fellowships, and grants.

Departmental. IUPUI uses "responsibility-centered budgeting" as the decision-making mechanism for allocation of university operating funds. The School of Science (in which Psychology is located) receives a budget each year, based on several factors, including total amount allocated to IUPUI by the state legislature, student enrollment, research funding, and faculty salaries. The Dean of the School of Science, in turn, distributes funds to each of the seven Departments within the School, based on similar factors, and the department chairs have the responsibility of equitably distributing the allocation within their departments. Since its inception, the PBA Ph.D. program has received support from the Department Chair, and this support contributes to funding tuition and stipends for graduate students. The current chairman has continued this funding policy; thus, the Department is an important source of financial support for the PBA program. Traditionally, however, students who receive stipend and/or tuition support from departmental have been required to serve the department, usually as a teaching assistant. Some efforts are made to match the interests of students with the assistantship duties, but departmental needs are primary. Teaching assistantship support is based on each 5-month (16 weeks) academic semester (Fall and Spring). Depending on the level of support, students may be expected to work up to 15-20 hours per week under the supervision of a faculty member. Graduate student academic fee remission normally accompanies an assistantship. For any given semester, fee remission is limited to 12 credit hours or fewer. Fee remission covers tuition costs except for the non-remittable portion of tuition, which the student must pay. Students who enroll for more than 12 hours of credit may be responsible for tuition costs over the 12 hours. Students are also responsible for all technology and activity fees. Occasionally, summer teaching assistantship support is available. Teaching assistantships are awarded according to the guidelines developed by the departmental chair and faculty. Teaching duties vary widely
depending upon assignments; they may include grading of exams, meeting with students, tutoring, preparation of exams, and/or lecturing. In addition to assisting faculty members, all doctoral students may also teach a course, usually under the supervision of a faculty member. Students who are hired as instructors must enroll in a teaching seminar.

**Fellowships.** This category encompasses awards to students that are based on merit and scholarship, and the award is intended to relieve the financial burden of attending graduate school. University Fellowships are awarded to promising first-year students by a university committee. Campus departments or programs are permitted to submit a limited list of incoming students for consideration. This one-year fellowship currently is an award in the amount of approximately $22,000. These fellowships are very competitive. However, the PBA program has been fortunate to obtain a fellowship for several first-year students since the inception of the program. Another fellowship source is the Research Infrastructure Fund (RIF), administered by the School of Science, and awarded on the basis of the amount of "facilities and administrative" (indirect cost) income generated from research grants and contracts by each department. RIF fellowships are allocated to the graduate programs and are also competitive. Traditionally, the PBA program has obtained at least one of these fellowships each year. The one-year RIF fellowship stipend varies and may be supplemented if funds are available. Additionally, the stipend portion of a fellowship obligates the department and the PBA program to pay the bulk of tuition through fee remission. In the case of both of the university and RIF fellowships, the department is also obligated to provide assistantship support in subsequent years for students in good standing, assuming no financial exigencies prevail. Individual fellowships awarded directly to students from various outside sources are sometimes available, and students are encouraged to seek independent fellowship funding. Some individual fellowships are from private foundations and may be restrictive in the qualifications for funding (e.g., awarded only to individuals of a certain ethnic or religious group). The student has the right to accept such funding, as long as the funding does not require stipulations that interfere with the student=s normal academic progress. Ordinarily, any funding should be similar in form and intent to departmental assistantships, such that the award contributes to and facilitates the professional training of the student in academic and research areas and does not require burdensome obligations. Students should keep their major advisor fully informed of any funding source and, in most circumstances, the student=s academic and research endeavors should always be under the supervision of a PBA psychology faculty member. It is advisable that in situations of any non-traditional funding that the student, the student's supervisor at IUPUI, and a representative from the funding source should sign a written agreement or contract describing the rights and responsibilities of this arrangement.

**Grants.** This diverse category includes funding from faculty research grants or contracts, supplements to faculty research grants, training grants, and individual grants to students. In almost all cases, being funded from a grant implies that the student receiving support must be involved in research that is the focus of the grant.

Stipend and tuition support supplied from faculty research grants are technically considered to be research assistantships. The principal investigator on the grant has the prerogative for hiring graduate students and for setting the conditions of employment (the assistantship), provided they are consistent with departmental guidelines. Research duties can vary widely, such as collecting bibliographies, designing and conducting research, and conducting statistical analyses. The research assistantship is intended to serve the dual purpose of training a student as well as achieving the goals of the research or contract. Supplements to research grants targeted specifically for student funding are occasionally available. These supplements are intended to provide research training for a student
to work on the objectives of the grant. The usual term of the supplement is a minimum of two years or until the parent grant terminates its normal funded award.

Training grants are awarded from a government or private source to an institutional entity of the university, such as a department or a program. Training grants usually support stipends and tuition, in part or in full, for a limited number of students on a competitive basis. The trainee is matched with a mentor and the student is expected to conduct research and a course of study that fits within the training guidelines and research objectives of the training grant. Some training grants also add stipulations that the student has an obligation to be employed for a period of time in a post-degree position that is relevant to the field of study supported by the grant.

Students are always encouraged to aggressively seek outside funding from any source, and an ideal source is an individual grant that provides funding to conduct a research project as part of the student's graduate training. A primary example is the National Research Service Award (NRSA) from the National Institutes of Health. The student, in conjunction with a mentor, writes a grant that describes a research project and the student's course of academic training. Most often the grant will be consistent with the mentors research and area of expertise, but unlike a supplement to an existing mentor's grant, a NRSA or similar grant is an original research project and the award is independent of other grant funding. The grant is reviewed competitively by an appropriate review committee and, if funded, research, tuition, and stipend support are provided throughout the term of the grant, which is usually three years or until the student completes the degree. This is a highly desirable grant award since the student receives support for all facets of graduate work and also demonstrates the capability of authoring a funded grant. The accolade of having had an individual grant is viewed very favorably when seeking post-degree positions.

All students supported by any of the funding sources described above are required to devote full-time to studies and research in the PBA program. Full-time doctoral student status includes enrolling in at least 9 credit hours of coursework and participating in other scholarly activities (e.g., attending research seminars). For students who have completed most of their course requirements, they may enroll in research or degree credits (master or doctoral). If a student has satisfied all credit requirements, including course requirements and research credits, the 9-credit hour requirement can be waived with the approval of the student's major advisor, and the student is required to enroll in only one credit per semester until completion of the degree. Students enrolled full-time in the PBA program may not engage in competing activities, such as concurrent enrollment in another program (e.g., law school), regular employment outside the program, or extensive volunteer work. Prior to making any outside commitments, the student should always consult with their major advisor and should obtain approval from the PBA committee. Failure to do so will jeopardize the student's standing in the program. Students have the right to refuse any or all financial support. For example, a student may decide that work under a particular faculty mentor who is providing a research assistantship from a grant does not fit with their career objectives. In such cases, the PBA faculty will make every attempt to work with the student to obtain alternative funding, although there is never an absolute guarantee of funding. Thus, students should make every effort to establish a good working relationship with a faculty mentor early in their graduate study. Past experience suggests that students who are not working closely with a faculty member find it very difficult to complete the program in a timely manner and to develop a professional identity. Occasionally a student will be admitted on a part-time basis and may have funding from an independent source that pays a salary or living expenses and/or all tuition and fees. An example is employees of local pharmaceutical firms that, as a benefit of employment, will cover all educations expenses. The academic and research obligations of any student admitted under this model are established on a case-by-case basis, but the
student must ultimately meet the all requirements expected of a full-time student.

**PROGRAM OBJECTIVES**

The PBA program is designed to train individuals in the field of behavioral neuroscience with a focus on substance abuse and addiction. While the program cannot assure employment upon finishing a degree, graduates of this program are expected to be qualified to assume relevant positions as postdoctoral researchers, faculty at academic institutions, researchers in government laboratories and certain positions in the private sector. Upon graduating from the program, students should be able to demonstrate competence in the following areas:

**Behavioral Science.** Describe and critically evaluate contemporary behavioral research and theory and have a good working knowledge or historical development about major theories of behavior, substance abuse and addiction.

**Neuroscience.** Have a basic knowledge and comprehension of the diverse areas of neuroscience, especially as related to the mediation of behavior, including neureobiology, neuroanatomy, neurochemistry, and neuropsychology. Understand the major trends in the evolution and development neuroscience-oriented methods and theories that are important to research on the behavioral neuroscience of substance abuse and addiction.

**Research.** Describe and have the necessary skills to implement experimental and quasi-experimental designs for basic and applied research. Be competent in conducting high quality research focused on specific theoretical or empirical issues in behavioral neuroscience and addiction research. Have a basic understanding of how to secure independent funding and manage grants.

**Pedagogy.** Be competent to instruct and mentor students, and know how to supervise and train students, research assistants and technical personnel on laboratory procedures and research projects.

**IUPUI PSYCHOBIOLOGY OF ADDICTIONS CURRICULUM GUIDELINES**

**General Guidelines.** Credit hour minimum requirements for the Master’s degree is 36 hours of graduate work, including 6 hours of thesis research credits, and the Ph.D. is a minimum of 90 hours, including 12 hours of dissertation research credits. Requirements may also specify completion of any undergraduate prerequisites that may not have been completed prior to acceptance into the program. It is expected that the Ph.D. degree will take the average graduate student about five years of full-time, post-bachelor's work. This includes up to three years to complete required coursework and a master's degree, plus approximately another two years to complete the qualifying examination for admission to Ph.D. candidacy and the dissertation. Although students may take additional electives or more research credits than required, students are required to take the courses and minimum number of credit hours outlined in Appendix 2. (Note that Psy 590 is a variable-title course number for specialty seminars or instances in which a permanent course number is not yet assigned.)

**Teaching Experience.** All doctoral students are expected to gain some experience and instruction in teaching through serving as a teaching assistant and participation in a short-term teaching workshop (1 hour credit). This is certainly important for those who have academics as a goal. The department offers a semester-long course on teaching or a faculty-mentored teaching of a university course can be arranged for students who wish to gain additional teaching experience.
Undergraduate Prerequisites. A bachelor's degree in psychology or a related field from an accredited college or university is required, and the student's transcript must include undergraduate coursework in: (1) behavioral neuroscience or a comparable course, (2) statistics, methodology and experimental design, (3) biology, (4) and chemistry. Applicants who are accepted into the program but who have not completed one or more of these courses (or their equivalent) will be conditionally admitted. They are expected to complete the required coursework within one year of admission. With the approval of their PBA committee, a prerequisite requirement can be waived (for example, by successful completion of a graduate course equivalent).

Course Sequence and Curriculum Philosophy. A sample course sequence for graduate work is attached in Appendix 3. It reflects the program philosophy of a movement from more general courses in the first year and increasing specialization in subsequent coursework. Scheduling of some courses is dependent on student enrollment or faculty availability, which may modify the recommended sequencing of courses for students. Courses that do not receive high enrollment may be offered every two or more years. For this reason, students should always be prepared to take required courses that are not offered on a regular annual basis. Specialty courses are offered on the basis of matching instructor availability with student demand. Every effort is made to accommodate the scheduling needs of students and to assure that courses are offered in a timely fashion. Course sequencing and schedules must necessarily be flexible due to multiple commitments of faculty, sabbaticals, sick leaves, or changes in faculty.

Plan of Study. Upon admission to the program, each student is assigned an academic advisor until the student selects an advisory committee. The chair of each advisory committee (generally the person directing the student's research) will subsequently serve as the student's academic advisor. Students are required to form their advisory committee no later than July 1 after completion of the first year in the program and submit a plan of study for the master's degree before the beginning of the fall semester of the second year. Students will not be permitted to register for courses for the second year until their plan of study has been submitted. Students are encouraged to discuss a tentative plan of study as soon after enrollment as possible. The plan of study form is available through the Department Graduate Administrative Assistant. The Department Graduate Administrative Assistant assists students in the logistics of submitting forms, and students should submit all forms to her. Students should check with the Graduate Administrative Assistant well in advance of any important milestone in the program, as indicated in Appendix 4. Milestones are listed in order they must be completed.

Students entering with prior graduate work may be eligible to have course(s) apply toward a PBA degree. Graduate credits from each course outside the psychology department are reviewed and the student will receive a decision on each course. It is the student's responsibility to provide all documentation for the course, such as transcripts, course descriptions, a course syllabus, textbooks and reading assignments. Typically, students are approved to transfer in no more than 12 semester hours, although additional semester hours may be transferred on a case-by-case basis. In addition, no more than two specialty courses may be waived. There are Purdue Graduate School limitations on using courses from other colleges; for degree requirements, see the Purdue University Graduate School Policies and Procedures Manual for Administering Graduate Student Programs. A student wishing to petition for receiving credit for previously completed graduate courses should first meet with his/her major advisor. Ordinarily, documentation for course equivalency will include a grade of B or better in a graduate-level course with appropriate course content as indicated by the course outline and reading list. Using this documentation, the student and advisor will collaboratively
identify courses that may substitute for requirements in the curriculum. If a student is initially admitted only to the PBA master’s program and subsequently is admitted to the Ph.D. program, then credit is given for all pertinent IUPUI coursework applicable to the Ph.D. degree. The advisory committee makes recommendations to the Graduate School regarding the plan of study and course waivers. Final approval rests with the Graduate School.

**RESEARCH**

**Initial procedures.** During their first year, students should begin participating in research as soon as possible. Most students will enter the program with an understanding that they will work under the guidance of a particular mentor. This arrangement often occurs during the recruitment process as a consequence of a student’s expressed interests and the faculty mentor’s ability to provide support for the student. An advisor, who may or may not be the student’s mentor, will be assigned to each student to help guide course selections and time allotment between coursework and research. It is also important for the student to begin the process of selecting an advisory committee that will help evaluate the student’s choices of academic courses and research activity. The chairperson of this committee is most often the student’s major research advisor and usually the student’s mentor. Although the committee members typically continue to serve on the student’s committee for the master’s thesis, the committee composition may change for various reasons. Changing advisors (i.e., thesis or dissertation chairman) and/or committee members may be accomplished by: 1) discussing changes with the current and proposed advisor, 2) obtaining permission from the director of the doctoral program, and 3) submitting the appropriate paperwork. In selecting a research advisory committee, university-wide criteria regarding Faculty Activity Levels must be followed. The criteria are stated in Appendix 1. In particular, certain faculty who may serve as chairperson of a master’s committee may not be eligible to serve as chairperson of a doctoral committee. Ordinarily, the chairperson and any committee member should have expertise within the specific field or a related field in which the student is interested.

**Philosophy of Research Training.** Research activity is a vital element in the PBA program. Students are expected to be continuously involved in research from the first year of graduate training through the entire time while they are enrolled in the program. All students should collaboratively plan with their major advisor a strategy for mapping out their career. This planning should begin early and be updated continuously. Most students will choose to conduct research under a PBA faculty mentor area, although research projects under other campus faculty are also acceptable. Students should be aware of career implications for their choices and discuss these decisions with their advisors. Research should be within the defined goals of the PBA program. Research mechanics are construed broadly to include literature reviews, development of methodology, proposal-writing, data collection, data analysis (including analysis of archival data sets), and reporting of results. It is the responsibility of the research advisor to monitor the student's progress, as summarized in the student's annual review.

**Research Requirements.** 1) Students must maintain an active research profile and show evidence of accelerated research activity and independence throughout the graduate enrollment, especially once coursework requirements have been satisfied. 2) Each semester students must attend the one-credit psychobiology seminar (research seminar and journal club) during the time they are enrolled in the program. Students who attend less than 80% of the scheduled seminars in any given semester will be considered deficient, and this behavior will be noted in their annual evaluation. 3) Students are required to give an oral presentations of research activities periodically at the psychobiology seminar, lead one journal club each year, and give at least one seminar every two
years at the Purdue West Lafayette graduate student seminar series. 4) Under normal circumstances, students must complete a dissertation within seven years of admission to the PBA program.

**PBA Seminar.** A research seminar alternates with a journal club once each week (currently every Friday) during Fall and Spring semesters. The purpose is: 1) introduce faculty research interests to first-year students, 2) provide important information to students, 3) provide an opportunity for students to make oral presentations and, in the case of the journal club, to acquire skills for critically evaluating research, and 4) provide a forum for the discussion of proposed studies, for the presentation of progress reports on existing studies, and for the general exchange of ideas. Outside speakers are also solicited. The general schedule of seminar presentations is determined within the first meeting of each semester. The journal club schedule is determined on an annual basis at the beginning of each Fall semester. It should be noted that most of the weekly seminar time will be devoted to research, but occasionally time will be devoted to student feedback sessions and issues such as briefings on program policies and important milestones.

**REQUIREMENTS FOR MASTERS THESIS**

**Master’s Thesis Equivalency.** A student entering the PBA program having previously completed a master’s thesis may request that this thesis be considered as the equivalent to the thesis requirement for the PBA program. A thesis completed at another university must be an empirical study in order to be considered as an equivalent. The advisory committee, the Director of Graduate Training, and the psychobiology committee at Purdue West Lafayette will decide whether the thesis is approved as written, approved with modifications, or disapproved. If the student's petition is not accepted, the committee will provide feedback to the student as to the reasons. Students with approved master’s thesis equivalency research are not required to submit a formal thesis to the Graduate School. However, such students are still expected to make an oral presentation at the research seminar.

**Criteria for the Master’s Thesis.** Formal guidelines for the master’s thesis are available from Graduate Administrative Assistant and are online. Some specific criteria for the master’s thesis are based on an agreement between the student and the thesis committee, as spelled out in the approved proposal. Throughout their graduate training, students should have ongoing contact with the Department Graduate Administrative Assistant, to ensure proper compliance with university and departmental procedures. All graduate students should consult the document, *IUPUI Department of Psychology Graduate Student Handbook.* Students are responsible for procedures and requirements of the university and department that may not appear in this document. Completion of master’s thesis research consists of the following steps:

**Organization of a Thesis Committee.** All master’s theses are required to be conducted under the supervision of a three-member thesis committee (or "advisory" committee). The chair of this committee must be a PBA faculty member, even if the student does a substantial portion of the thesis work under another mentor. One other member must be a faculty in the PBA program and a third member can be from any eligible faculty in the Psychology Department or the university. This committee also serves as the student's master’s *Plan-of-Study* committee. Therefore, before planning any research work, the students should request at least three faculty members to serve on the committee. Although the chairperson will serve as the student=s major advisor, the other members, as agreed upon by the major professor, can play supporting roles in various aspects of the research.
Students may wish to include adjunct faculty members and other individuals who are not tenure-track faculty members on their advisory committee as a fourth member. Students should discuss eligibility of potential adjunct members with their major advisor. University rules for approving such individuals must be followed. Adjunct faculty members do not automatically qualify, and the university requirements are relatively stringent. (The criteria include prior participation in thesis supervision in the Purdue system and appropriate scholarly activity.) It should be noted that tenure-track faculty members outside the Purdue system, including Indiana University faculty members are not automatically approved. (Once a person has served on one committee, however, he/she is typically approved for other committees.) Students should confer with the Director of Graduate Training about the prospects for including such individuals as committee members. After the thesis committee is organized and approved, the students start preparing the research proposal under the guidance of the major advisor.

Proposal Meeting. Prior to the initiation of a research project, the student must have the proposal of the project approved by the committee. Therefore, the student, in conjunction with the major advisor, will organize a meeting to evaluate the proposal. The student should submit a copy of the proposal to each committee member at least two weeks before such a meeting. After the proposal is reviewed and on the basis of the committee’s recommendation, the student will either continue the research project as proposed, revise it, or begin a new project. The student must also file Form 8 with the Graduate Administrative Assistant at least four weeks before the proposal meeting. Most often, the student is conducting research under the direction of a mentor who has an approved research protocol. Research protocols must be submitted to and approved by Institutional Animal Care and Use Committee (IACUC) having authority and oversight where the research will be done. If the research project requires a separate IACUC approval, the student should consult with the research mentor and submit the proper forms to obtain approval before the research is permitted to commence. If the research involves humans, the IUPUI Committee for the Protection of Human Subjects (Institutional Review Board or IRB) must approve the research prior to collecting data. Most students in the PBA program will conduct basic research in animals, but basic research projects with human subjects are also acceptable with an appropriate mentor who is experienced in conducting human research.

Thesis Preparation. The thesis format must be in compliance with requirements of the Purdue Graduate School Manual. The student is advised to work closely with the Graduate Administrative Assistant to ensure compliance and to check for any recent revisions or procedural changes. A preliminary draft of the thesis should be submitted to the major advisor for suggestions and editing. Several drafts of the thesis may be necessary before the advisor decides that the document is ready to be distributed to the thesis committee.

Final Oral Examination (Master’s Thesis Defense). This meeting provides an opportunity for the student to orally defend the entire project as originally proposed. A minimum of one semester must elapse between acceptance of the thesis proposal and final defense of the thesis. File Form 8 with the Graduate Administrative Assistant at least four weeks prior to the date of the oral examination, and advise the secretary of the thesis title so a notice can be posted (all faculty are eligible to attend). Scheduling of the exam date, as with any meeting, can be difficult due to conflicting schedules of committee members and the availability of rooms. The defense draft of the thesis should be circulated to the entire committee three weeks before the scheduled defense date, unless prior agreement has been made with the committee members for a different time line. Each committee member has the prerogative to permit a shorter time line between receiving the thesis document and the oral examination. However, because it is the obligation of each committee
member to thoroughly read and critique the thesis, requests from students to allow last-minute changes are highly discouraged. When the thesis document is distributed, the student should remind committee members of the defense date and time.

Immediately following the examination, the student leaves the examination room and the committee in a closed meeting will decide the outcome of the oral examination. The committee may decide to accept the thesis and the oral defense, call for revision of the thesis and/or an oral re-examination, or reject the thesis under some unusual circumstances. The acceptance or rejection of the thesis must be by unanimous vote. Either decision will be documented on two copies of the Purdue University Graduate School Form No. 9 (revised) and on two yellow and two white copies (with original signatures) of the Report of Examining Committee form (GR 7), which will be filed in the West Lafayette Graduate School Office. If the thesis is rejected, the committee will recommend alternative courses of action. At a minimum, some minor revisions and corrections in the thesis are almost always required. If revision is recommended, the student must revise the thesis under the supervision of the committee or a designated committee member(s). In addition to the above decision on the acceptability of the thesis, the committee will also have the opportunity to assess the student’s ability and potential with respect to continued doctoral study in PBA program.

**Thesis Format Approval.** The acceptance of the final copy of the thesis by the committee is documented on two copies of the Purdue University Graduate School form No. 9 (revised). The IUPUI Graduate Studies Office must approve the format of the final version of the thesis. Degrees are granted three times a year in December, May, and August. The student should check the deadline dates, issued by the Graduate School and distributed through the Department Graduate Administrative Assistant, as to the precise deadlines for graduation during a semester.

**Thesis Distribution.** The completed and corrected original of the thesis must be deposited in the IUPUI Graduate Studies Office on, or before, the last day of the session in which the student is a candidate. The copy of the receipt of the deposit must be received in the Graduate Studies Office before the last day of the session. Other hardbound copies of the thesis must be supplied to the Departmental Graduate Administrative Assistant, the IUPUI Library, the major professor, and each member of the thesis committee. The expense of the thesis preparation is the burden of each student.

**PRELIMINARY EXAMINATIONS**

**Goals of preliminary exam.** To demonstrate: 1) higher order thinking, 2) integrative thinking across content areas, and 3) comprehensive knowledge across content areas.

**Overview.** The preliminary examination is an important required step in admitting a student to Ph.D. candidacy. The objectives are 1) to have in place a standardized mechanism for assessing general knowledge in behavioral neuroscience and the psychobiology of addictions, and 2) to satisfy Purdue requirements for a preliminary exam procedure. As such, the exam is designed to assess scholarly attainment and critical thinking consistent with the level expected of individuals who are qualified for the Ph.D. degree. Students should have successfully defended their master’s degree prior to the preliminary examination, and generally students will have completed most if not all course requirements. Ideally, this examination requirement is completed no later than the beginning of the student’s fourth year in the program, although students are encouraged to complete this requirement earlier.
**General Description of Exam.** The preliminary examination has two components, written and oral. Consistent with the Purdue West Lafayette Psychobiology guidelines, the written portion involves either a critical synthetic review or a grant proposal. The critical synthetic review mechanism is a cutting edge review that synthesizes contemporary literature on a specific topic or problem. The review should be novel and original, and it should be of publishable quality. In general, the review usually focuses on an important scientific question, a hypothesis, or theoretical framework that can be examined within the context of synthesizing the object literature. The grant proposal mechanism requires that the student develop a proposal of the quality that could be submitted and potentially funded by a national agency. A NRSA grant or a small RO1 grant is an example. The oral portion of the examination is a formal defense of the final document (review or grant proposal) submitted to the student’s committee. Additionally, in the oral defense students will be expected to demonstrate broad-based and comprehensive knowledge in behavioral neuroscience.

**Topic Selection.** The topic selected for the written document portion of the preliminary exam most often involves a topic and ideas that are related to the student’s area of research interest, and it may be relevant to a dissertation topic. The student must develop a brief (5-10 page) outline/summary of the critical synthetic review or grant proposal and schedule an informal meeting with the preliminary examination committee. The proposed topic and the approach will be evaluated, and the committee may approve, recommend modifications, or disapprove. Through this process, the student will develop a proposed document that the committee agrees could lead to an acceptable written document. However, acceptance of the proposal by the committee is not an assurance that the final written document will be satisfactory. Once the proposal is approved, faculty are permitted to discuss general guidelines and expectations, make general suggestions, and clarify procedural or organizational questions, but the student is expected to complete the written document independently and should not request that committee members review substantive ideas or read drafts prior to submitting the final document. [Note: A student’s previously written review paper, or a previously submitted and/or funded grant (e.g., a NRSA) may be evaluated on a case-by-case basis by the student’s committee as a suitable preliminary examination written document. However, the committee has the option to reject the document or may require considerable modification and updating to make the document acceptable as the written portion of the preliminary examination process.]

**Oral Examination Format.** All oral examinations (master’s defense, preliminary examination, dissertation defense) are formal important milestones, and the student should remember to file Form 8 with the Graduate Administrative Assistant at least four weeks before the exam is scheduled. Before any milestone, the student should always double check well in advance with the Graduate Administrative Assistant that requirements have been met and paperwork has been filed. A copy of the preliminary examination written document is to be provided to each committee member at least three weeks before the oral exam. Committee members have the right to request the written document in hard or electronic copy, or both. The committee members will determine by the beginning of the oral defense if the student should give a presentation based on the written document as part of the oral defense, or if the defense will consist of only a question format. Other than being scientific in nature, there are no restrictions on questions that committee members may ask. The examination committee also has the right to "close" a portion of the defense to outside observers. At the completion of the defense, the committee will excuse the student for a period sufficient to hold a closed "executive" session with only the committee members being present in order to evaluate the overall performance of the student. The committee will consider both the written and oral examination performances in making the evaluation. At the completion of this executive session, the committee informs the student of a pass or failure status, or a conditional pass with clearly stipulated
requirements (e.g., a portion of the written document must be re-written). Students who meet
the criteria for passing after the oral exam will be admitted to Ph.D. candidacy assuming all other
requirements have been met and upon formal approval from the Purdue Graduate School.

Failure of the Preliminary Examination. In the case of a fail decision, the student can request a
re-examination. The student’s committee determines if a re-examination is warranted and sets the
conditions for re-examination. Only one re-examination is permitted. The student’s committee has
the right to specify conditions for a repeat examination and will determine the length of time allotted
between the first oral defense and the re-examination. The faculty considers the dismissal of students
from the program as a very serious matter. In the event that a student fails the preliminary
examination both initially and upon retake, there are several steps and safeguards in place prior to
any decision to dismiss. First, students may opt defend a questionable answer in the oral exam if the
committee agrees that the answer was the critical factor in the decision. Second, prior to any final
termination decision precipitated by failing the examination twice, the committee will discuss the
student. At that time, the student's entire record, including the annual reviews, may be considered in
making a decision about remedial action or termination. After a decision to terminate, the student
may request that the committee review the decision, by submitting a request for an appeal, in
writing, which states the reasons for such an appeal. If the student is still not satisfied with the
decision, (s)he may appeal to the chairman of the department and to the academic dean of the School
of Science.

Preliminary Examination Committees. The preliminary examination committee normally has
the same faculty members as the student’s dissertation committee. The committee must include
members who have a graduate faculty appointment. The student=s faculty mentor typically chairs
the committee and must be approved to chair a dissertation committee. At least one member of the
committee must be a full faculty from the psychobiology program at Purdue West Lafayette, and two
members, including the chair, must be from the IUPUI psychobiology regular or adjunct faculty. A
fourth member can be any individual approved by the graduate school for service on doctoral
committees. Additional members are permitted, but the student should keep in mind that scheduling
meetings becomes more cumbersome with each additional member.

ADMISSION TO Ph.D. CANDIDACY

To begin work on the dissertation, a student must first be admitted to Ph.D. candidacy.
Admission to candidacy is contingent on the following: 1) Passing the preliminary examination. 2)
Completing the master's thesis or thesis equivalency e.g., having obtained an acceptable masters
prior to admission to the PBA program), 3) completion of 48 semester hours of academic credit, 4)
earning no more than two grades below a B after admission to the program (B- is considered below
B; i.e. students who receive three or more grades lower than a B will be asked to leave the PBA
doctoral program), 5) obtaining a favorable review by the advisory committee with respect to the
student's performance in general, including research, teaching, or assistantship activities. Students
who do not satisfy these minimum requirements within four years of admission to the program, or
who otherwise are not making satisfactory progress in the judgment of their advisory committee,
may be counseled to leave the doctoral program. These students will be allowed to complete a
master’s degree, if they so choose. To do so, students must complete the same requirements as for all
other students in the masters program.

REQUIREMENTS FOR DISSERTATION
**Organization of Dissertation Committee.** All Ph.D. dissertations are required to be conducted under the supervision of a four-member dissertation committee. One member of this committee must be from the Purdue West Lafayette psychobiology program and two members must be from the IUPUI PBA program. A fourth (or other members) may be from other outside the PBA area, including other departments or institutions, as long as the member is eligible for the status of serving on a dissertation committee; i.e., is in compliance with the university restrictions on including non-tenure track and non-IUPUI faculty members on dissertation committees. Otherwise, all the comments regarding the organization of the master’s thesis committee (discussed above) apply to this committee as well.

**Proposal Meeting.** The dissertation proposal meeting follows the same guidelines as the master’s thesis proposal meeting.

**Dissertation Preparation.** The guidelines follow those for thesis preparation.

**Scheduling of Ph.D. Final Examinations (Defense).** Timely and orderly completion of the Ph.D. dissertation is necessary in order to provide reasonable assurance that the members of the examining committee will have adequate opportunity for a thorough and critical evaluation of the completed dissertation prior to the oral examination. To ensure compliance with the schedule, which is implicit in the existing regulations, the Graduate School enforces the following policy:

A minimum of two semesters must elapse between acceptance of the proposal and final defense of the dissertation (Summer sessions count as one semester). The final examination may not be scheduled earlier than three weeks from the date of receipt, by the Graduate School, of the formal request (Form 8) to schedule the examination, or of documentation of format approval, whichever is later. To ensure meeting the deadline for filing of Form 8, it should be filed with the Psychology department Graduate Administrative Assistant at least four weeks before the scheduled final examination date. Graduate School rules, which govern the sequence of events culminating in the Ph.D. Final Examinations, are:

1) The first draft of the dissertation should be in the hands of the major professor at least six weeks before the end of the semester in which the conferral of degree is expected. However, remember that several drafts may be necessary before the major professor agrees that the dissertation is ready to go to the student’s committee.
2) A typed copy of the dissertation and three duplicate copies must be submitted to the major professor at least three weeks before the end of the semester in which the degree is expected.
3) Dissertation format approval must be obtained at least one week (seven days) prior to the last day of the session in which conferral of the degree is expected. The original of a copy of the completed dissertation may be submitted for approval.
4) Each member of the examining committee must receive a copy of the dissertation at least three weeks before the date of the final oral examination.
5) The formal request for appointment of the final examining committee must be received by the Graduate School no later than two weeks preceding the examination.

While the above Graduate School policies set minimum time lines, the time lines outlined in Appendix 4 also apply for the PBA program and the Department of Psychology. The student should be aware that a considerable amount of work precedes the deadline dates. Completing a satisfactory final draft can take months. Obtaining and filing the proper forms can often take longer than expected. Always check with the Graduate Administrative Assistant well in advance of any important milestone deadline.
Final Oral Examination. The final oral examination follows the same format for the master’s thesis, except that one dissenting vote is allowed.

Dissertation Format Approval and Distribution. The same guidelines used for the master’s thesis apply to the dissertation.

GRADUATION

Application for Graduation. Certain rules are set by the University for applying for graduation. Students should check with the Department Graduate Administrative Assistant well in advance of graduation to ensure compliance. When registering for the final semester, students are required to enroll for 3 credit hours of thesis credits (for the masters) or 3 credit hours of dissertation credits (for the Ph.D.). In addition, each student must register for Candidate (listed under CAND in the IUPUI Class Schedule), which carries the course numbers 991, 992, or 993 depending upon the semester. Other important details about the graduation procedures are found in the IUPUI Department of Psychology Graduate Student Handbook.

Degree and Ceremony. The Master of Science (MS) Degree in Psychology and the Doctoral (Ph.D.) degree in Psychology are awarded at IUPUI through the Purdue University School of Science. Arrangements for the rental of caps and gowns are made through the Alumni Office at IUPUI. The hoods may be either rented or bought. The graduation ceremonies are usually held in the Indianapolis Convention Center on the second Sunday in May. Graduation activities include a separate School of Science award ceremony, and there also may be a separate graduate school ceremony where candidates are formally "hooded." Preceding the ceremonies, receptions for the participants are hosted by the various Schools of the University. This enables graduates, families, and staff to meet informally for a pleasant interchange. Completion of a graduate degree is a great accomplishment and graduation ceremonies serve as a memorable finale to a phase of an individual=s growth.

DEADLINES FOR COMPLETING THE PROGRAM

Under normal circumstances, the PBA Program has a deadline of seven years from program entry for students to complete all the requirements for the Ph.D. Failure to meet this deadline may be grounds for termination from the program. Students who are in jeopardy of not completing their requirements in time should petition the PBA committee in writing for a time extension, giving reasons for the extension. The Committee may grant an extension of up to one year. Although students may petition for more than one time extension, they should not expect automatic approval of these time extensions. The Purdue Graduate School has a separate time requirement of completing the Ph.D. within eight years of admission. Failure to meet this deadline may lead to termination from the program not under the internal control of the Department of Psychology or the IUPUI School of Science.

REVIEWS OF STUDENT PROGRESS

During the fall semester for new students and during the summer for continuing students, each student should have a goal-setting meeting with her/his major professor, identifying goals for the coming academic year. In addition to targeting academic milestones (e.g., completion of the thesis), students also identify areas of concentration in developing an area of expertise. At the completion of
each academic year, each student goes through an annual review of progress in the program, beginning with a self-study. This may include evaluation of performance in academics, assistantships, research, research development, and professional issues. It also identifies progress toward completion of such milestones as the preliminary examinations, master’s thesis, and dissertation. The review of academic area pinpoints any coursework in which a student has received a grade of Incomplete or B- or lower and any further courses a student must complete. (The coursework review provides a mechanism for monitoring individual student progress, but it also provides information to the Program Director in identifying courses that need to be offered.) The research area includes progress toward completion of the thesis and dissertation, attendance at seminars, journal club, and other issues. Performance on the assistantship and the student's satisfaction with the assignment are also assessed. Professional issues include satisfaction with the program, relationships with peers and faculty, and professional identity development.

Students should collaboratively review their progress with their advisors, and they should give feedback to their advisors on their perspective on the training. In preparation for a review meeting by the PBA faculty advisor, the major advisor is responsible for contacting any non-PBA faculty members with an important role in training a given advisee. A meeting of all PBA faculty is usually scheduled during the summer to review these assessments. In the event of particular concerns, the PBA committee may conduct mid-year student reviews in late December or January of each year. Based on the discussions in these meetings, the major advisor for each student provides feedback, preferably in the form of a letter, which documents the assessed progress and notes specific areas of accomplishment and/or areas of concern. Letters become part of the student's permanent record and are consulted in subsequent evaluations. The tone of this evaluation process is intended to be developmental, rather than punitive. The annual review is also used as one basis for making financial support decisions. Given satisfactory progress in the program as evidenced by good academic performance, research, and assistantship work, when applicable students in residence can expect that every effort will be made continue financial support for the next year or for a period of time stipulated in the evaluation letter.

**PBA STUDENT AWARDS.**

In March of each year the PBA faculty considers nominating one student for the McKinley Memorial Award. This award is usually presented on an annual basis, unless there are no satisfactory candidates. The criteria for selecting the recipient include research excellence (as indicated by publications, papers accepted for publication, papers presented), academic performance, and exemplary progress in completing program milestones. Consequently, students who are more advanced in the program will most likely to be nominated for this award, although there are no restrictions regarding the length of time in the program. It is assumed that no student would receive this award twice, except under extraordinary circumstances. Outstanding students may also be nominated for other school or university awards.

**FUNDING OF STUDENT TRAVEL.**

Students are encouraged to attend scientific meetings and present research papers. Every effort will be made to ensure that travel does not present an undue financial hardship, especially for students who are presenting their research at a professional meeting. Students should seek travel awards from scientific societies, the Graduate Student Organization, Graduate School Travel
Fellowship, and/or from grant funds. Students who are presenting papers at meetings may also request travel funds from the PBA Program Director. If funds are available, the request must be submitted in writing and must include the following information:

- Student’s name
- Co-authors (in order)
- Title of presentation
- Date of presentation
- Conference organization
- Conference location
- Intended mode of travel (air, auto)
- Certification that student is the presenting author
- Copy of abstract
- Other sources of travel support awarded/sought (agency, date of application/award, amount)
- Student’s signature and date of request

Students must follow established rules for travel, including submitting a Travel Request Form (available from the department secretary) prior to the travel and original receipts upon completion of the travel.

ORIENTATION.

In the first week of classes of each year, an orientation meeting is scheduled for all incoming graduate students. As part of this orientation, new PBA students meet with the PBA director and their advisor.

E-MAIL COMMUNICATION.

Communication among students and faculty is important. Upon admission to the program, all graduate students receive an e-mail account, coordinated through the Department Graduate Administrative Assistant's office. Although some students may prefer private internet service e-mail accounts, an IUPUI account is required and it is assumed that the IUPUI account will be the primary form of communication. A listing of all departmental e-mail addresses is made available from the Graduate Administrative Assistant early in the fall semester. Because critical information is conveyed by e-mail, students are responsible for timely review of all information and are expected to check for delivery of e-mail information on a regular, preferably daily, basis.

STUDENT GRIEVANCE PROCEDURES

Grievances are commonly of two types: 1) those that can be resolved through informal channels, and 2) those that may require more formal action. Nothing in this section should be construed as restricting the rights of students. It is recognized that interpersonal differences do occur at times, and students are encouraged to resolve minor grievances through informal methods, starting with direct communication to the faculty member, staff member, or student whose actions are in question. In those instances of minor grievances in which this action is unsatisfactory, students are encouraged to seek counsel of their major advisor. If the matter is still unresolved, the Program Director should be sought for counsel. As a general rule, faculty and students are encouraged to deal effectively with
problems and conflicts among themselves. Professional ethics encourage direct conflict resolution whenever possible among and between faculty and students. Such informal attempts at grievance resolution should be made within six months of the incident(s) that constitute the basis of the problem. If these fail, a formal complaint must be submitted in writing to the administrator who is the immediate supervisor of the faculty member (typically the Department Chair) within 15 days of the 30-day response time (assuming an unsatisfactory or no response from the faculty member) or within six months of the incident(s), if an informal complaint was not made to the faculty member. The administrative officer then discusses the allegations separately with the student and the faculty member, and may attempt to resolve the problem through a joint meeting of the student and faculty member. If the problem is not resolved, the Dean of the School then determines whether the complaint should be submitted to the grievance commission for a formal hearing. The grievance commission is appointed by the Dean from a list of students (selected by the student body) and faculty/administrators (selected by the Faculty Council and the Chancellor of the university). The commission must include a minimum of five members with students holding 2/5ths of the membership. A formal hearing is conducted and conclusions are based on a majority vote by the commission. If the commission concludes that the evidence sustains the complaint, a second hearing is conducted to determine appropriate sanctions. Conclusions of the grievance commission can be appealed in writing by either party (student or faculty member) to the Chancellor of the university. In unusual circumstances, a final appeal may be made to the President of the university. Complaints against other students, student organizations, and university employees should first be handled on an informal basis, as described above. If the problem is not resolved, a formal complaint may be made to the Dean of Students who will provide guidance on the appropriate grievance procedures to follow. The Dean must register a formal complaint dealing with racial discrimination or sexual harassment with the Affirmative Action Office.

TERMINATION POLICIES.

The PBA Program procedure for selecting students seeks to ensure high-quality students. The faculty work from the assumption that all students admitted to the program can succeed, given proper conditions. The general policy of the PBA Program is to use ongoing feedback from the student's major advisor as a primary means to facilitate student progress and to correct problems before they become major ones. Nonetheless, faculty-initiated terminations are sometimes necessary. If a student is in jeopardy, our general policy is to give advance warning in order to permit the student an opportunity to take remedial action. The hierarchy of warnings includes first verbal feedback, then written feedback warning that termination may be necessary if stated steps are not taken, followed finally by a written statement of termination, if necessary. All terminations are reviewed by the full PBA Faculty Committee and approved by the Department Chair before they are issued.

Students can be terminated for unsatisfactory performance in one or more areas, including ethical violations, research performance, failure to meet deadlines, and general performance. In addition, academic performance standards include adequate performance in coursework. As stated in the IUPUI Department of Psychology Graduate Student Handbook distributed during orientation to entering students, "3 grades of B- warrant academic expulsion." In some cases, students may be offered the option of completing a terminal master’s degree. If a student fails the preliminary examination (or upon retaking the examination), they may be asked to terminate the program. Dismissal on ethical grounds might be considered if a student were accused of ethical misconduct, such as plagiarism. In such an instance, the university lawyer would be consulted to determine
appropriaate procedures. A special panel would be convened. Students are reviewing and
adhering to the standards set forth in the *Ethical Principles of Psychologists and Code of Conduct*
published by the American Psychological Association (1992). Dismissal on the grounds of
inadequate research performance ordinarily would be based on performance in the laboratory and in
writing research papers. This issue would typically be addressed by the student=s mentor and would
be raised during a student=s annual review. As outlined above, the PBA Program has a standard of
completing the program in seven years from program entry to completion of all the requirements for
the Ph.D. Failure to meet this deadline may be grounds for termination from the program. Students
who are in jeopardy of not completing their requirements in time should petition the PBA
Committee for a time extension, giving reasons for the extension. The Committee may grant an
extension of up to 1 year. Students may petition more than one time, although the intent is to create
an expectation of finishing the degree in a timely fashion. Dismissal on general performance grounds
covers cases in which the PBA faculty share an assessment that a student=s development does not
warrant his/her further pursuit of a Ph.D. In this instance, explicit criteria for termination will be
stated in a letter to the student, with statements about what actions can be taken to ameliorate the
performance and a time frame for correcting these behaviors.

**FACILITIES**

The Department of Psychology occupies teaching and research facilities located on the
downtown IUPUI campus. Faculty offices, classrooms, laboratories for human research, and
teaching laboratories are located on the first floor of the Science Building. As space permits,
graduate students have assigned offices. Through research grants and departmental sources, most
doctoral students have a personal computer assigned to them or will have access to departmental
computers.

PBA graduate students may work in various research laboratories on campus, depending on the
location of the research laboratories of their faculty mentor or a faculty research collaborator. In the
School of Science, a 4,000 square foot, secure and self-contained, area on the third floor is devoted
to faculty and students interested in basic animal research in experimental psychology and
psychobiology. The basic animal research area includes five fully-equipped research laboratories
about 400 square feet each, five additional research rooms to be used on a demand basis, a surgical
procedures room, animal technician=s office, and animal housing quarters and storage areas.
Equipment resources include computer-controlled behavioral apparatuses, a computerized
microscope for neuroanatomical studies, and a computerized autoradiographic image analysis
system. PBA faculty may also have research space in other building on campus, such as the Institute
of Psychiatric Research (IPR) or the Biomedical Research and Training Center (BRTC).

The University Library and the Medical School Library are the primary library resources for the
graduate students. There are numerous behavioral, biological, and neuroscience journals related to
the PBA mission. These libraries are state-of-the-art computerized facilities, and many recent issues
of journals are available online. IUPUI also has full access to the holdings of Indiana University=s
eight campus networks for interlibrary loan as well as to the Purdue University system.

Faculty have fully furnished offices with personal computers. The Psychology Department
provides additional computers, plotters and printers for faculty and student use. It also has image and
text scanning, computerized slide and plot-making equipment and several Laser printers. The office
has a FAX, paper shredder, calculators, and typewriters. The department owns two copying
machines, and students may set up a personal account on the mailroom copier. The university
provides considerable technological support of computer applications and computer networks.
Computer clusters and network access is readily available through all office and staff computers, classroom computer clusters, and public computer clusters located with the Department of Psychology and the School of Science, and also throughout the university. The University Library emphasizes technology-focused library services, and also houses the Center for Teaching and Learning that emphasizes technology-based teaching innovations. The university has contractual arrangements with Microsoft, SPSS, and other software companies to provide faculty, staff and students a large number of products. These are available on CDs sold for a small fee at the bookstore and can be downloaded free by students and faculty from university servers.
Appendix PBA-3. PBA Students

Ph.D. Graduates of the Psychobiology of Addictions Program since the program inception.

1998
Rock, Stephanie L.
Dissertation: Ethanol and Cocaine Interactive Effects on Local Cerebral Glucose Utilization (LCGU).
Advisor: Bethany Neal-Beliveau
First Position: Scientific Writer, Eli Lilly and Company, Indianapolis
Current Position: Medical Communications Manager, Biogen Idec, Inc., Weston, MA

2002
Smith, Daniel G.
Dissertation: Chronic- and Relapse-Alcohol Drinking Reduce Local Cerebral Glucose Utilization Rates in Alcohol-Preferring P rats.
Advisor: James M. Murphy*
First Position: Postdoctoral, Eli Lilly and Company, Indianapolis
Current Position: Senior Director of Discovery Neuroscience, Autism Speaks, Boston, MA

2003
Melendez, Roberto I.
Dissertation: Involvement of the Mesopallidal Dopamine System in the Biological and Reinforcing Effects of Ethanol.
Advisor: James M. Murphy*
First Position: Postdoctoral Associate; Department of Neuroscience, Medical University of South Carolina, Charleston
Current Position: Assistant Professor, Department of Anatomy and Neurobiology, School of Medicine, University of Puerto Rico, Medical Sciences Campus, San Juan, PR

2004
Foster, Katrina
Dissertation: The Role of the Alpha 1 and Alpha 2 Containing GABA(A) Receptors in Mediating the Neurobehavioral Properties of Ethanol (EtOH).
Advisor: Harry L. June*
First Position: Postdoctoral Associate; Johns Hopkins University, School of Medicine, Baltimore, MD
Current Position: Scientific Review Administrator, National Institutes of Health, Rockville, MD

Woods, James E.
Dissertation: The Reward Cost Potentiates Amphetamine Reinforcing Actions in High Alcohol Drinking (HAD), but not Low Alcohol Drinking (LAD) rats: Regulation by D1, but not D2 Dopamine Receptors of the Nucleus Accumbens.
Advisor: Harry L. June*
First Position: Bioanalytical Systems, Inc., West Lafayette, IN
Current Position: Research Coordinator, Bowman Gray School of Medicine, Wake Forest, NC

2005
Gilpin, Nicholas W.
Dissertation: Ethanol Abstinence-Related Behaviors and the Effects of Neuropeptide Y on these Behaviors in Animals Genetically and Environmentally Susceptible to Ethanol Dependence.
Advisors: Nancy Badia-Elder*/James M. Murphy*
First Position: Postdoctoral Associate, The Scripps Research Institute, La Jolla, CA
Second Position: Research Associate, Committee on the Neurobiology of Addictive Disorders, The Scripps Research Institute, La Jolla, CA
Current position: Assistant Professor, Department of Physiology, Louisiana State University Health Sciences Center, New Orleans, LA

Powrozek, Teresa
Advisor: Charles Goodlett
First Position: Postdoctoral Associate, Department of Neuroscience and Physiology, SUNY Upstate Medical Center, Syracuse, NY
Current Position: Research Associate, Department of Neuroscience & Physiology, SUNY Upstate Medical University, Syracuse, NY

2008
Johnson, Timothy B.
Dissertation: Effects of Neonatal Alcohol Exposure during Different Periods of Brain Development.
Advisor: Charles Goodlett
First Position: Postdoctoral Associate, College of Veterinary Medicine and Biomedical Sciences, Texas A&M University, College Station, TX
Current Position: Department of Psychology, Blinn College, Bryan, TX

2009
Franklin, Kelle E.
Dissertation: Caffeine Modulation of Ethanol: Effects on Intake, Metabolism, and Dopamine Neurotransmission in the Medial Prefrontal Cortex of Alcohol-Preferring (P) Rats
Advisor: James M. Murphy*
First Position: Postdoctoral Associate, Department of Psychiatry, Indiana University School of Medicine, Indianapolis, IN
Current Position: Same

2010
Eiler, William J.A., II
Advisors: Harry L. June*/Jeffrey M. Witkin (Eli Lilly)/James M. Murphy*
First Position: Postdoctoral Associate, Department of Neurology, Indiana University School of Medicine, Indianapolis, IN
Current Position: Same

2011
Bertholomey, Megan
Dissertation: Alterations in the seeking and self-administration of ethanol and anxiety-like behavior following exposure to stress and ethanol deprivation in rats selectively bred for high alcohol intake.
Advisor: Cristine Czachowski/Robert Stewart/Nicholas Grahame
First Position: Research Fellow, Alcohol and Drug Abuse Research Center, McLean Hospital, Belmont, MA
Current Position: Same

Green, Alexis
Dissertation: Intravenous Self-Administration of Alcohol in Selectively Bred High- and Low-Alcohol Preferring Mice
Advisor: Nicholas Grahame
First Position: Visiting Assistant Professor, Hanover College, Hanover, IN
Current Position: Same

Toalston, Jamie
Dissertation: Peri-Adolescent Alcohol Consumption Enhances the Reinforcing and Stimulatory Properties of Ethanol within the Adult Mesolimbic Dopamine System in Alcohol Preferring P Rats.
Advisors: James M. Murphy*
First Position: Postdoctoral Associate, Department of Psychiatry, Indiana University School of Medicine, Indianapolis, IN
Current Position: Same

2012
Linsenbardt, David
Dissertation: Using Short-Term Behavioral Selection to Evaluate the Heritability of Ethanol-induced Locomotor Sensitization and its Relationship to Ethanol’s Positive Motivational Effects
Advisor: Stephen Boehm
First Position: Postdoctoral Associate, Department of Psychology, Indiana University School of Science, Indianapolis, IN

Oster, Scott
Dissertation: Chronic Ethanol Drinking by Alcohol-Preferring Rats Increases the Sensitivity of the Mesolimbic Dopamine System to the Reinforcing and Stimulating Effects of Cocaine
Advisor: James M. Murphy
First Position: Lecturer, Department of Psychological and Brain Sciences, Indiana University-Bloomington, Bloomington, IN
[*Professor Emeritus: James M. Murphy]*
[*Former faculty: Dr. Badia-Elder is now a clinical staff member at Fairbanks Hospital, Indianapolis, IN. Dr. June is now a Professor of Psychiatry, Howard University, Washington, DC]

Students graduated with a terminal Masters degree from the Psychobiology program.

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<th>Student</th>
<th>Terminal Degree in Psychology/year</th>
<th>M.S. Advisor</th>
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<tr>
<td>Hardy, Lathan</td>
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<td>Harry L. June</td>
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<td>Katner, Jason</td>
<td>M.S. IUPUI/2004</td>
<td>James M. Murphy</td>
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<td>Jenson, Meredith</td>
<td>M.S. IUPUI/2011</td>
<td>Nicholas Grahame</td>
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<td>Beckwith, S. Wesley</td>
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<td>Fitzgerald, Griffin</td>
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<td>Fritz, Brandon</td>
<td>B.A. St. Olaf College</td>
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<td>Heighton, Meredith</td>
<td>B.S. Indiana State University, B.A. IUPUI</td>
<td>Grahame</td>
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<td>Henderson, Angela+</td>
<td>B.S. Indiana University, M.S. IUPUI</td>
<td>Czechowski</td>
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<td>Janetsian, Sarine</td>
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<tr>
<td>Kasten, Chelsea</td>
<td>B.A. Gettysburg College</td>
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<td>Linsenbardt, David+</td>
<td>B.A. San Diego State University, M.S. SUNY Binghamton</td>
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<td>Matson, Liana</td>
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<td>McCane, Aqilah</td>
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<td>Musselman, Heather*</td>
<td>B.S. IUPUI, M.S. IUPUI</td>
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<td>Melon, Laverne*</td>
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<td>O’Tousa, David</td>
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<td>Wagner, Jennifer*</td>
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<td>Czechowski</td>
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* Students who have completed qualifying exams and have been admitted to PhD candidacy.
+ Completed dissertation defense; graduation pending.
## Appendix PBA-4. PBA Student Awards: 2006-2012

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<th>Student</th>
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## Appendix PBA-5. Funding

Psychobiology Graduate Student Funding for 2011-12

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## Psychobiology Graduate Student Funding for 2010-11

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