

Ph.D. Program
Policies and Procedures for the Organizational Behavior Concentration
University of Miami School of Business Administration

The PhD is a scholarly degree. The PhD in Business Administration specializing in Organizational Behavior is intended to prepare students to be academic scholars able to initiate and conduct impactful empirical and theoretical research, excel in the teaching of undergraduate and graduate students, and contribute to the broader needs of the profession and society. This PhD is not intended to prepare practitioners or consultants in business. Students with these intentions should seek an MBA.

PhD students are required to take challenging coursework and are held to the most rigorous standards. That said, successful students realize early on that excelling in this program is about much more than coursework. Doctoral students are considered full-time members of the Management Department and are expected to engage themselves accordingly. Students are mentored by their faculty advisor but must also take responsibility for guiding their own development and developing their interests. PhD students should actively initiate contact with area faculty and seek to build collegial, productive relationships and, most importantly, initiate and participate in research projects with the faculty.

OVERALL STRUCTURE OF THE PROGRAM

Course Loads. First- and second-year students are expected to carry a full-time course load. A full-time load is considered taking at least 12 credits per semester in the fall and spring. A small exception can be made in the second year, however, if students desire to take 3 courses per semester (9 credits) and then take 2 courses in the spring of the third year. That said, we encourage students to finish coursework within their first and second years if possible. Faculty mentors will need to approve all coursework prior to registration each semester. After course work is completed, students register for credit hours as MGT 730 - Doctoral Dissertation. Students typically register for 6-9 credits of MGT 730 per semester (with a maximum of 12 credits allocated for dissertation research overall). Prior to graduation, students must have completed 60 total credits.

Departmental Obligations. During their entire time in the PhD program, students are expected to participate actively in departmental activities, including research seminars and job talk presentations. We also strongly encourage students to present their own research in the seminar series.

Faculty Advisors. All PhD students must have a faculty advisor while they are in the program (and sometimes the advising responsibility for a student may be shared between two faculty). The faculty advisor may change as the student progresses through the program. In the first two years, the student and faculty advisor will work on joint research projects expected to lead to an academic conference presentation and journal submission. Between the first and second years,

the faculty advisor will oversee the student's first year examination. After the second year is completed, the faculty advisor will help the student prepare for and oversee the student's Qualifying Examination. Once the Qualifying Examination is passed, the faculty advisor will advise the student on the dissertation proposal and dissertation research. Throughout the program, the faculty advisor is responsible for offering the student explicit performance feedback at the end of the year. Additionally, a student's faculty advisor may change over the years, as appropriate, based on compatibility and interests of faculty and students (e.g., a student may change faculty advisors when beginning the dissertation process). Students may also work on research with faculty who are not their official advisor, but these endeavors should not distract from fulfilling program requirements or obligations to the faculty advisor.

RA/TA Assistantship Responsibilities. As a condition of the awarded fellowship, doctoral students are expected to assist faculty with research and teaching responsibilities throughout the four years of the fellowship. In the Organizational Behavior area students are expected to work for their faculty advisors for 15 hours per week on projects and tasks assigned by the advisor. These responsibilities may include research related work such as data collection, analysis, or entry, gathering library materials, designing online surveys, conducting interviews, and writing manuscripts. These responsibilities may also include teaching related work such as grading, grade management, blackboard management, researching lecture materials, and substitute teaching (if necessary due to faculty absence). However, faculty may NOT use doctoral student time for Executive Education seminars or outside consulting activities unrelated to research.

Teaching Requirement. Students within the Organizational Behavior area are required to teach two sections of MGT 304 (the undergraduate course in Organizational Behavior) over the course of their third or fourth years of the doctoral program. This teaching will be compensated (i.e., the student will receive money in addition to the fellowship). During the 2011-2012 school year, the compensation was \$3,500.00 per course for doctoral student teaching. No teaching assignments may be given to first- or second-year students since course responsibilities are only given to students who have successfully passed their Qualifying Exam.

Summer Work. Students are required to maintain residence in Miami for the summer. After completion of the first year, students will take the first year screening exam towards the beginning of the summer. After completion of the second year, students will need to finish their second year paper and begin preparing for the Qualifying Exam. In the beginning of August of each summer, the Academy of Management conference (a recommended conference for students) is held. In addition, students should particularly use their time in the summer to continue working on research projects with faculty. Certainly students can travel to visit their families during summer for a reasonable amount of time, but they should consult with their faculty advisor about summer travel prior to making plans. Exceptions to the summer residency requirement may be made in cases where students have unique opportunities to conduct work elsewhere which facilitates their research program (e.g., opportunities to collect data or visit and work at another university). However, again, such exceptions would require approval of the faculty advisor.

COURSE REQUIREMENTS

A. Required Courses

The following courses are required for the Organizational Behavior area. Also, courses with an asterisks (*) are not offered every year but every *other* year. Accordingly, students should check which courses are available for their first year and take all courses that are offered. Remaining courses should be taken in the second year. Students should have all coursework approved by their faculty mentor before registering. *Please refer to Appendix A for an example of a typical four year course progression in the doctoral program.*

MGT 655 – Seminar in Research Methods

MGT 656* – Survey of Organizational Behavior

MGT 688/MGT 689 Course Sequence* – Individual and Interpersonal Processes/ Leadership and Group Processes

MGT 692* – Theories in Management and Organization

MGT 694* – Seminar in Strategic Management

PSY 625 – Social Psychology

B. Research Methods Courses

The following courses are most strongly recommended for students in the Organizational Behavior Area. Every effort should be made to register for these courses.

PSY 631/PSY 632 Sequence – Statistics, Method, & Design/ Multiple Regression & Multivariate Statistics (these courses are particularly recommended for the first year)

EPS 650 – Meta Analysis

PSY 633 – Structural Equation Modeling

SOC 610 Research Methods

EPS 651 Survey Research Methods

EPS 674 Multilevel Modeling (this is an advanced course that students should probably wait until their second year to take)

The following courses are other options for students in the Organizational Behavior Area. Students should register for these courses based on their needs and interests.

ESP 678 Multivariate Statistics

SOC 612 Sociological Statistics

EPS 661 Measurement

EPS 675 Qualitative Methods

PSY 637 Methods in Social Psychology

EXAMS AND 2ND YEAR PAPER

A. First Year Screening Exam

Within three weeks after the end of the spring semester of the first year, students will take an exam on the material they have covered in their OB related seminars in their first year (i.e., MGT 655 and either MGT 656 or the MGT 688/689 sequence depending on what was offered the first year). This exam is designed to be a comprehensive exam of the OB-related first year course content. Past exams have been closed-book exams taken on computer with a five-hour time limit. Students were required to answer three questions with some choice allowed regarding the questions. That said, the exact format of the exam may change as deemed necessary by the OB area faculty.

The first year screening exam will be graded by the student's faculty mentor and any faculty teaching the seminar courses for that first year. At least three faculty are required to grade a student's first year exam (i.e., an additional faculty member may need to be asked to grade the exam in some cases). The results of the screening exam, coupled with feedback on the student's first year performance in classes, RA/TA assistantship performance, assessments of oral and written communication skills, departmental citizenship, and any other data deemed pertinent by the Department is used to judge whether the student's performance merits continuation in the Ph.D. program. Students who have not performed satisfactorily will be asked to withdraw from the program.

B. Qualifying Exam

Students must complete the required classes (noted in the section titled "Required Courses" above) before they can take the Qualifying Exam. In preparation for the exam, the student will need to do a number of things. First, the student should determine an exam preparation plan with the faculty advisor. Second, the student, in collaboration with the faculty advisor, will need to assemble a Qualifying Exam committee. The committee must be comprised of the faculty advisor (who will act as the *Qualifying Exam Committee Chair*) plus three other faculty members (four committee members total). At least three of the four committee members must be OB area faculty. This committee will be responsible for creating and grading the written exam and will all be present at the oral exam. Third, students will need to choose an emphasis area for their qualifying exam. The emphasis area is usually a topic students intend to pursue for their dissertation research. Immersion in this emphasis area for the qualifying exam, thus, should also help students hone their ideas for the upcoming dissertation. A list of readings to prepare the student to be tested in the emphasis area will need to be compiled by the student in consultation with the committee and approved by the committee. We encourage students to initiate these preparations in the spring semester of their second year. Fourth, students must also acquire a copy of the OB Area's general reading list (required for all OB students taking the qualifying exam) and familiarize themselves with the topics and readings on this list. The qualifying exam is intended to cover the scope of the field of Organizational Behavior – not simply what was covered in the required seminars. To this end, the reading list is intended to offer guidance as the student masters the larger field of OB. It is comprised of classic books and articles seminal to the field as well as topics with exemplary readings to go along with those topics. Notably, students

will still be responsible for working on their own to understand the current state of various areas and topics within the field. In other words, students should use the list as guidance but also endeavor to read outside of the list. Examining current issues of the top journals can be helpful in this regard (e.g., AMJ, AMR, ASQ, etc.).

Students are encouraged to take the Qualifying Exam as soon as possible after completion of their second year, but students *must* complete the written and oral parts of the Qualifying Exam no later than November 1st in the fall semester of their third year. In the past, the Qualifying Exam has been composed of two parts, an in-class, closed book portion and a take-home portion. The in-class portion required responding to four questions within eight hours over a morning and afternoon session (some choice was available for the questions). The take-home portion required responding to two questions within one week (choice was not available for these questions). That said, the exact format of the exam may change as deemed necessary by the OB area faculty. After completing the written portion of the exam, the committee will grade the exam and offer feedback to the student. The oral defense should be scheduled within 30 days of completing the written portion of the exam.

Students must pass the qualifying exam before proceeding to the dissertation defense and fulfilling the teaching requirement. Passing the Qualifying Exam also results in a change in status from ‘Doctoral Student’ to ‘Doctoral Candidate.’ If students fail the Qualifying Exam, they may be allowed to re-take the exam upon approval from the committee. Under this circumstance, the student will be required to prepare for at least another three months before re-taking the exam. If the student fails the Qualifying Exam a second time, they will be asked to leave the program. Refer to the appendix (Appendix B) for a full explanation of exam procedures.

C. Exam grading

Each written question on the first year and Qualifying Exams will be rated according to the following scale: 6 = high pass, 5 = pass, 4 = low pass, 3 = high fail, 2 = fail, 1 = low fail. For the first year screening exam, ratings will be averaged across committee members to determine the score for each question as well as the exam overall. For the Qualifying Exam, ratings will be averaged across committee members to determine a score for each question then the committee will determine a final ‘overall assessment’ of the Qualifying Exam: Pass with Distinction, Pass, Fail but allow the student to take the oral exam, or Fail and not be allowed to take the oral exam.

D. Second year paper

A second year paper will need to be submitted and presented at the beginning of the third academic year. The paper should be an original research project initiated by the student in which the student serves as lead author. The paper can be empirical or conceptual, however empirical papers are encouraged. The paper should be of sufficient quality to submit to a conference and eventually a journal. Writing and presenting the second year paper is intended to help OB students enhance skills in developing their research and communicating this research to others. All OB Area faculty and doctoral students will be asked to attend the presentation. Other faculty and doctoral students in the Management Department will also be invited to attend.

DISSERTATION PROCESS

Dissertation Proposal. A dissertation committee chair must be determined within three months of passing the Qualifying Exam. Based on guidance from the chair, a dissertation committee must then be determined within five months of passing the Qualifying Exam. This committee should consist of the chair plus three other faculty members one of whom must be an ‘external’ member. An external member can be any full-time tenured or tenure-track faculty from a different emphasis area (e.g., Strategy), department (e.g., Psychology), or university as deemed appropriate by the committee chair. All members must be on the dissertation committee at least thirty days prior to the proposal defense. The proposal should be shared with committee members at least fourteen days prior to the defense.

The proposal should be no fewer than fifteen pages double-spaced with margins (not including exhibits, tables, title pages, or bibliography) and must include:

- 1) relevant background and review
- 2) how the project contributes to extant theory and research in the area
- 3) hypotheses
- 4) research design – including a description of any scales or other measures that will be used
- 5) proposed subject pool
- 6) timeline for completion of the research.
- 7) a reasonably comprehensive bibliography

When necessary, the committee may require the student to present a more elaborate proposal. For example, if the committee is not intimately familiar with the student’s chosen dissertation topic, they may require the student to write a full introduction and review chapter to better evaluate the positioning and contribution of the research within the area.

Students who have passed their Qualifying Exam are expected to have an approved dissertation proposal between the end of the third year and the end of the first semester of the fourth year. Upon approval of the dissertation proposal, students will then need to submit their study to the University of Miami Human Subjects Research Office (HSRO) for approval before collecting data. Even when all coursework is completed, students are required to maintain residency in Miami and continue their RA/TA assistantship work while completing their dissertation. While working on dissertation research students will register for MGT 730.

Dissertation Defense. Students are encouraged to actively seek guidance and input from their committee throughout the dissertation process. Only through this collaboration can a student produce a high quality dissertation that reflects the collective guidance of the members and is acceptable to the committee. Once this process is complete and the dissertation is completely written, an oral defense must be scheduled. The committee may conditionally pass a student, which typically requires some alterations to the dissertation before an unconditional pass is awarded. All alterations must be completed within 30 days of the dissertation defense. After reviewing these alterations, the committee may change the grade to an unconditional pass. Upon unconditionally passing the oral defense, the student has sufficiently completed the program!

CONFERENCE PARTICIPATION

Students within the Organizational Behavior area are strongly encouraged to participate in conferences by presenting research, organizing symposia, attending doctoral consortia, and taking advantage of networking opportunities. Ideally students will present at a national conference no later than their third year – which usually means submitting a paper during the second year of the program. The main conference attended by faculty in the area is the Academy of Management conference (AOM) held in August of each year. In addition to this conference students are also encouraged to attend other conferences as appropriate such as SIOP (Society for Industrial/Organizational Psychology), SMA (Southern Management Association), or other specialty conferences.

At the AOM conference, doctoral consortia are offered that are appropriate for students as they progress through the program. For example, new students often attend the New Student Doctoral Consortium and Doctoral Candidates often attend the OB Doctoral Student Consortium (hosted by the OB Division of AOM). A similar consortium is also offered by the Conflict Management Division and Managerial and Organizational Cognition Division every other year.

All conference submissions must be pre-approved by the faculty advisor, even if the faculty advisor is not a coauthor. All conference travel, using the conference money allocated as part of the fellowship, must also be approved by the faculty advisor.

JOURNAL SUBMISSIONS

We would like students to have two accepted publications by the time they are on the job market. Students should endeavor to submit papers to journals as soon as possible but we particularly hope that at least one paper is submitted to a journal by the end of the third year. Because of the lag time in journal feedback, students must allow sufficient time to publish before graduation.

OPTIONAL FIFTH YEAR

If students do not finish program requirements within four years, a fifth year may be necessary to complete the program. Although the fellowship expires after four years, students may apply for fifth year funding. The Business School policy for 5th year financial support appears in Appendix C. Please note that fifth year support is *not* “automatic” and, even if approved, entails a teaching requirement (see point 1 in Appendix C).

PHD STUDENT PERFORMANCE EXPECTATIONS CONTRACT

Many of the performance expectations described in this document are summarized in the PhD Student Performance Expectations Contract in Appendix D. Upon entering the program all students *are asked to review and sign this contract and submit a copy to their advisor*. The advisor will also forward a copy to the OB Area PhD program coordinator. All parties are requested to keep a copy for their records.

ANNUAL REVIEW PROCEDURES

At the end of each school year (i.e., in May after final grades are released), students will receive an annual review from their advisor. There are two steps to this process. First, students must fill out a yearly Progress Report (see Appendix E) and submit this form to their advisor. After receiving this information, the advisor will then fill out the 'Doctoral Student/Candidate Annual Performance Feedback' form (Appendix F). Once the performance review form is completed the advisor will schedule a feedback meeting with the student. At this time the advisor will give the student verbal as well as written feedback (i.e., a copy of this form). At the end of the first year, the performance feedback meeting will usually be scheduled to coincide with feedback on the first year exam. Advisors may share information on either of these forms with other faculty as deemed necessary.

The advisor should also provide copies of the Progress Report as well as the Annual Performance Feedback form to the OB Area PhD Program Coordinator. All parties are requested to keep a copy for their records.

APPENDIX A

Example of Course Progression during the Doctoral Program

<p>YEAR 1 (8 courses, 24 credits)</p> <p>1. MGT656: Survey of Organizational Behavior (Fall)</p>	<p>5. MGT 655: Research Methods (Spring)</p>
<p>2. EPS700 Quantitative Methods I: Introductory Statistics (Fall)</p>	<p>6. EPS624: Essentials of Research</p>
<p>3. EPS701 Introduction to Research Methods (Fall)</p>	<p>7. EPS702: Quantitative Methods 2: General Linear Models</p>
<p>4. PSY625: Social Psychology (Fall)</p>	<p>8. EPS703: Applied Multivariate Statistics</p>
<p>YEAR 2 (6 courses, 18 credits)</p> <p>9. MGT688 :Individual and Interpersonal Processes (Fall)</p>	<p>12. MGT 692: Theories in Management and Organization OR MGT 694 : Seminar in Strategic Management (Spring)</p>
<p>10. EPS705: Measurement and Psychometric Theory OR EPS707 Item Response Theory (Fall)</p>	<p>13. MGT 689: Seminar in Leadership (Spring)</p>
<p>11. MGT 6XX – Seminar in Group Processes (new course) (Fall)</p>	<p>14. EPS708: Introduction to Structural Equation Modeling (Spring)</p>
<p>YEAR 3 – Fall (2 Courses, 6 credits)</p> <p>15. EPS709 Introduction to Multilevel Modeling (Fall)</p> <p>16. EPS710 Meta-Analytic Methods for Research Synthesis (Fall)</p>	<p>YEAR 3 - Spring</p> <p>Additional electives – Examples: PSY698, Structural Equation Modeling (intermediate); EPS714 Qualitative Research Methods; EPS715 Case Studies and Grounded Theory; EPS716 Interviews and Content Analysis; courses in MAS or MTH as approved by advisor</p>
<p>YEAR 4</p> <p>Dissertation Research (≥ 12 credits; 6-9 hours each semester)</p> <p>MGT730: Doctoral Dissertation Research</p>	

APPENDIX B
Qualifying Exam Procedures
Organizational Behavior Area

Comprehensive Examination Procedures for the Ph.D. Degree

Ph.D. students in the Organizational Behavior Area must successfully complete a Ph.D. Qualifying Examination before they can be admitted to candidacy and be allowed to propose, write, and defend a doctoral dissertation. The OB Area's Qualifying Examination is comprised of two parts, a written portion and an oral portion. The written portion must be completed before the oral portion may be taken. Qualifying Examinations are to be scheduled for dates, times, and locations which are mutually acceptable to the student and faculty involved.

The purpose of the Qualifying Examination is to test the student's knowledge concerning the breadth and depth of the field of Organizational Behavior, in general, as well as the student's chosen emphasis area and to assess the student's potential to function effectively as an independent professional. The examination will therefore focus upon both factual knowledge and the skills necessary to analyze, synthesize, and integrate existing theoretical and empirical research, and to plan, develop, and conduct original theoretical and empirical research. Questions may be in substantive, theory construction, statistical, or methodological domains but shall be of sufficiently broad scope to allow the formulation of answers from more than one source and/or from more than one perspective. The oral portion of the examination will normally include questions that follow up upon and probe answers given on the written portion of the examination; it may extend into new areas not examined on the written examination but these should stay within the knowledge and skill boundaries which were delineated and communicated to the student as areas of responsibility.

Written Portion of the Comprehensive Examination

1. Eligibility

Ph.D. students within the Organizational Behavior Area shall be eligible to sit for the written portion of the Qualifying Examination when the Chair of their Qualifying Exam Committee has certified in writing, with concurrence of the Management Department Doctoral Program Coordinator, that all required non-dissertation coursework for the Ph.D. has been completed with a minimum overall grade point average of 3.0, no incompletes, and no grades of "C" or less (grades of "C" or less are permissible only in non-required courses).

2. Development

Each student's examination is to be developed by his/her Qualifying Exam Committee, using collegial processes and following a testing plan which has been communicated to the student for study and preparation purposes. The entire Qualifying Exam Committee is allowed to propose questions and make recommendations with respect to the final content of the examination. However, in the event of disagreement or a failure to reach consensus, the Chair of the

Committee has final authority with respect to the format of the examination and the inclusion or exclusion of any specific question(s).

3. Notification to student of general format and content

The Chair of the student's Qualifying Exam Committee shall notify the student of the general content and format of the planned written comprehensive examination as early in the process as possible, preferably at least two months in advance of the examination date. Included in the information conveyed should be the number of questions to be asked, the number which are required to be answered, and the general areas or domains from which the questions will be drawn.

4. Administration

All written Qualifying Examinations are to be administered by the Organizational Behavior Area Doctoral Program Coordinator, or by his/her designated representative(s), and should be delivered to the Coordinator at least one calendar week prior to the scheduled examination date.

The first written portion of the Qualifying Examination shall be a one-day, closed-book examination, with students prohibited from consulting with any person or employing any material which is not expressly and explicitly permitted in the examination instructions. The closed-book portion is to be broken into two parts, a morning and an afternoon session, running 4 hours each with an hour break in between. Students should normally be given some choice of questions to answer but may be required to answer a set of standard or "core" questions. The second written portion shall be a take-home exam due within one week. For the take-home portion, the student shall be allowed to consult any non-human resource for the formulation of his or her responses.

5. Scoring

Each question will be evaluated by each member of the Qualifying Examination Committee separately, and assigned a score as follows:

- 1 = Low Fail
- 2 = Fail
- 3 = High Fail
- 4 = Low Pass
- 5 = Pass
- 6 = High Pass

The scores and written commentaries (if any) of all Committee members will be collected by the Chair of the Qualifying Exam Committee, tabulated, and averaged by question. The numeric results will then be communicated to the Committee and a meeting held at which time a final grade for each question, and for the written examination overall, shall be determined. The numeric grade on the examination is to be computed as the average of the question grades, unless differential weights have been agreed upon by the Committee and communicated to the student

prior to the start of the examination. Finally, the committee will determine a final 'overall assessment' of the written portion of the Qualifying Exam: Pass with Distinction, Pass, Fail but allow the student to take the oral exam (with the expectation that the student may pass the exam overall by excelling on the oral portion), or Fail and not be allowed to take the oral exam.

All members of the Qualifying Exam Committee are to sign a form indicating (a) the overall grade assigned, (b) whether the student should be allowed the opportunity to take the written examination a second time (if pertinent), and (c) whether or not they concur with the majority opinions in (a) and (b) above. (In the event that no majority assessment(s) exist(s), the evaluation(s) of the Qualifying Exam Committee Chair shall prevail.) The form is available at the end of this document. The chair should provide a copy of this form to the OB Area program coordinator. Both parties should retain a copy for their records.

To safeguard the integrity of the Qualifying Examination process, no grade on any portion of the written, oral, or combined examination may be made contingent upon any other factors, such as the completion of additional course work, examinations, or the preparation of extra papers. Furthermore, students receiving an overall grade of "Fail and not be allowed to take the oral exam" on their first sitting for the written portion of the Qualifying Examination shall be given a new and complete second administration should they be allowed to sit a second time (i.e., retakes are to entail entirely new examinations, rather than selected questions from a previously failed examination).

6. Feedback to student

Students will be informed of the overall results of their written qualifying examinations as soon as possible and within no more than twenty calendar days of its administration. Should the student receive an overall grade of "Fail and not be allowed to take the oral exam," the student's Qualifying Exam Committee Chair shall discuss the examination results with the student and suggest a suitable course of action which is consistent with the Committee's decision about allowing the student to sit for the written examination a second time. Should the student receive an overall grade of "Fail but allow the student to take the oral exam" or higher, specific aspects of written examination performance may be discussed or reviewed with the student prior to the oral portion of the Qualifying Examination, at the discretion of the Qualifying Exam Committee.

7. Re-examination and appeals

Students receiving a grade of "Fail and not be allowed to take the oral exam" on the overall written Qualifying Examination may be allowed to sit for an entirely new second examination, at the discretion of the student's Qualifying Examination Committee. Students shall be allowed to take the written qualifying examination a maximum of two times, and the second sitting should, again, be at a time convenient to both student and the committee. Note that the second sitting should also correspond to a time frame not shorter than three months from the first sitting and deemed appropriate by the Chair as enabling further remedial or other preparatory work as necessary to prepare for the second sitting.

Students wishing to appeal the decision of their Committee are to petition the Department Chair in writing, requesting a review of their examination process and results and indicating the basis for such an appeal. The Department Chair or his/her designated representative(s) shall investigate the appeal and issue a final judgment which shall be binding on the student and on the Qualifying Exam Committee.

Oral Portion of the Comprehensive Examination

1. Eligibility

Only students receiving an overall grade of "Fail but allow the student to take the oral exam" or higher on the written portion of the Qualifying Examination shall be eligible to take the oral portion of the examination.

2. Deadline

The oral portion of the Qualifying Examination should normally be taken within thirty calendar days of the written portion.

3. Administration

The oral examination portion shall be valid only if all members of the student's Qualifying Exam Committee are present at the examination or if only one member is absent and the absent member (a) agrees to have the examination conducted in his or her absence, (b) provides the Committee Chair with a list of questions to be asked on his or her behalf during the oral examination, and (c) gives the Committee Chair his or her proxy to vote in his or her place on the student's oral examination performance.

The oral portion of the comprehensive examination is to be of no less than one and of no more than three hours in duration and is to be moderated by the Chair of the Qualifying Exam Committee using collegial processes. Faculty members not on the student's Committee are permitted to attend the oral portion of the Qualifying Examination and to ask questions as time and circumstances permit (as determined by the Chair of the Committee); however, nonmembers are not permitted to vote. Other doctoral students are also allowed to attend the oral examination but they are not permitted to ask questions.

4. Scoring

An overall grade for the oral portion of the comprehensive examination shall be determined by discussion and vote of the student's Committee, using the same categories as employed on the written portion (i.e., high pass to low fail). Then, the Supervisory Committee shall determine an overall grade for the combined written and oral portions of the Qualifying Examination, using the following categories:

Pass with Distinction

Pass

Fail

All members of the Qualifying Exam Committee are to sign a form indicating (a) the oral grade assigned, (b) the combined grade assigned, (c) whether the student should be allowed the opportunity to take the oral examination a second time (if pertinent), and (d) whether or not they concur with the majority opinions in (a) through (c) above. (In the event that no majority assessment(s) exist(s), the evaluation(s) of the Committee Chair shall prevail.) The form is available at the end of this document. The Chair should provide a copy of this form to the OB Area program coordinator. Both parties should retain a copy for their records.

5. Feedback to student

The Chair of the student's Qualifying Exam Committee shall immediately inform the student of the results of his/her oral and combined Qualifying Examination.

6. Re-examination and appeals

If a student fails the oral or the overall examination, the Committee may (a) terminate the student from the program, (b) allow the student to retake the oral portion a second time, or (c) require the student to retake both the written and oral portions of the examination if a "Fail but allow the student to take the oral exam" was earned on the written examination. Students shall be allowed to take the oral portion of the examination a maximum of two times. However, the second oral examination may be postponed to the extent that remedial or other preparatory work is specified by the Qualifying Exam Committee.

Students wishing to appeal the decision of their Committee are to petition the Department Chair in writing, requesting a review of their oral and/or combined examination results and indicating the basis for such an appeal. The Department Chair or his/her designated representative(s) shall then investigate the appeal and issue a final judgment which shall be binding on the student and on the Qualifying Exam Committee.

**WRITTEN QUALIFYING EXAMINATION
OFFICIAL FEEDBACK FORM
ORGANIZATIONAL BEHAVIOR AREA**

Qualifying Examination Chair: _____

Committee Members: _____

1. Grade assigned to the Written Portion of the Qualifying Examination (circle one):

High pass Pass Low pass High fail Fail Low Fail

2. Overall grade assigned to the Written Portion of the Qualifying Examination (check one):

Pass with distinction
 Pass
 Fail but allow the student to take the oral
 Fail and not be allowed to take the oral

3. Each committee member – please indicate whether you agree with the majority opinions above (yes or no) and sign:

Yes No _____
Yes No _____
Yes No _____
Yes No _____

4. Qualifying Exam Chair summary conclusion of written portion:

**ORAL QUALIFYING EXAMINATION
OFFICIAL FEEDBACK FORM
ORGANIZATIONAL BEHAVIOR AREA**

Qualifying Examination Chair: _____

Committee Members: _____

1. Grade assigned to the Oral Portion of the Qualifying Examination (circle one):

High pass Pass Low pass High fail Fail Low Fail

2. Combined grade assigned to the Written and Oral Portions of the Qualifying Examination together (circle one):

Pass with distinction Pass Fail

3. If this student failed the overall exam, should they be allowed to retake one or both parts of the exam (circle one):

Yes both parts Yes one part (specify) _____ No

4. Each committee member – please indicate whether you agree with the majority opinions above (yes or no) and sign:

Yes No _____

Yes No _____

Yes No _____

Yes No _____

5. Qualifying Exam Chair overall summary conclusion:

APPENDIX C

Financial Support for PhD Students in Year 5 School of Business, University of Miami

Background

The current admission offer to incoming PhD-BUS and PhD-ECO students at the School of Business includes an annual stipend package that is guaranteed for four years, subject to the students' maintaining good academic standing (B+ average and satisfactory progress towards completing their PhD). The offer letter does not guarantee financial support for a 5th year, but does suggest that such support may be available through some form of teaching and/or research assistantship. But there is no formal policy in place at the School regarding support for 5th-year PhD students.

PhD students in many schools are increasingly staying on for a 5th year to enhance their chances of having one or two articles accepted (or in advanced rounds of review) in leading journals before they go on the job market. For instance, most of the assistant-professor candidates we invited to campus last year were in the 5th year of their PhD programs and had at least one A-level publication. Placing our graduating students in strong, research-oriented schools—a major objective of our PhD program—would necessitate at least some (if not most) of our students spending a 5th year in the program. This brings up the issue of what financial support we could/should offer and guidelines for providing such support. On the one hand there are clearly budget constraints at the School that must be heeded. On the other hand, it is equally important to consider the potential negative consequences (to both the student and the School) of not providing any financial support in the crucial 5th year after having already made a substantial investment in the student during the first four years. The School's policy in this regard has to weigh and balance both sets of considerations.

The purpose of this document is to formalize the School's policy and procedures pertaining to financial support for 5th-year PhD students. The guidelines that follow are based on the consensus from School's PhD Committee's deliberations in this regard.

5th-Year Support Policy/Procedures

1. The amount of assistance will be limited to 3/4th of the annual stipend offered by the School during the first four years and will cover nine months (mid-August to mid-May). In return for this stipend 5th-year students will be required to teach one course for their departments for no extra pay.^{*} In addition they will be expected to continue providing research- and/or teaching-related assistance to departmental faculty.
2. The one-course teaching requirement may be fulfilled sooner by having a student teach a course in the 3rd or 4th year for no extra pay if (a) no suitable course is likely to be available for the student to teach during the 5th year and/or (b) fulfilling the teaching requirement sooner would benefit the student and the department. In either case, the

student's major advisor should discuss this in advance with the department chair and send a note to the PhD Director indicating that the student is fulfilling the teaching requirement early.

3. Students seeking financial assistance during the summer of their 5th year (i.e., support for another three months) would have to (a) teach a summer course (if one is available to teach) or (b) try to obtain some form of research funding (e.g., through their advisors' research grants or DART accounts). Alternatively, they could try to obtain summer support from the schools that hired them.
4. Support for the students' health insurance coverage during the 5th year should be continued at the same level as in preceding years.
5. If requested in advance from and approved by the PhD office, some or all travel expenses for attending one major job-market conference during the 5th year may be reimbursed.
6. The students' major advisors should prepare a brief memo to the PhD Director, requesting 5th-year support, summarizing the students' progress to date, and justifying why they deserve support for a 5th year. In particular, the memo should articulate how/why spending a 5th year in the program would enhance the students' credentials. Support will not be provided if the 5th year is intended as a "make up" year to correct deficiencies from previous years. Requests will be reviewed by the PhD Director in consultation with the SBA PhD committee. In other words, 5th-year support would not be "automatic."

*PhD students have to meet certain requirements to be able to teach courses; details are available at:

https://www6.miami.edu/planning-research/TA_Credentials_and_Evaluation_Form.pdf

APPENDIX D

Ph.D. Student Performance Expectations

Organizational Behavior Area

Adopted May 20, 2011

Upon starting the program, please read and sign this document and submit to your advisor.

I understand that, as a doctoral student, certain behaviors and outcomes are expected from me throughout my program, including:

1. Working towards obtaining a tenure-track faculty job in a research-oriented university that is endorsed by my faculty advisor.
2. Following the guidance of my advisor in taking classes and doing research; investing my time and effort only in research that my advisor approves.
3. Working on research, teaching, and service activities with my advisor and UM faculty; working with people from other institutions only as approved by my advisor.
4. Completing all requirements as generally expected for successful completion of the Ph.D. program. For example, obtaining satisfactory grades in all classes.
5. Fully completing all assigned tasks, being on-time, careful, and conscientious. As part of the program, working 15 hours per week on activities that are assigned by my faculty advisor(s). Assigned tasks may vary significantly and include assisting an advisor, other faculty, or the department in terms of research, teaching, and/or service. Such tasks may include such things as data entry and analysis; grading and course management; proctoring exams; creating and/or distributing surveys; gathering materials from the library, internet, etc.; collecting and photocopying articles and/or book chapters; and other duties and responsibilities, as determined and assigned by my advisor.
6. Showing good professional citizenship; respecting and adhering to the social norms established in the department and academia. In particular, being friendly, collegial, and polite to faculty, staff, and student colleagues; working on developing good interpersonal skills and relationships with others; attending faculty meetings (as invited), research presentations, and other professional events; reading and commenting on colleagues' papers and research presentations.
7. Attending and participating in professional conferences (such as the Academy of management), as directed and approved by my faculty advisor.
8. Reporting my progress in my studies and research periodically (at least once a week) to my advisor. Being fully honest -- telling my advisor about work related issues and personal issues that affect my work.

9. Going through my advisor when making requests for resources, financial support, or assistance.

10. Obtaining the consent and approval of my advisor before undertaking extended absences (3 or more days) from the university (including summer travel).

11. If English is a second language, devoting sufficient time and energy to improving my language skills so that I can read, write, hear, and understand English at an advanced level. Enrolling in English writing and speech classes to improve my language skills, as determined by my advisor.

I further understand that if my advisor feels I have not met these expectations and/or feels that my performance is less than that expected of a doctoral student, I will be dismissed from the program.

Signature

Date

APPENDIX E

Progress Report for PhD Students

Students should complete this form at the end of each school year (i.e., after grades are made available in May) and submit a copy to their advisor.

Answer the questions below. Short answers are fine, but try to give an accurate picture of what was achieved or of what is planned. The first six questions relate only to the last 12 months. Answers to questions 8-10 are non-binding—you are stating your plans.

NOTE: As you significantly pass certain milestones, certain questions may no longer be relevant and, if so, you do not need to answer them (e.g., If you are in your fourth year and finished your coursework in your second year, you certainly don't need to answer Q4!).

1. Description of the research done:
2. List of papers in progress or completed:
3. List of conferences attended; list talk/presentation title if any:
4. Courses taken this past school year:
5. Total number of credits earned in program:
6. Courses taught (as main instructor; **satisfies the teaching requirement**):
7. Courses assisted (as teaching assistant; **does not satisfy the teaching requirement**):
8. Research directions for the next 12 months:
9. Estimated or actual dissertation proposal date (month/year):
10. Estimated graduation date (month/year):
11. If you have not met your teaching requirement for graduation, indicate when you plan to do so. If you have met your teaching requirement for graduation, explain how. *Please include the course number, section and title.*

APPENDIX F

DOCTORAL STUDENT/CANDIDATE ANNUAL PERFORMANCE FEEDBACK ORGANIZATIONAL BEHAVIOR AREA

Faculty advisors should offer each student written feedback, using this form, at the end of each school year. If any student does not ‘meet expectations’ on any of the below criteria, a plan should be created to develop their skills in that area. If a student has deficient performance across these areas, this may be reason to ask the student to leave the program.

Please check the appropriate rating and offer comments for any rating below ‘meets expectations.’

1. Course loads: Is the student taking a sufficient number of credit hours per semester? Is the student on track to complete ‘required courses’ as noted in the policies and procedures document?

- Exceeds expectations
- Meets expectations
- Some concern
- Below expectations

Comments:

2. Course performance: Is the student getting good grades? Is the student finishing courses they are registered for (i.e., not taking incompletes)?

- Exceeds expectations
- Meets expectations
- Some concern
- Below expectations

Comments:

3. RA/TA Assistantship: Is the student fulfilling duties accurately? Meeting deadlines?
Responding to faculty correspondence in a timely manner?

- Exceeds expectations
- Meets expectations
- Some concern
- Below expectations

Comments:

4. Departmental citizenship: Does the student attend the seminar series? Job talk presentations?
Other relevant department functions? Has the student presented in the seminar series?

- Exceeds expectations
- Meets expectations
- Some concern
- Below expectations

Comments:

5. Oral and written communication skills: Are the student's academic writing skills progressing as they should? Is the student able to convey their research ideas easily through conversation? Is the student proficient in the English language – enough to teach in the classroom?

- Exceeds expectations
- Meets expectations
- Some concern
- Below expectations

Comments:

6. Research activity: Is the student proactively engaging in an appropriate amount of research activity? Is the student making sufficient progress in submitting papers to conferences and for journals (depending on stage in the program)?

_____ Exceeds expectations

_____ Meets expectations

_____ Some concern

_____ Below expectations

Comments:

7. Other: Are there other aspects of the student's functioning that warrant evaluation or commentary? What are these aspects and what feedback seems most appropriate?

APPENDIX G
Department of Management
Ph.D. Candidate Teaching Policies and Procedures
Adopted September 9, 2015

Upon passing your qualifying exam, please read and sign this document and submit to your advisor.

Taking on a teaching assignment for the Department of Management is a significant responsibility. At the University of Miami School of Business, instructors teaching Management courses often receive some of the highest teaching ratings in the school. Anyone teaching courses for the department is expected to deliver a high quality course experience. Managing a course appropriately entails adhering to certain policies of the department.

This document is intended to familiarize you with norms and requirements within the Department of Management in terms of teaching. You are expected to read these policies and sign the document indicating your commitment to following them.

1. On your syllabus please include information related to the following university policies: 1) academic integrity, 2) accessibility resources, and 3) religious holidays.
2. During and after your course be sure to collect and compile any information necessary for AACSB reporting purposes. Please consult with your advisor to see if your course is a 'tracking course' and what is required.
3. Do not let students leave early from class on a regular basis. If your class is scheduled to meet from 6:25 – 9:05PM, then students should be dismissed at 9:05PM. Sometimes course material planned for the day does not take as long as expected. A good practice is to plan additional exercises or examples to use in case you have 'extra time' towards the end of class.
4. If you need to miss a class you are scheduled to teach, you have a few options for how to handle this. First, please know that missing class is discouraged in general, but is necessary sometimes for reasons such as 1) professional conferences, 2) job talks, 3) illness, or 4) family emergency.
 - a. The preferred way to handle a missed class is to schedule someone else to cover the class for you. Consult with your advisor to deem who would be appropriate to ask. In general, you could ask another faculty member who teaches the same course or another doctoral student with expertise in that subject area.
 - b. If you are not able to find someone else to cover the class, then you can reschedule the class. For example, if your class meets on Tuesdays and Thursdays, you may be able to find an available room on a Friday afternoon to hold a 'make-up' class. That said, rescheduling is not ideal since many students often cannot attend at a different time (which is why getting someone else to cover the course is the preferred option).
 - c. Keep in mind that if you cancel multiple classes, then you run the risk of your course not meeting the course hour requirements.

This list is certainly not exhaustive but is meant to help you be aware of key issues. You are encouraged to consult with your advisor and other faculty members for advice on general teaching practices and etiquette within the school!!

By signing below, you indicate that you have read and understood these teaching policies and are committed to adhering to them.

Signature

Date

APPENDIX H
Department of Management
Office Space Allocation for Ph.D. Students – General Guidelines
Adopted September 13, 2015

Given that the Department of Management has limited office space that must be allocated among many Ph.D. students and candidates, these guidelines are intended to inform such decisions made by the Department Chair. The goal is to allocate offices in a way that maximally benefits both the department and the students (win-win!). The primary consideration is supporting students who are teaching classes or will teach in the following semester. A secondary consideration is allocating based on seniority among the students (i.e., in order to manage perceptions of fairness). The department should also endeavor to not disrupt students in their final (fourth and fifth) years by requiring them to move offices.

1. When new and desirable office space becomes available, that may be allocated to PhD students, first preference should be to students who are teaching or about to start teaching in the following semester. Having better office space allows the PhD students who are teaching to meet with their students in a location that is comfortable, convenient, private, and signals credibility.

Once a student has been allocated office space, every effort should be made to keep this senior student in that office (even if they are not teaching). Dislodging students from offices may engender negative feelings and be disruptive to the students' productivity. Also, students who teach in their third year will often teach in subsequent years for financial reasons (which again would necessitate an office). The dislodging consideration, however, does not apply to students who are in their sixth year or beyond and are not teaching. For students who are in their sixth year or beyond and are not teaching, their offices may be allocated to more junior students who are about to begin teaching.

2. If office space is available, but no students are scheduled to teach in the following semester, then the office should be allocated based on seniority (how long the student has been in the program). The exception is in cases where a student may have seniority (in terms of tenure) over another student but not be progressing appropriately in the program. For example, if one student is in the beginning of her fourth year but has NOT passed the qualifying exam, then preference for the office should be given to a third year student who has passed the qualifying exam.

3. If students are of equal tenure, then the decision should be based on other responsibilities the students might have. For example, if a student is helping a faculty member with a special project or is conducting interviews, then this might merit allocating the office to this student.

4. If no such responsibilities differentiate the students of equal tenure, then the merit of these students should be compared (i.e., their relative accomplishments). If one student has more academic publications or presentations than the other, then the more accomplished student should be allocated the office.