

FOCAL ARTICLE

Industrial–Organizational Psychologists in Business Schools: Brain Drain or Eye Opener?

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Abstract

We conducted a quantitative and a qualitative study to assess the extent to which industrial and organizational (I–O) psychology has moved to business schools, understand the nature of this move, and offer a balanced discussion of positive and negative consequences of this phenomenon. In quantitative Study 1, we provide evidence that I–O psychologists affiliated with business schools currently constitute a majority of editorial board members and authors of articles published in *Journal of Applied Psychology* and *Personnel Psychology* but that I–O psychology, as a field, is growing. These results suggest that it is not the field of I–O psychology but some of the most active and influential I–O psychology researchers who are moving to business schools. In qualitative Study 2, we gathered perspectives from 144 SIOP Fellows and 27 SIOP presidents suggesting different views on Study 1’s results ranging from very negative (i.e., “brain drain”) to very positive (i.e., “eye opener”) depending on the affiliation of the respondent. On the basis of these results, we offer 10 admittedly provocative predictions to stimulate follow-up research and serve as a catalyst for an important conversation, as well as the development of action plans, regarding the future of I–O psychology as a field.

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In an article published more than 4 decades ago, Ed Lawler (1971) made the bold prediction that “Industrial organizational [I–O] psychology is moving to the business schools” (p. 21). The possible move of I–O psychology to business schools and its consequences are viewed by many as critical for the future sustainability and even survival of our field (e.g., Aguinis et al., 2003; Schleicher et al., 2006). In fact, several past presidents of the Society for Industrial and Organizational Psychology (SIOP) have referred to this issue in their addresses (e.g., DeNisi, 1999) and written about it in journal articles (e.g., Ryan & Ford, 2010a, 2010b). In the most recent of such pronouncements, SIOP’s current president elect, José M. Cortina, asked the following question: “How can we continue to have top quality I–O programs and training for future I–O psychologists if so many of our most productive people are not in the I–O programs?” (Sheng, 2013, p. 12).

Our manuscript offers an assessment of the extent to which I–O psychology has moved to business schools and offers a balanced discussion of positive and negative consequences of this phenomenon as well as predictions for the future of the field. We do so through two studies. First, we assess

the extent to which I–O psychology has moved to business schools and the nature of this phenomenon, by adopting a quantitative approach (i.e., Study 1). A quantitative assessment, and one that spans several decades, is needed to address this question because we currently do not really know the extent to which this migration has taken place and, if it has taken place, what is its nature. Second, we offer a balanced and inclusive discussion of positive and negative consequences of this phenomenon by adopting a qualitative approach (i.e., Study 2). A qualitative assessment is needed to address this issue because the topic seems to be highly divisive given that past treatments have generally taken a position that the phenomenon is mostly negative (e.g., Highhouse & Zickar, 1997; Knapp, 2010), positive (e.g., Costanza & Jensen, 2010), or inconsequential (e.g., Muchinsky, 2010). Accordingly, we describe results of a qualitative study in which we gathered a wide range of perspectives from SIOP Fellows and presidents, which allowed us to consider the opinions of some of the most influential leaders in I–O psychology research and practice. Finally, we use results from our two studies to offer 10 admittedly provocative predictions about the future of I–O psychology as a field.

Study 1

In this study we investigated the question of the migration of I–O psychology to business schools and the nature of this move by gathering three types of data. First, we examined the affiliation of members of the editorial boards of *JAP* and *PPsych* from the inception of these journals to the present. Specifically, we manually examined the masthead of the first issue published at the beginning of each editorial term, recorded the name of each board member, and identified his or her affiliation at that time (i.e., business, psychology, practice, or other) as indicated in the byline or author’s note. We focused on these two journals because their editorial board members are the gatekeepers of the most visible and influential I–O psychology research.

Pritchard, James Campbell Quick, Belle Rose Ragins, Steven G. Rogelberg, Benson Rosen, Ned A. Rosen, Philip L. Roth, Craig J. Russell, Jack Sawyer, Frank L. Schmidt, Mark J. Schmit, John C. Scott, Christina E. Shalley, Lynn M. Shore, James W. Smither, Sabine Sonnentag, Melvin Sorcher, Paul E. Spector, Greg L. Stewart, Dianna L. Stone, Scott I. Tannenbaum, M. Susan Taylor, Paul E. Tesluk, Phyllis Tharenou, Kecia M. Thomas, George C. Thornton III, Dean W. Tjosvold, Donald M. Truxillo, Aharon Tziner, Chad H. Van Iddekinge, Daan Van Knippenberg, Vicki V. Vandaveer, Robert J. Vandenberg, Chockalingam Viswesvaran, David A. Waldman, Connie R. Wanberg, Peter B. Warr, Sandy J. Wayne, Michael A. West, Jack W. Wiley, Thomas A. Wright, Francis J. Yammarino, and Jing Zhou. *SIOP Presidents*: Walter C. Borman, Michael J. Burke, Michael A. Campion, Wayne F. Cascio, Angelo S. DeNisi, Fritz Drasgow, James L. Farr, Milton D. Hakel, Leaetta Hough, Daniel R. Ilgen, Richard J. Klimoski, Kurt Kraiger, Gary P. Latham, William H. Macey, Jeffrey McHenry, Kevin R. Murphy, Lyman W. Porter, Elaine D. Pulakos, Doug Reynolds, Ann Marie Ryan, Paul R. Sackett, Neal W. Schmitt, Benjamin Schneider, Paul W. Thayer, Nancy Tippins, Victor H. Vroom, and Sheldon Zedeck.

The second type of data involved gathering information on the affiliation of authors of articles published in *JAP* and *PPsych* from the inception of these journals to the present. Specifically, we examined the first volume (i.e., all issues in a particular year) for each new editorial term for *JAP* and *PPsych* and tallied all authors and their affiliations at that time—again, using the business, psychology, practice, and other categories. We counted all authors of all articles and, when the same individual authored more than one article, we counted each instance separately.

Finally, a third type of data collection effort addressed the general question of the nature of the possible move of I–O psychology to business schools. Differences in compensation are often cited as a key factor prompting I–O psychologists to move to business schools (Aguinis et al., 2003; Naylor, 1971; Ryan & Ford, 2010a; Vroom, 1971); thus, we collected and compared information on compensation for individuals employed in business schools and psychology departments. In addition, it is possible that I–O psychology is not moving, per se, but expanding into business schools as a consequence of the growth of the field. To examine this issue, we collected data on SIOP membership, attendees at the SIOP conference, and number of programs offering PhD and PsyD degrees in I–O psychology over time.

Results and Discussion

Results displayed in Figure 1 show trends of editorial board member affiliations spanning almost 100 years for *JAP* and 70 years for *PPsych*. Individuals with a business school affiliation were completely absent from the editorial boards of *JAP* and *PPsych* when the journals were created (i.e., zero board members with a business school affiliation for *JAP* in 1917 and *PPsych* in 1948). In contrast, at the beginning of the most recent editorial terms, 64% of *JAP* board members were affiliated with business schools (vs. 32% with psychology) and 77% of *PPsych* board members were

affiliated with business schools (vs. 15% with psychology).

Figure 2 shows trends regarding the affiliation of authors of *JAP* and *PPsych* articles over time. This figure shows that 2% of *JAP* authors were affiliated with business (vs. 64% with psychology) in 1917, and zero *PPsych* authors were affiliated with business (vs. 33% with psychology) in 1948. In contrast, during the first year of the most recent editorial terms, 61% of *JAP* authors were affiliated with business (vs. 31% with psychology) and 59% of *PPsych* authors were affiliated with business (vs. 23% with psychology).

An examination of trends in Figure 1 shows that a business school affiliation for board members became dominant in the early 1990s for both *JAP* and *PPsych*. Regarding authors, Figure 2 shows that the dominance of a business school affiliation began about a decade later (i.e., early 2000s) also for both journals. Also, the data in Figures 1 and 2 reveal a disappearance of practitioners from the editorial boards as well as authorship teams. About 40% of *JAP* board members were practitioners in the early 1960s, but only 4% of board members are practitioners on the most recent editorial board. There is an even more pronounced trend regarding *PPsych*, for which about 70% of board members were practitioners when the journal first appeared in 1948 and until the late 1980s, when a sharp decline began until the most recent editorial term, which includes only 3% of individuals who are practitioners. Results also show a similar trend regarding the gradual disappearance of practitioners as authors. *JAP* had a considerable presence of practitioner authors from the creation of the journal in 1917 until the early 1960s, when the percentage of practitioner authors reached a peak of 43%. However, the 2009 volume included only 3% of practitioner authors. For *PPsych*, there has been an ongoing and gradual decrease in the number of practitioner authors from 61% in 1948 to 10% for the 2011 volume.

It has been argued that one of the reasons for the move of I–O psychologists

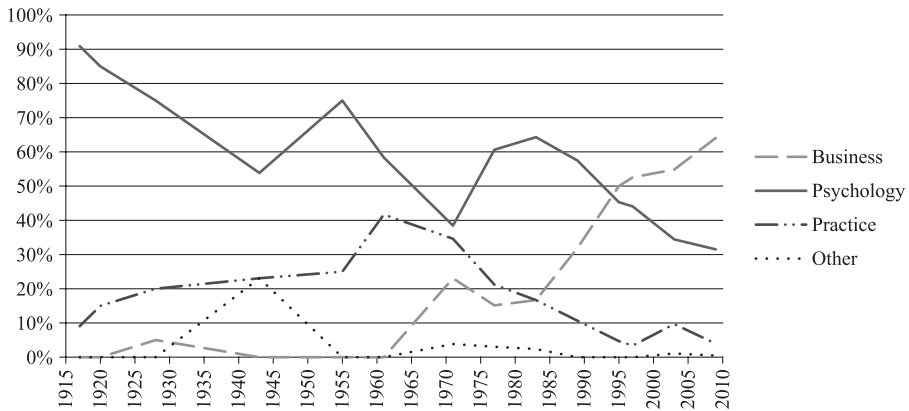
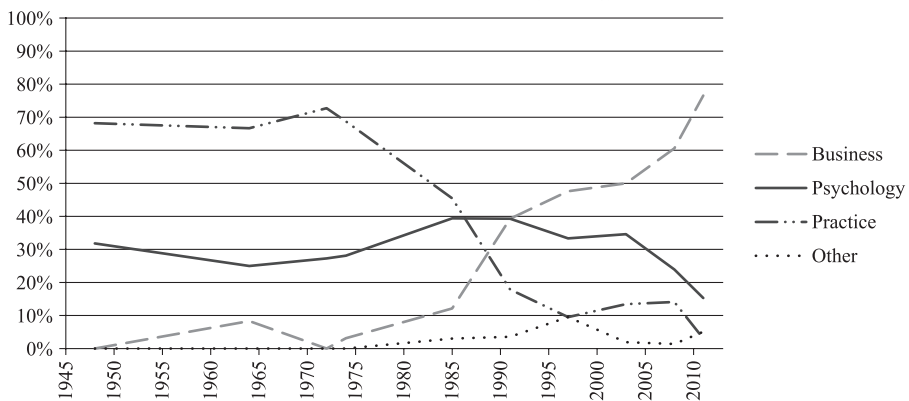
Affiliation of Editorial Board Members of *Journal of Applied Psychology* (1917-present)**Affiliation of Editorial Board Members of *Personnel Psychology* (1948-present)**

Figure 1. Percentage of editorial board members of *Journal of Applied Psychology* (top panel) and *Personnel Psychology* (bottom panel) affiliated with business schools, psychology departments, practice, and other affiliations from the first volume of each journal to present.

from psychology to business seems to be a difference in terms of compensation (Aguinis et al., 2003; Naylor, 1971; Ryan & Ford, 2010a; Vroom, 1971). After all, compensation is one of the most important reasons why individuals choose to change jobs (Aguinis, Joo, & Gottfredson, 2013; Jenkins, Mitra, Gupta, & Shaw, 1998; Rynes, Gerhart, & Minette, 2004). To examine this issue in more detail, we compiled data on mean salaries for assistant, associate, and professor ranks in business schools and psychology departments over the past decade. Results displayed in Figure 3 show that, on average, assistant professors employed by business schools receive between 59%

and 70% more compensation compared to those employed in psychology departments. Associate professors in business schools receive between 51% and 66% more compensation than their counterparts in psychology departments. Finally, full professors receive between 28% and 36% more compensation in business schools than in psychology departments. A fact that is particularly noticeable in Figure 3 is that the mean salary for assistant professors employed by business schools is comparable to the mean salary received by full professors in psychology departments. Moreover, the data displayed in Figure 3 do not include additional compensation

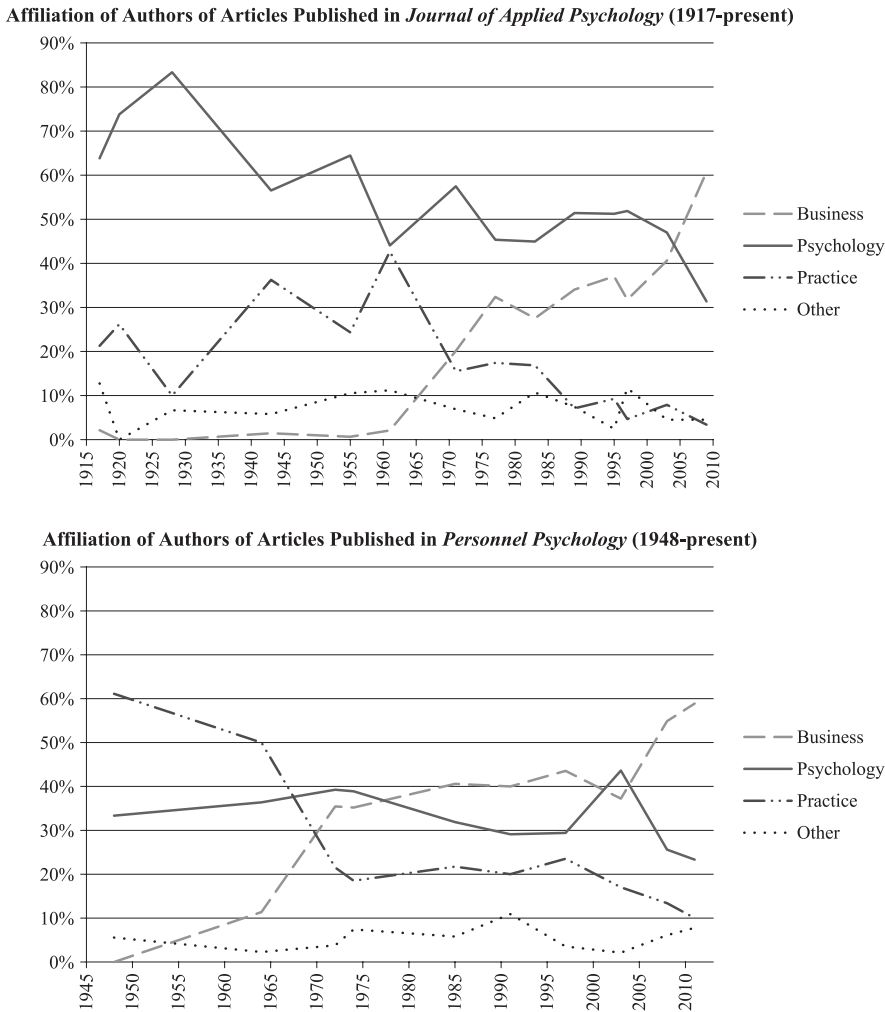


Figure 2. Percentage of authors of articles published in *Journal of Applied Psychology* (top panel) and *Personnel Psychology* (bottom panel) affiliated with business schools, psychology departments, practice, and other affiliations from the first volume of each journal to present.

received by business school faculty such as summer support (i.e., additional compensation of up to 30% of base salary), compensation related to executive education, and other sources usually available in business schools but not in psychology departments (i.e., research funds for travel and other research-related purposes). So, the difference in compensation received by I–O psychologists in business schools versus those in psychology departments is likely underestimated in the data displayed in Figure 3.

The data we presented thus far seem to suggest that Ed Lawler’s (1971) prediction that I–O psychology is moving to business schools was correct. However, his prediction is only partially correct because the field of I–O psychology has continued to grow. Specifically, data displayed in Figure 4 show that the number of SIOP members has increased over time (Panel a) and so has the number of attendees at the SIOP conference (although these trends have now plateaued) (Panel b). Moreover, Figure 4c shows that the number of programs offering PhD and

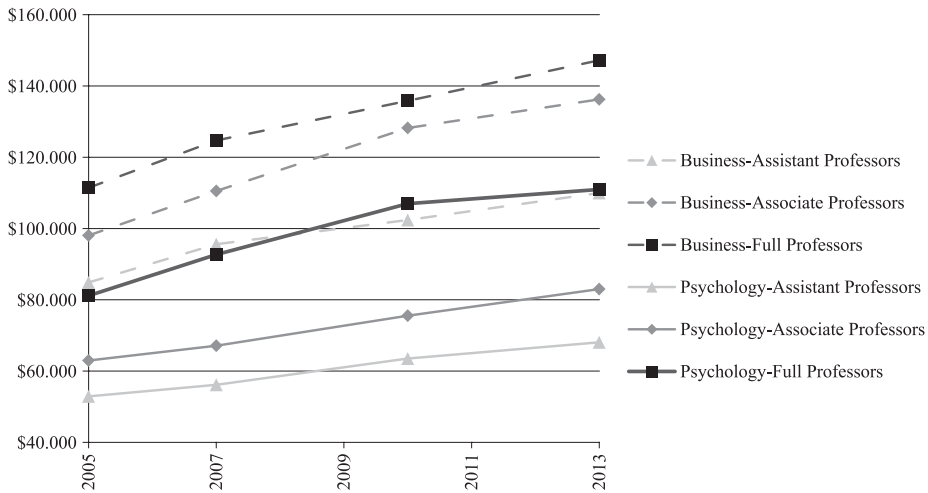


Figure 3. Mean salaries for faculty holding a PhD degree in I–O psychology employed by business schools and psychology departments and holding assistant, associate, and full professor ranks. Data sources: 2005: Medsker, Katkowski, and Furr (2005); 2007: Khanna and Medsker (2007); 2010: Khanna and Medsker (2010); and 2013: Khanna, Medsker, and Ginter (2013).

PsyD degrees in I–O psychology has also grown over time.

To summarize results based on Study 1, it is not the case that I–O *psychology* is moving to business schools. In fact, the field is expanding: SIOP has continued to grow based on the number of members and attendees at conferences, and the number of I–O psychology PhD and PsyD programs has also grown over time. Rather, I–O *psychologists* are moving to business schools. More precisely, I–O psychologists who produce research accepted for publication in two of the oldest, most prestigious, visible, and impactful I–O psychology journals and who are also considered to be of sufficient scholarly stature to be invited to serve on the editorial boards of these journals seem to be those targeted, and successfully recruited, by business schools.

Study 2

Study 2 was a follow-up to Study 1, and we adopted a qualitative approach. The goals of Study 2 were to understand the perspectives of some of the most influential leaders in the field of I–O psychology regarding the reasons for the move of many of the most

prolific researchers to business schools as documented by Study 1 as well as consequences of this phenomenon.

Our initial targeted population included all SIOP Fellows and SIOP presidents. First, we obtained their names from the SIOP website in May 2013 (i.e., <http://www.siop.org/presidents/PastPres.aspx> and <http://www.siop.org/fellows/fellows.aspx>, respectively). Second, we attempted to gather the email address for each individual from the SIOP membership directory, Academy of Management membership directory, and organizational or personal websites. Many of the individuals in our initial population had passed away and others had retired and their email addresses were no longer publicly available, and consequently, our final targeted population included 257 Fellows and 33 presidents.

Herman Aguinis (who is a SIOP Fellow but was not included in the sample) sent a personalized email addressed to each of the members of our targeted population. The email included the following text:

I am emailing because I would like to ask you a quick question about your views

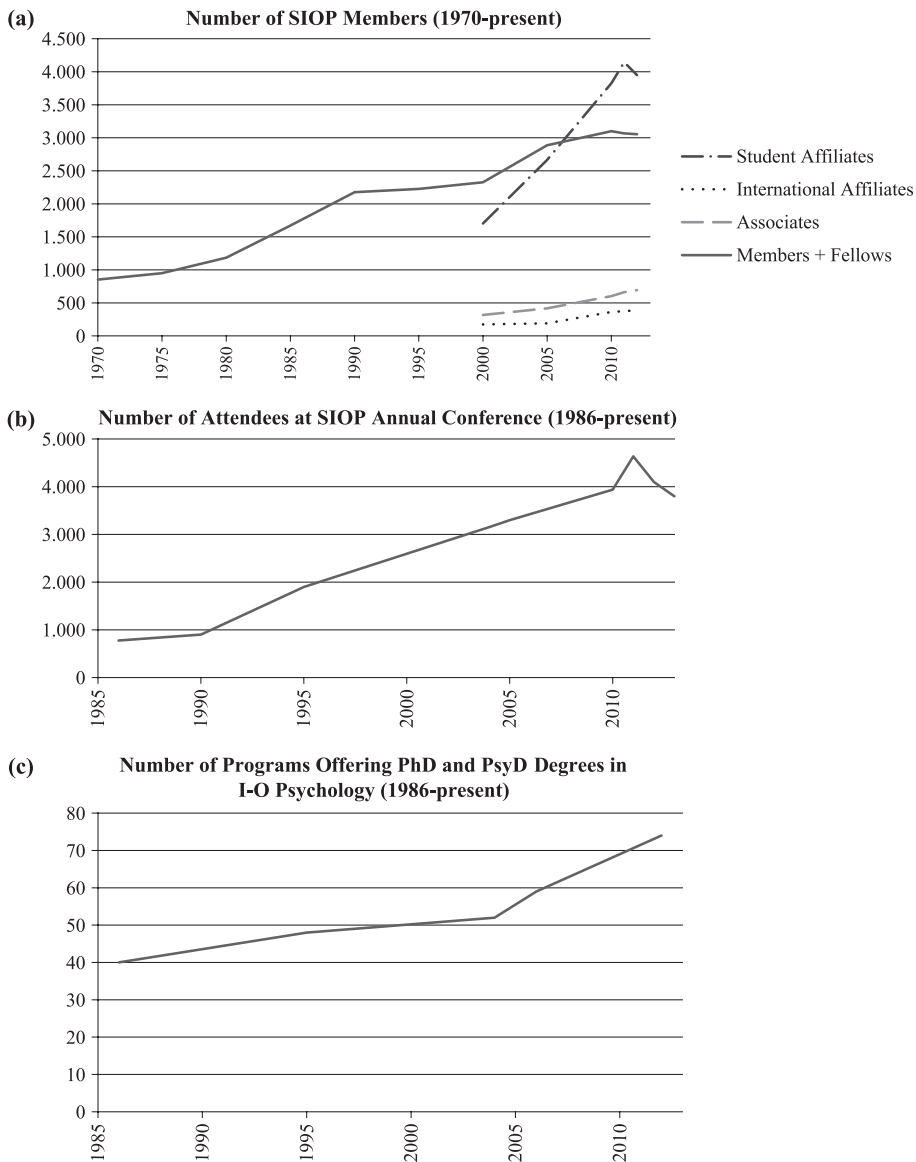


Figure 4. (a) SIOP membership trends (Silzer & Parson, 2013), (b) number of attendees at SIOP annual conference (as reported in nine different articles published in *The Industrial–Organizational Psychologist* from 1986 to 2013), and (c) number of graduate programs offering I–O psychology PhD and PsyD degrees (Silzer & Parson, 2013).

on the migration of I–O psychologists to business schools. For example, currently the majority of board members of *Journal of Applied Psychology* and *Personnel Psychology* are affiliated with business schools and not psychology departments (as used to be the case). From your perspective, is this good, bad, or

inconsequential for the future of I–O psychology research and practice? What is your prediction about the future of I–O psychology if this trend continues to accelerate?

We sent a follow-up message to each of the nonrespondents 10 days after the initial

message. When data collection was completed, we received a total of 171 responses, including 144 from SIOP Fellows (56% response rate) and 27 from SIOP presidents (i.e., 81.2% response rate). Respondents included diverse affiliations, research and practice areas of interest and expertise (i.e., “I” and “O”), and country of residence (i.e., United States and non-United States). Overall, our sample did not seem to differ from the overall makeup of the targeted population (Rogelberg & Stanton, 2007).

The process of analyzing responses included three steps. The first step was to classify each of the comments based on the affiliation of the respondent: (a) business school, (b) psychology department, or (c) practice. We were able to classify all respondents in one of these three groups with five exceptions. Specifically, these five participants hold a joint business school and psychology affiliation but, in every case, their comments overlapped with comments offered by individuals with a single affiliation so we do not report these responses separately. The second and third steps used each comment as the unit of analysis and not the respondent because many participants offered more than one comment on each of the issues. Specifically, the second step involved classifying each comment based on whether they were about (a) reasons for the move or (b) consequences. The third step involved further classifying each of the comments within each category. For reasons for the move, we adopted the push–pull theoretical framework from the voluntary turnover literature (e.g., Becker & Cropanzano, 2011) and classified comments based on whether they were about “a draw towards business schools” or “a push away from psychology departments.” For consequences of the move, we adopted a valuation perspective based on previous discussions of this topic (e.g., Campbell, 1971; Jamieson, 1974; Lawler, 1971; Ryan & Ford, 2010a, 2010b; Schneider, 1971) and classified comments based on whether they were “negative” or “positive.”

Herman Aguinis and Kyle J. Bradley created the categories based on a deductive

and also inductive process (Aguinis & Vandenberg, 2014; Shepherd & Sutcliffe, 2011). Specifically, we had initial categorizations when we began the coding process but realized that those had to be revised based on the nature of the comments. For example, although initially we only had “negative” and “positive” consequences associated with the move, we saw the need to add a second dimension—stakeholder affected (e.g., SIOP, students, business schools, psychology departments)—because the nature of the consequences was often not the same across various stakeholders. After an initial calibration process involving Herman Aguinis and Kyle J. Bradley processing approximately 10% of responses, Kyle J. Bradley completed the coding of the remaining comments. Our goal was not to understand which are the most common views; rather, our goal was to obtain a wide range of perspectives.

Results and Discussion

Table 1 includes responses regarding the reasons for the move sorted by the affiliation of study participants. Information in this table indicates that individuals with a business school, psychology department, and practice affiliation hold different views regarding why the migration of I–O psychologists is occurring. For example, although everyone holds a similar view that difference in salary attract I–O psychologists to business schools, those with a business school affiliation noted that business schools are also attractive due to the additional opportunities they offer. For example, respondents with a business school affiliation noted that business schools offer the opportunity to engage in executive education, which is not only financially lucrative but also leads to other benefits such as data collection sites and learning about the pulse of business. Similarly, individuals with a psychology department affiliation noted issues not mentioned by those affiliated with business schools, such as the push away from psychology because

Table 1. Summary of Responses From SIOP Fellows and Presidents Regarding Reasons for the Move of I–O Psychologists to Business Schools

Respondent's affiliation	Draw towards business	Push away from psychology
Business school	<ul style="list-style-type: none"> • Greater opportunity to pursue teaching at different levels (e.g., executive education) • Lower costs for business schools to hire graduates of I–O psychology programs • More support for research at research-intensive business schools • Higher salaries than psychology departments • Opportunities to engage the business community • Opportunities to be exposed to theories and research in macro-level domains (e.g., strategy, marketing) 	<ul style="list-style-type: none"> • Psychology departments tend to be “left wing” and look at working in the business field as “dirty” • Grant funding is a major focus in psychology departments • Senior researchers are not being replaced by I–O psychologists in psychology departments • I–O is not respected in psychology departments
Psychology department	<ul style="list-style-type: none"> • Higher salaries than psychology departments • Expanded job market for I–O psychologists • Better research support at good business schools 	<ul style="list-style-type: none"> • Dissertation loads are heavier in psychology departments due to the higher number of PhD students • Psychology departments do not post job openings until after business schools have finished hiring
Practice	<ul style="list-style-type: none"> • Lighter teaching loads in research-intensive business schools compared to psychology departments • Higher salaries than psychology departments • Business schools have lower research standards than psychology departments 	<ul style="list-style-type: none"> • Grant funding is a major focus in psychology departments

I–O psychology is not always respected by individuals in other psychology domains and grant funding has become a major focus in psychology departments.

Table 2 includes a summary of responses regarding the consequences of the move. As shown in Table 2, respondents saw the migration as affecting multiple stakeholders. Although there is some overlap in the affected stakeholders across those affiliated with business schools, psychology departments, and practice, each group offered opinions on the consequences of the migration for differing sets of stakeholders. The two stakeholder groups addressed by all three respondent

affiliations were psychology departments and research. Those with a business school and psychology affiliation mainly commented on negative consequences for psychology departments, often referring to the move as a “brain drain.” In contrast, practitioners saw the migration as positive for psychology departments noting the possibility for interdisciplinary collaboration for those remaining in psychology departments. There was also a similar split based on affiliation regarding the consequences of the migration for research. Those in business schools and psychology departments often referred to mainly negative consequences that occur

Table 2. Summary of Responses From SIOP Fellows and Presidents With (a) Business School, (b) Psychology Department, and (c) Practice Affiliations Regarding Consequences of the Move of I–O Psychologists to Business Schools

Consequences for	Negative consequences	Positive consequences
(a) Respondents with a Business School Affiliation		
Business schools	<ul style="list-style-type: none"> • Worse-informed administrative decisions in business schools by professors who did not receive training in business schools • Bad fit of professors trained in psychology with the needs of business schools 	<ul style="list-style-type: none"> • An increase in methodological rigor in research and consulting skills in business schools
Psychology departments	<ul style="list-style-type: none"> • A further marginalization of I–O in psychology departments • A brain drain from psychology departments • A shift from an applied focus in psychology departments to more of a theory-driven focus 	
Research	<ul style="list-style-type: none"> • A weakening of “I” research in I–O psychology given the higher status of organizational behavior compared to human resource management in business schools • A drop in the rigor of research • Greater risk of “buy-in” to organizations that researchers are called to critically examine • A loss in the psychological grounding of research • Less emphasis on other research samples (i.e. nonprofits) • An unhealthy “obsession” with theory • Less communication with other fields of psychology that could introduce new theories and methods • Less focus on micro, employee-centered issues 	<ul style="list-style-type: none"> • Greater opportunity for researchers to influence at a strategic level • Greater access to business samples • Broadening of the field to include more relevant topics • Greater opportunity for research to find its way into business practices • More opportunity for I–O psychologists to be exposed to other business fields
I–O psychologists	<ul style="list-style-type: none"> • Fewer jobs for more quantitatively focused I–O psychologists • Greater likelihood to get caught up in fads 	<ul style="list-style-type: none"> • More job opportunities when business schools are an option • A greater understanding of businesses that leads to better educators and researchers • A rise in salary for I–O psychologists • More psychologists are staying in academia

Table 2. *Continued*

Consequences for	Negative consequences	Positive consequences
SIOF	<ul style="list-style-type: none"> • A decrease in involvement and participation in SIOF • A decrease in the scholarly focus of the SIOF conference 	
Students	<ul style="list-style-type: none"> • More difficult to get students involved and excited about research in business schools • Students receive less training in statistics and methods in business schools 	<ul style="list-style-type: none"> • Students are exposed to a broader field
Journals	<ul style="list-style-type: none"> • A greater demand to publish in management journals instead of psychology journals • Journals focus less on practical, applied research 	
(b) Respondents with a Psychology Department Affiliation		
Journals	<ul style="list-style-type: none"> • <i>Journal of Applied Psychology</i> and <i>Personnel Psychology</i> are becoming less receptive to “psychology” research • Journal topics tend more towards bottom-line macro research and less micro, person-oriented research • A shift in the focus of journals to theory and not practical, applied research 	
Psychology departments	<ul style="list-style-type: none"> • Future psychologists are not receiving the best possible training from the best I–O psychology researchers • A brain drain from psychology departments 	<ul style="list-style-type: none"> • The possibility that salaries in psychology departments will rise • I–O gets more visibility in management circles
Research	<ul style="list-style-type: none"> • A decrease in the quality of methods and statistical analysis • Less focus on doing good science and more focus on organizational outcomes • The “I” side of psychology does not receive much respect or recognition in business schools • The field is starting to lose its roots in psychology 	<ul style="list-style-type: none"> • Business schools are publishing better and higher quality articles than in the past • Greater access to business samples
Students	<ul style="list-style-type: none"> • Students see themselves not as psychologists but as business scholars (i.e., identity change) • A loss in top-notch PhD training with the move of top researchers to business schools 	

Table 2. *Continued*

Consequences for	Negative consequences	Positive consequences
(c) Respondents with a Practice Affiliation Psychology Departments		<ul style="list-style-type: none"> • More interdisciplinary work that includes rigorous theory and methods • More discussion and cooperation between business schools and psychology departments
Research	<ul style="list-style-type: none"> • Top research is being published in management journals not psychology journals • Research is suffering because business schools are not as focused on “good” research • Less freedom to pursue research focused on individuals 	<ul style="list-style-type: none"> • Journals focus more on research relevant to the business world • There are more journals where I–O psychologists can publish • Journals are becoming more applied in nature • Greater access to resources in business schools • Students are more focused on practical, applied issues • I–O psychologists are better equipped with the language of business
SIOP	<ul style="list-style-type: none"> • Fewer I–O psychologists are participating in organizations like the Association for Psychological Science and American Psychological Association • Less participation in SIOP 	

due to the migration, especially in the types of topics covered. For example, there is a fear that the “I” side of I–O psychology will be neglected and that the shift will lead to a focus on more macro (e.g., firm-level) rather than micro (i.e., individual-level) issues. However, in addition to referring to negative consequences for research, those with a business school affiliation also offered several positive consequences that were echoed in responses by practitioners. These include greater access to sites for data collection and a broader business focus that will encourage more practically oriented and relevant research.

I–O psychologists affiliated with business schools and psychology departments

described consequences for journals and I–O psychology students, which were stakeholders to which those affiliated with practice did not mention often. The view of those in business schools and psychology departments is that the migration is mostly negative. However, those in business schools saw the impact as negatively affecting the training and research of PhD students in I–O psychology, whereas those in psychology departments saw the move as negatively affecting the identity of the students. Both groups agreed on the negative impact on journals in that they are more likely to focus less on applied research and put too much emphasis on furthering new theory, a concern that has been mentioned regarding research originating

in business schools in general (Hambrick, 2007).

In terms of consequences for SIOP, those in business schools and practice saw the migration as negative due to less participation on the part of those who move to business schools. Moreover, those affiliated with business schools also worried that SIOP would lose its scholarly focus for a more applied focus.

Those in business schools shared their perspectives on the impact of the move for business schools and I–O psychologists in general. Their responses noted that the move was mostly negative because many of the skills of I–O psychologists trained in psychology departments do not match what is needed in business schools or for making managerial and/or administrative decisions in business schools. However, they mentioned positive outcomes as well. The migration seems to be positive for business schools by bringing in some of the methodological rigor and experience in conducting research that are normally present in psychology departments. They also noted that the move was overall positive for I–O psychologists in general because it offers more job opportunities with higher salaries and also retains more I–O psychologists in academia.

In general, and in contrast with the prevailing views of those in business schools and psychology departments, individuals affiliated with practice tended to view the move mainly as an “eye opener.” Their responses suggested that the move has mainly positive consequences that will help the field be more relevant to organizations—and also more influential in society in general. Those with a practice affiliation also stated that the move would allow for more interdisciplinary collaboration and a combination of the strengths of both psychology departments and business schools. In summary, as is shown by the responses of the various participants, whether the move is considered a brain drain or an eye opener depends very much on the affiliation of the respondent.

Some Predictions for the Future

Given the trends uncovered in Study 1, our results indicate that the presence of I–O psychologists in business schools is likely to remain at current levels or continue to increase. Building upon Lawler’s (1971) prediction, and results from our studies, we offer 10 predictions of our own. We hope these admittedly provocative predictions will stimulate follow-up research and serve as a catalyst for an important conversation, as well as the development of action plans, regarding the future of I–O psychology as a field.

Prediction #1: There will be an increased presence of I–O psychologists in business schools, but I–O programs will continue to exist in psychology departments

Our results show that the past few decades have seen an increased presence of I–O psychologists in business schools, and this trend is likely to be just as strong, if not stronger, in the future. Because many business schools offer resources that facilitate research efforts, including financial resources and data access, we predict that business schools will continue to be very attractive, particularly for many research-oriented I–O psychologists. An overwhelming majority of respondents cited the resource differential as the primary cause for the migration. As an example, one respondent noted that due to these differences in resources, “there is no incentive to be in an I–O program versus a business school.” Thus, we predict that the vast majority of the most influential I–O psychology researchers will continue to be affiliated with business schools, and this will be reflected by the affiliation of editorial board members, authors, and recipients of research awards (e.g., SIOP’s S. Rains Wallace Dissertation Award and William A. Owens Scholarly Achievement Award).

On the other hand, our results lead to the apparent paradoxical prediction that in spite of this migration of I–O psychologists

to business schools, I-O programs will continue to exist in psychology departments. That is, contrary to what has been predicted in the past, I-O psychology, as a field, will not move to business schools. Rather, I-O psychology will continue to expand, and the migration of influential research-oriented I-O psychologists to business schools will not lead to the disappearance of I-O programs in psychology departments. The reason for this prediction is that in spite of the relative competitive advantage of business schools in terms of resources, many I-O psychologists prefer to interact with other psychologists (e.g., social psychologists, experimental psychologists) rather than colleagues from other business fields (e.g., finance, marketing, operations management, accounting). In addition, many I-O psychologists prefer to teach psychology students than those enrolled in an MBA program and, overall, enjoy the atmosphere of psychology departments better compared to business schools. This is illustrated by the response of one participant who wrote that “life in a business school isn’t for everyone, and people aren’t motivated by solely financial considerations.” But, because we predict that the majority of the most influential research-oriented I-O psychologists will be affiliated with business schools, we offer Prediction #2 next.

Prediction #2: Reputation, influence, and resources will be concentrated in only a handful of I-O programs housed in psychology departments

Only a handful of I-O psychology departments seem to be able to compete with business schools in terms of resources that make job offers attractive to highly productive and influential I-O psychology researchers. Thus, there will be only a handful of programs housed in psychology departments that can afford to compete with business schools in terms of teaching loads, compensation, data access, and other research-related resources. One

psychology department respondent noted that the resources offered in the department to create endowed professorships are “essential to compete with business schools for top faculty.” It is apparent that only psychology departments with resources such as endowed chairs are able to attract and retain the most productive researchers. Consequently, there will be only a few I-O programs housed in psychology departments employing highly influential researchers. One respondent noted that this may already be occurring because “the gravitation has been associated with the death of some I-O psychology areas in psychology departments.”

We predict that only well-established universities or those that are able to garner substantial resources will be able to attract and retain the most influential I-O researchers. Accordingly, this small minority of programs will dominate I-O psychology rankings and will be able to attract the best doctoral student applicants each year. In short, there will be a concentration of reputation, influence, and resources in just a few I-O programs housed in psychology departments. This differentiation leads to our third prediction.

Prediction #3: I-O psychology research will be dominated by individuals affiliated with business schools, whereas I-O psychology practice will be dominated by those affiliated with psychology departments

As the vast majority of the most influential I-O psychology researchers move to business schools and only a handful of programs housed in psychology departments remain strong regarding research productivity and influence, we predict that the production of the most influential I-O psychology knowledge will originate mainly in business schools. Moreover, there is a continued emphasis in business schools regarding the publication of research in what are considered “top-tier” journals (e.g., Trietschmann, Dennis, Northcraft, & Niemi,

2000). Accordingly, we predict that business schools will dominate the research side of I–O psychology.

On the other hand, there is a continued need for I–O psychology practitioners holding a master’s or doctoral degree, as evidenced by the growth of SIOP’s placement center at the annual conferences. In addition, as of October 2013, SIOP’s JobNet included more practitioner (i.e., 60%) positions compared to academic (i.e., 40%) positions (<http://www.siop.org/jobnet/default.aspx>). Thus, although programs housed in psychology departments will not employ the majority of the most influential I–O researchers, we predict that many will still survive and even thrive by emphasizing I–O psychology practice. Specifically, we predict that I–O programs in psychology departments will develop partnerships with practitioners and dominate the practice side of I–O psychology. This prediction is reflected in the statement of one respondent who wrote that “I–O psychology programs over time become places to train I–O psychologists who want to work in practice settings (with scholars opting to attend PhD programs housed in business schools).” In addition, as the majority of the most influential and visible I–O research produced moves from psychology departments to business schools, there will be a concomitant shift in the emphasis placed on training future I–O psychologists, which we address with our next prediction.

Prediction #4: I–O programs in psychology departments will increasingly focus on training PsyD and master’s-level students who pursue practice and not research careers

Given our predictions regarding the production of the majority of I–O research in business schools, doctoral students who are interested in I–O psychology research will be attracted to business schools (except for the handful of I–O programs in psychology departments mentioned in prediction #2). In addition, business schools will also

be attractive to prospective doctoral students interested in research because they will want to work with productive mentors in environments that offer resources that facilitate research-related activities. Over time, attraction–selection–attrition theory predicts an even greater dominance of business schools regarding the production of I–O psychology research (Ployhart, Weekley, & Baughman, 2006; Schneider, 1987).

On the other hand, as I–O psychology research becomes dominant in business schools compared to psychology departments, we predict that many psychology departments will shift their emphasis from training research-oriented PhDs to PsyD and master’s-level students seeking jobs outside of academia. This issue was highlighted by a respondent who predicted that “in 75–100 years I suspect that we may not see much I–O [in psychology departments] at the doctoral level (it will likely exist at the MA level).” Related to prediction #3, I–O programs in psychology departments are likely to become the providers of choice for organizations interested in hiring practice-oriented I–O psychologists. Also, offering practice-oriented degrees will be a way for I–O programs housed in psychology departments to garner financial resources. This differential in terms of training orientation leads to our next prediction, which pertains to SIOP.

Prediction #5: There will be a decreased number of I–O psychologists affiliated with business schools who are actively involved with SIOP

A concern voiced by many of the respondents in Study 2 is that SIOP is likely to lose support and the active involvement of I–O psychologists affiliated with business schools. This is likely to result mainly from time demands from competing professional organizations such as the Academy of Management. Thus, we predict that the majority of future members of SIOP will continue to be affiliated with psychology departments—particularly those SIOP

members who are active in SIOP's governance structure. In addition, given our predicted emphasis of I–O programs in psychology departments on training practitioners, we also predict that the majority of new SIOP members will be affiliated with psychology departments, and there will be a concomitant emphasis on practice-related issues and initiatives (e.g., Leading Edge Consortium, increased linkages with the Society for Human Resource Management). This shift should also become evident in the program of the SIOP annual conferences, which we predict will include an increased number of activities focused on practice compared to research. In fact, a participant in Study 2 highlighted this issue in describing the latest SIOP conference by noting that it "seemed more like a group of consultants and practitioners more than an academic conference."

Because of the predicted shift of SIOP toward practice-related issues, I–O psychologists in business schools who focus more on research are likely to choose other organizations as their main professional affiliation. As Ryan and Ford (2010a) noted, the primary identity of individuals is often reflected in the professional organizations in which they choose to participate. As I–O psychologists move to business schools, their identity is also likely to shift due to the emphasis placed on other organizations such as the Academy of Management. As was noted by one of our respondents, referring to I–O psychologists in business schools, "these folks often move to the Academy of Management rather than to SIOP. Allegiances to both exist, but many business folks leave SIOP in the dust." This prediction leads to further consequences for I–O programs in psychology departments, as is noted in our prediction #6 next.

Prediction #6: I–O programs in psychology departments will become increasingly marginalized by other psychology areas

We predict that the move of research-oriented I–O psychologists to business

schools will lead to an increased marginalization of I–O programs in psychology departments. As was noted by several of the participants in Study 2, I–O psychology is already becoming a marginalized area in many psychology departments because of difficulties associated with securing external funding for research. One respondent said that "[I–O psychologists] are often lower on the totem pole than the other areas of psychology because they are the least likely to bring in grant money, which is highly valued ... and even required by some psychology programs for tenure." In addition, as the majority of the most productive and influential researchers continue to migrate to business schools, there will be less respect for I–O psychology from other subfields within psychology. This loss of respect should only be compounded by the shift in focus that we predict will occur within SIOP, as was noted in prediction #5. The move of influential I–O researchers to business schools is also likely to have an impact on the new knowledge that is produced, as discussed in our next prediction.

Prediction #7: Influential I–O psychology journals will focus on theoretical advances rather than applied research

As the migration of I–O psychologists to business schools continues, the majority of journal editorial board members in the top I–O journals will continue to be affiliated with business schools. Results from Study 1 show that not only are most editorial board members affiliated with business schools, but the majority of authors of the articles appearing in *JAP* and *PPsych* are also affiliated with business schools. Because editorial board members are the gatekeepers of the type of research that is published, this change in affiliation is predicted to play a major role in the shaping of the journals as they move forward. In fact, results from Study 1 showed that a business school affiliation of editorial board members became dominant for *JAP* and *PPsych* in the 1990s, and about a decade after the majority of

gatekeepers became affiliated with business schools, the majority of authors of articles published in these two journals also became affiliated with business schools.

The change in affiliation of authors of articles published in *JAP* and *PPsych* is likely to lead to changes in the orientation of the new knowledge that is produced. As one respondent noted, “[journal editors] favor editorial policies that steer their journal toward ‘A’ status.” What this implies is that there is a focus for these journals to replicate the “A” status journals in the field of management that focus mainly on making theoretical contributions (Hambrick, 2007). This poses an important challenge for researchers who are focused on conducting more applied research because, as noted by another respondent, “the papers published in these journals are becoming more and more esoteric.” In addition, reward systems for faculty that are focused mostly on producing “A hits” only further this change. Because researchers are being rewarded for publishing in the top journals, journal editors will change their editorial policies in order to attract top publications. Accordingly, the top journals in I–O psychology are likely to focus more heavily on theory at the expense of applied research. This leads to our next prediction, which is also related to the production of new I–O knowledge.

Prediction #8: I–O psychology research will increasingly focus on organizational psychology and organizational behavior (i.e., “O” side of I–O psychology) at the expense of industrial psychology (i.e., “I” side of I–O psychology)

As productive I–O psychology researchers continue to migrate to business schools, research on traditional “I” topics such as selection, job analysis, recruitment, training, and performance appraisal are less likely to be published in major I–O psychology journals. The reason for this, as was pointed out by one respondent, is that “these topics are generally less theoretical.”

With the top journals focusing mainly on contributing to theory (as discussed in prediction #7), some of the more traditional industrial psychology topics are likely to receive less attention.

This prediction is also based on predictions #3 and #4. Given that psychology departments will focus increasingly on training practitioners, as one respondent noted, “how many people get a doctorate in Management to practice selection?” Because these traditional “I” topics usually receive more attention by I–O psychology practitioners, training and research on these topics will emanate mainly from psychology departments. In short, research in business schools will increasingly focus on the “O” side of I–O psychology. However, we offer prediction #9 next as a qualifier for this prediction.

Prediction #9: There will be a small number of “I–O friendly” business schools that will continue to produce traditional industrial psychology research

Although we have thus far referred to “business schools” in general, such schools vary greatly. In fact, the Association to Advance Collegiate Schools of Business (AACSB) currently includes more than 650 business school members in the United States and Canada alone. Business schools differ in terms of strategic goals, organizational structures, and reward systems, and consequently, I–O psychologists are likely to be more attracted to some compared to others. Specifically, researchers with I–O psychology training are more likely to be attracted to universities that value and reward their work, even if it addresses more traditional industrial psychology topics.

To examine this issue, consider the business school faculty productivity rankings compiled by the University of Texas-Dallas (UT-Dallas, 2013), which do not consider articles in *JAP*, *PPsych* or *Organizational Behavior and Human Decision Processes (OBHDP)*, which are journals more likely to be targeted by individuals trained in

I–O psychology compared to other journals that are also used as input for these rankings (e.g., *Administrative Science Quarterly*, *Management Science*, and *Strategic Management Journal*). On the other hand, research productivity rankings of management departments compiled by Texas A&M University and University of Florida (2013) do include articles published in *JAP*, *PPsych*, and *OBHDP*. We compared the top-10 ranked schools from 2008 through 2012 in the UT-Dallas list with the top-10 ranked schools in the Texas A&M/Florida list. Although there is some overlap across the two lists, schools included in the top-10 Texas A&M/Florida rankings and not included in the UT-Dallas top-10 list are Michigan State University, Arizona State University, Pennsylvania State University, Texas A&M University, and University of Minnesota. As a follow-up analysis, we created a ranking of schools using the A&M/Florida list but relying on the total number of publications in *JAP*, *PPsych*, and *OBHDP* only. Our results showed that five of the top-10 schools based on articles in these three journals only are not even among the top-20 schools based on the UT-Dallas rankings. In fact, the top school based on articles published in *JAP*, *PPsych*, and *OBHDP* (i.e., Michigan State University) is ranked #30 in the UT-Dallas list, and the #2 school based on publications in these three journals (i.e., Arizona State University) is ranked #24 in the UT-Dallas list. So, it seems that there are particular business schools that value the presence of I–O psychologists more than others, as reflected in the reward system in terms of which journals are considered to be the most impactful and prestigious. Stated differently, it is doubtful that so many researchers at schools such as Michigan State University and Arizona State University would choose to publish their work in *JAP*, *PPsych*, and *OBHDP* if such articles “do not count” in these schools’ reward systems.

The aforementioned results based on research output leads to the conclusion that I–O psychologists are likely to gravitate toward business schools with reward

systems that value publications in I–O psychology journals. As predicted by person–organization fit theory, people are attracted to and accept job offers from organizations that “fit” their values (Kristof-Brown, Zimmerman, & Johnson, 2005). So, this conclusion serves as a qualifier for prediction #8 in that these “I–O friendly” business schools may constitute knowledge creation pockets that continue to produce more traditional industrial psychology research in such domains as job analysis, personnel selection, and training, as long as such research is published in journals considered to be “top tier.”

Prediction #10: The number of “I–O friendly” business schools that continue to produce traditional industrial psychology research will decrease over time

Established researchers contemplating a move from a psychology department to a business school are likely to consider schools that value their research agendas and to be particularly attracted to those that “count” articles published in more traditional I–O psychology journals such as *JAP* and *PPsych* even if they address more traditional industrial psychology topics. However, this process, which is based on predictions by attraction-selection-attrition theory (Ployhart et al., 2006; Schneider, 1987), may not apply to junior researchers. In particular, those seeking a first year assistant professor position may not be established as deeply into their field of study and are more likely to be influenced by the demands and reward system of the hiring university compared to their I–O psychology training. If these researchers begin their career in schools that do not “count” articles published in more traditional I–O psychology outlets, they may change their research agendas to match the demands, values, and reward systems of their organizations. Thus, these junior researchers are likely to quickly adapt to their environments, focus on more macro-level research, and also on the “O” side of I–O psychology compared

to more traditional individual-level research focusing on industrial psychology topics.

As an initial test of this prediction, we examined the November 2013 composition of the editorial boards of *JAP* and *PPsych* with a focus on those I–O psychology graduates with a business school affiliation. Results indicated that 54% (*JAP*) and 57% (*PPsych*) accepted a business school offer immediately upon receiving their PhD degree. These results suggest that the pockets of knowledge creation regarding industrial psychology in business schools mentioned in Prediction #9 are likely to decrease in number over time as the migration of I–O psychologists to business schools involves freshly minted PhDs compared to more senior researchers.

The aforementioned 10 predictions are likely to take place as the migration continues. They can be considered good, bad, or inconsequential depending on whether the move is seen as a brain drain or an eye opener. However, these predictions will help guide future research and we believe are likely to be confirmed if there are no purposeful changes implemented aimed at addressing the migration.

Conclusion

The move of I–O psychologists to business school has transformed the I–O psychology landscape and will continue to do so. Whether this is seen as an overall positive change or a negative change depends on who is offering the opinion. One conclusion that does seem to be apparent is that there are both positive and negative consequences associated with the move. For the future sustainability of the field of I–O psychology, we should focus on maximizing the positives and minimizing the negatives. Former NASA astronaut James A. Lovell, famous for his quote “Houston, we’ve had a problem here,” said that “There are people who make things happen, there are people who watch things happen, and there are people who wonder what happened.” Our perspective is that we, the I–O psychology community in business schools, psychology

departments, and practice should make things happen. We believe it is the right time for SIOP, and the field in general, to stop “watching” the migration of I–O psychologists to business schools and consider this issue seriously. We hope our results and predictions will serve as catalysts for an important conversation, as well as the development of action plans, regarding the future of I–O psychology as a field.

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