



Department of Psychology
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MEMORANDUM

To: Gwen McMillon
 Chair, SBRC

From: Todd Shackelford
 Chair, Psychology
 Co-Chair, Psychology Graduate Programs Committee
 Randy Hansen
 Co-Chair, Psychology Graduate Programs Committee

Re: Responses to additional SBRC queries about Psychology Graduate Programs

Date: November 22, 2011

Thank you for your further comments and queries (dated November 9, 2011) regarding the proposed graduate programs in the Department of Psychology. Below we respond to each of your queries. Your queries are presented in bold, and our responses appear immediately below each query.

We are pleased to meet with you in person to further discuss the proposed programs.

- **None of the letters sent to SBRC are external**

Letters from five external reviewers are attached. Also attached for your information are the CVs of these four individuals. You will see that these reviewers address the academic integrity of the proposed program as well as the market potential of graduates at both the level of the M.S. and the Ph.D. degrees. There is a consensus across reviewers on their conclusion that students successfully completing the proposed M.S. degree will be prepared and advantaged for admission to a Ph.D. program or for employment as an entry-level behavioral scientist in non-academic settings. They also agree that students successfully completing the proposed Ph.D. degree will be well trained and prepared for a career in academia or as a behavioral scientist in non-academic settings.

- **Where will graduates from the program work? What is the career trajectory?**

The knowledge and skills at the core of the proposed graduate program are organized to be facilitative of transport across disciplinary lines and across settings. Given the interdependent nature of the program structure, this would be true for students seeking the Ph.D. and for students seeking the M.S. degree. At the Ph.D. level, the program envisions a professional making a basic research contribution to science or an applied research contribution to solutions for specific problems. Such contributions could be made from an academic, industrial or business setting.

At the M.S. level, the program envisions two types of students: those seeking eventual doctoral training, and those seeking knowledge and skills of professional value in non-academic settings. The nature of the program design ideally suits the M.S. degree as a credential for additional graduate work at the Ph.D. level. Because the skill and knowledge core is designed to enable interdisciplinary engagement, the exposure of M.S. students to research methods, statistical analyses, and content will provide them with credentials that increase the probability of acceptance into a broad array of Ph.D. programs. Note in the proposal table showing the results of benchmarking (section 7), that programs yielding a masters-level degree tend to be bounded by a domain field within psychology (e.g., experimental, industrial/organizational, developmental, health, etc.). For that reason, students emerging from those programs are constrained to application into programs in specific domains. In contrast, students emerging with an M.S. degree from the proposed graduate program would be in an advantaged position to apply for admission to a broad spectrum of Ph.D. programs, for example:

1. In health-service fields: Clinical Psychology, Counseling Psychology, Health Psychology, Forensic Psychology, Sport Psychology, Rehabilitation Psychology, Child and Adolescent Psychology, Neuropsychology
2. In research fields: General Psychology, Experimental Psychology, Physiological Psychology, Applied Experimental Psychology, Evolutionary Psychology, Developmental Psychology, Social and Personality Psychology, Community Psychology, Neuroscience, Industrial/Organizational Psychology, Human Factors, Comparative Psychology, Cognitive Psychology, Biological Psychology, Behavioral Psychology

Students seeking the M.S. degree for advancement in a current career or for entry into a new career field are most likely to be focused on jobs involving research or programs linking psychological processes to social or technical systems. This would include, for example, positions associated with primary or secondary marketing research and analysis, human factors and human machine interfaces, health care assessment, human resources, performance training and evaluation, program assessment and evaluation, and product and policy acceptance and evaluation. Such positions occur in a broad range of industrial, business and nonprofit companies and organization. In short, the M.S. degree does not yield entry into a clearly specified professional job category; rather, it provides advanced skills and knowledge that advantage job holders and seekers over others with a B.A. or B.S., in a broad array of jobs.

- **It is important to see the breakdown between the two programs. SBRC needs to see two different budgets in order to review effectively**

For your deliberation, degree-level details for the M.S. and the Ph.D. appear on the following two pages. Obviously, viewed in isolation, the M.S. program will more than pay for itself. The Ph.D. program will initially have the cost of GA stipends as a significant expense. As is the case with other CAS Ph.D. programs, the stipend expense is somewhat balanced by the anticipated teaching by the advanced Ph.D. students. We understand that this is an artificial construct but have added some undergraduate tuition revenue to illustrate this point. We also anticipate that there will be research-grant supported Ph.D. students that would have a positive effect on the bottom line. As the timing and quantity of such students is difficult to predict, we did not include in our student head count.

The graduate program specifies that students seeking the Ph.D. will be expected to have significant teaching experience. In the first two years, this could take the form of mentoring undergraduates in credit-bearing directed research course rubrics in each term. Alternatively, with the potential augmentation of laboratory sections linked to selected undergraduate courses required for the major (e.g., PSY100 and PSY250), this could take the form of instruction in these laboratory sections. This is not reflected in the degree-level detail because implementation would require changes to requirements for the undergraduate major in Psychology (e.g., raising the credit hour requirement for the major by four credit hours) that have not been approved by the department. For purposes of reference, however, note that there are about 775 students registered in PSY100 during the Fall, 2011 semester.

Once they have become candidates for the Ph.D. (i.e. they have completed the requirements for the M.S. degree) and have completed PSY595: Teaching Psychological Science, students seeking the Ph.D. would be expected to become instructors of record for one lower-division undergraduate course in each semester. It is the revenue from these courses that is shown in the degree-level detail for the Ph.D. Enrollments would average 35 undergraduates; four Ph.D. students would be engaged in year three of the graduate program implementation, eight in years four and five.

College of Arts and Sciences
Program: Psychology Graduate Programs
Program Inception: FY12 (Budget)/FY13(Academics)
Five-Year MS Degree Level Detail: FY13-FY17
Fund:
Date: February 2011

Acct.	Budget Year 0	Budget Year 1	Budget Year 2	Budget Year 3	Budget Year 4	Budget Year 5
Revenue Variables:						
MS Headcount	0	12	24	32	32	32
Average credits per year per MS student	0	22	22	22	22	22
Total Credit Hours	0	264	528	704	704	704
Total FYES / Graduate (cr.=24)	0.00	11.00	22.00	29.33	29.33	29.33
Tuition Rate Per Credit Hour						
Undergraduate (lower)	\$ 309.50	\$ 309.50	\$ 309.50	\$ 309.50	\$ 309.50	\$ 309.50
Undergraduate (upper)	\$ 338.25	\$ 338.25	\$ 338.25	\$ 338.25	\$ 338.25	\$ 338.25
Graduate	\$ 540.50	\$ 540.50	\$ 540.50	\$ 540.50	\$ 540.50	\$ 540.50
Revenue						
MS Tuition	\$ -	\$ 142,692	\$ 285,384	\$ 380,512	\$ 380,512	\$ 380,512
Total Revenue	\$ -	\$ 142,692	\$ 285,384	\$ 380,512	\$ 380,512	\$ 380,512
Compensation						
Salaries/Wages						
Faculty Inload Replacements	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty Salaries	6101	\$ -	\$ -	\$ 85,000	\$ 85,000	\$ 85,000
Faculty Overload	6301	\$ 4,550	\$ 9,100	\$ 9,100	\$ 9,100	\$ 9,100
Part-time Faculty	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Visiting Faculty	6101	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative	6201	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative - IC	6221	\$ -	\$ -	\$ -	\$ -	\$ -
Clerical	6211	\$ -	\$ -	\$ -	\$ -	\$ -
Student	6501	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistantship Stipend	6311	\$ -	\$ -	\$ -	\$ -	\$ -
Out of Classification	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Overtime	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Casual/Wages	6401	\$ 5,760	\$ 11,520	\$ 11,520	\$ 11,520	\$ 11,520
Total Salaries/Wages		\$ 10,310	\$ 20,620	\$ 105,620	\$ 105,620	\$ 105,620
Fringe Benefits	6701	\$ -	\$ -	\$ 37,400	\$ 37,400	\$ 37,400
Total Compensation		\$ 10,310	\$ 20,620	\$ 143,020	\$ 143,020	\$ 143,020
Operating Expenses						
Supplies and Services	7101	\$ 17,000	\$ 41,666	\$ 48,332	\$ 48,332	\$ 25,666
Graduate Assistant Tuition	7726	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	7201	\$ 10,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 3,000
Telephone	7301	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	7501	\$ 10,000	\$ 25,000	\$ 20,000	\$ 10,000	\$ 5,000
Library	7401	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Total Operating Expenses		\$ 49,000	\$ 83,666	\$ 85,332	\$ 75,332	\$ 45,666
Total Expenses		\$ 59,310	\$ 104,286	\$ 228,352	\$ 218,352	\$ 188,686
Net		\$ (59,310)	\$ 38,406	\$ 57,032	\$ 162,160	\$ 191,826

College of Arts and Sciences
Program: Psychology Graduate Programs
Program Inception: FY12 (Budget)/FY13(Academics)
Five-Year PhD Degree Level Detail: FY13-FY17
Fund:
Date: February 2011

Acct.	Budget Year 0	Budget Year 1	Budget Year 2	Budget Year 3	Budget Year 4	Budget Year 5
Revenue Variables:						
PhD Headcount	0	4	8	12	12	12
Average credits per year per PhD student	0	24	20	18	18	18
Total Credit Hours	0	96	160	216	216	216
Total FYES Doctoral (cr.+16)	0.00	6.00	10.00	13.50	13.50	13.50
Tuition Rate Per Credit Hour						
Undergraduate (lower)	\$ 309.50	\$ 309.50	\$ 309.50	\$ 309.50	\$ 309.50	\$ 309.50
Undergraduate (upper)	\$ 338.25	\$ 338.25	\$ 338.25	\$ 338.25	\$ 338.25	\$ 338.25
Graduate	\$ 540.50	\$ 540.50	\$ 540.50	\$ 540.50	\$ 540.50	\$ 540.50
Revenue						
PhD Tuition	\$ -	\$ 51,888	\$ 86,480	\$ 116,748	\$ 116,748	\$ 116,748
GA Teaching Revenue	\$ -	\$ -	\$ -	\$ 346,640	\$ 693,280	\$ 693,280
Total Revenue	\$ -	\$ 51,888	\$ 86,480	\$ 463,388	\$ 810,028	\$ 810,028
Compensation						
Salaries/Wages						
Faculty Inload Replacements	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty Salaries	6101	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty Overload	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Part-time Faculty	6301	\$ -	\$ -	\$ -	\$ -	\$ -
Visiting Faculty	6101	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative	6201	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative - IC	6221	\$ -	\$ -	\$ -	\$ -	\$ -
Clerical	6211	\$ -	\$ -	\$ -	\$ -	\$ -
Student	6501	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistantship Stipend	6311	\$ -	\$ 56,000	\$ 112,000	\$ 168,000	\$ 168,000
Out of Classification	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Overtime	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Casual/Wages	6401	\$ -	\$ -	\$ -	\$ -	\$ -
Total Salaries/Wages		\$ -	\$ 56,000	\$ 112,000	\$ 168,000	\$ 168,000
Fringe Benefits	6701	\$ -	\$ -	\$ -	\$ -	\$ -
Total Compensation		\$ -	\$ 56,000	\$ 112,000	\$ 168,000	\$ 168,000
Operating Expenses						
Supplies and Services	7101	\$ -	\$ -	\$ -	\$ -	\$ -
Graduate Assistant Tuition	7726	\$ -	\$ 51,888	\$ 86,480	\$ 116,748	\$ 116,748
Travel	7201	\$ -	\$ -	\$ -	\$ -	\$ -
Telephone	7301	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	7501	\$ -	\$ -	\$ -	\$ -	\$ -
Library	7401	\$ -	\$ -	\$ -	\$ -	\$ -
Total Operating Expenses		\$ -	\$ 51,888	\$ 86,480	\$ 116,748	\$ 116,748
Total Expenses		\$ -	\$ 107,888	\$ 198,480	\$ 284,748	\$ 284,748
Net		\$ -	\$ (56,000)	\$ (112,000)	\$ 178,640	\$ 525,280

- **External letters are needed. Documentation is needed (e.g. U.S. Dept. of Labor trends, possible student surveys, etc.).**

As noted above, letters from external reviewers are attached. The CVs of these individuals are also attached for your information.

The National Employment Matrix maintained by the Bureau of Labor Statistics shows ten-year (2008-2018) employment growth ranging from 11% to 26% within psychology, with the greatest growth in non-clinical domains—that is, in the domains serviced by the proposed programs. Similar needs were described in the Report of the National Science Foundation Committee on Education and Human Resources (NSB 2003) that, when considered alongside the findings indicating that national production of Ph.D.s in psychology has remained flat for the past five years, implies a shortfall of increasing magnitude. In addition, the American Psychological Association has observed that expansion is most likely to occur in the need for psychologists holding M.S. and Ph.D. degrees with strong research and statistical analysis skills who are trained across subdisciplines.

- **Benchmarks of other programs are needed. How do proposed programs compare to regional programs?**

As discussed in the proposal (section 7), evaluation of graduate programs in psychology within the region (weighted more heavily within the state of Michigan) reveals two patterns of degree program structure. First, the research extensive institutions (Michigan State University, University of Michigan, Wayne State University) offers traditional degree programs (M.A., M.S. and Ph.D.) nested within a substantial number of subdisciplines. Importantly, the breadth and depth of these offerings are leveraged to provide an environment of intra-disciplinary collaboration across adjacent subfields. Thus, across-subfield collaboration is explicitly recognized in these programs as a valuable attribute of graduate training in contemporary psychological science. This feature, however, does not characterize graduate programs in a second group of institutions. These institutions offer niche graduate programs organized around one or a few subdisciplines. This second group of programs contrasts sharply with the proposed program for Oakland University with its explicit emphasis on the value and power of across-subdiscipline studies and research collaboration. The one exception to this pattern is the Ph.D. program at the University of Windsor that more closely resembles the program proposed here. Finally, it is important to note that achieving across-subdiscipline perspective in both of these schemes demands additional courses—typically organized into a two- or three-course distribution requirement—not required by the program proposed here. This is because the program proposed here is built on an across-subdiscipline foundation. In consequence, these programs tend to require more courses for degree completion than is the case for the program proposed here.

In short, the results of the survey indicated that competitive threats are not significant and that the proposed program is a distinctive offering. The findings of this survey are summarized below.

Institution	Degree(s) & Area(s) of Study	Credit hours
Bowling Green State University www.bgsu.edu/departments/psych/page31035.html	Ph.D. Psychology (Clinical, Developmental, I-O, Neural & Cognitive Sciences)	90
	M.A. Psychology	30
Central Michigan University www.cmich.edu/chsbs/x18841.xml	Ph.D. Psychology (Clinical, I-O, Applied Experimental, Integrated Neuroscience)	90
	M.S. Psychology (Experimental, I-O, Integrated Neuroscience)	36
Eastern Michigan University www.emich.edu/psychology/programs-grad.html	Ph.D. Psychology (Clinical)	90
	M.S. Psychology (General Experimental)	30
	M.A. Psychology (Clinical/Behavioral)	30
Northern Illinois University www.niu.edu/psyc/graduate/index.shtml	Ph.D. Psychology (Clinical, Cognitive-Instructional-Developmental-School, I-O)	90
	M.A. Psychology	30
Northern Michigan University www.psychology.nmu.edu	Ph.D. none	
	M.S. Psychology (Experimental; Training, Development and Performance)	32
University of Detroit- Mercy www.liberalarts.udmercy.edu/programs/depts/psychology/graduate/index.htm	Ph.D. Psychology (clinical)	96
	M.A. Psychology (Clinical, Experimental)	45

University of Michigan-Dearborn www.casl.umd.umich.edu/666001	Ph.D. none	
	M.S. Psychology (Clinical-Health, Health)	48
University of Toledo www.psychology.utoledo.edu/showpage.asp?name=graduate	Ph.D. Psychology (Clinical, Experimental)	92
	M.S./M.A. none	
University of Windsor www.uwindsor.ca/psychology/graduate	Ph.D. Psychology (Applied Social, Community, Health, I-O, Clinical)	70
	M.A. (Social Data Analysis)	36
Western Michigan University www.wmich.edu/psychology/grad-programs.html	Ph.D. Psychology (Clinical, Behavior Analysis)	78
	M.A. Psychology (Behavioral Analysis, I-O)	36

- **A copy of the dean's letter**

We have been informed by Dean Sudol that his letter of support was sent to the Senate Steering Committee via Michelle Piskulich.