Last updated April 1, 2024

Ph.D. Program
Policies and Procedures for the Organizational Behavior Concentration
Miami Herbert Business School

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. For training purposes, students within the Organizational Behavior area are required to teach one section of MGT 304 (the undergraduate course in Organizational Behavior) within the third, fourth, or fifth year of their doctoral program. While the training section is not compensated, additional teaching beyond the training section will be compensated (in addition to the fellowship stipend) at a standard per-section rate as determined by the Miami Herbert Business School PhD Program Director. (See P.17 for additional details.) 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.

PhD students have to meet certain requirements to be able to teach courses. International students are required to pass the SPEAK test prior to their teaching assignment. More information on the SPEAK test may be found here:
http://www.miami.edu/dcie/index.php/dcie/ita/speak/

Additional requirements for TAs are outlined in the Graduate School's Academic Policies at http://bulletin.miami.edu/graduate-academic-programs/graduate-school/academic-policies/. PhD students are also required to attend Teaching Workshops provided by the Miami Herbert Business School.

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. Please note that course offerings may change based on departmental course schedule logistics. 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* Individual and Interpersonal Processes
MGT 689* 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 when offered. Please note that course offerings may change based on departmental course schedule logistics. Also, some of these courses are offered during the summer term.

EPS700 Quantitative Methods 1
EPS701 Research Methods
EPS702 Quantitative Methods 2
EPS703 Multivariate Statistics
EPS704 01 Computer Applications using R and SAS
EPS704 02 Computer Applications using Python
EPS705 Psychometric Theory
EPS708 Structural Equation Modeling (SEM)
EPS709 Multilevel HLM
EPS710 Meta-Analysis

EPS714 Qualitative Analysis 1
EPS715 Qualitative Analysis 2

ELECTIVE COURSES

Additional electives in Management Science (MAS), Mathematics (MTH), Psychology (PSY) and/or Sociology (SOC) may be taken with approval from the student's advisor and the department/professor offering the courses.

EVALUATION AND QUALIFYING EXAMS

First- and Second-Year Qualifying Examinations. The mission of the Ph.D. program is to train students to be academic scholars and to place them at research-intensive universities. To achieve this goal, students are trained to conduct academic research and write research papers aimed at publishing in top research journals. To test whether students are making reasonable progress towards achieving this goal, students will be required to write an academic paper each year in their first and second years and present them to the faculty of the management department. At least one of these two papers has to be an empirical paper. Both papers will be written under the supervision of a specific faculty member, but the faculty member does not have to be the same for both papers.

First-Year Project. Students in their first year may have difficulty coming up with an original idea that has the potential to be published in a top-tier journal. Therefore, the first-year paper does not have to be based on an original idea of the student. Instead, the idea could be based on the work of a supervising faculty member who chooses to involve the student in an ongoing or a new research project. However, the student is expected to contribute significantly to this project. The level of what would be considered a sufficient contribution to the project will be determined by the supervising faculty. If the supervising faculty determines that the student did not contribute sufficiently to the project, the student will not be able to present this specific project to the management faculty as the qualifying first year paper. In general, the student has to be involved in more than just entering or coding data (for example). To qualify for the first-year paper, the student's contribution to the project must warrant authorship. Students may choose to work with more than one faculty on a research project for the first-year paper.

Students will present their first-year research to the faculty and other graduate students in the fall of their second year. They will present the entire project, including theory, methodology, analysis, results, and discussion. They will also turn in two documents: First, they will write a 2–3-page synopsis of the project that includes the nature of their contribution to the literature. Second, they will submit a 5-page writing sample, which constitutes the student's original work. This writing sample will be a portion of the paper based on this project; it may be a section of the introduction, development of the hypotheses, description of the methods, report of the results, or a portion of the discussion. Although this writing sample is the student's original work, supervising faculty will advise and approve the document before submission to the faculty review team.

Second-Year Project. The second-year paper must be led by the student and the student is expected to play a central role in the project. The exact nature of each student's leadership on the second-year project will vary based on their interests and faculty mentoring. Leadership may involve project management, lead authorship, or a substantial role in idea development, design, writing, and analysis. The second-year paper may be the student's own research, conducted under supervision of the faculty advisor, or it may be a faculty generated research project, in which the student takes some kind of a leadership role.

As is the case in most academic papers, the student may have one or more collaborators on the paper, but the manuscript submitted to meet the second-year project requirement must be written wholly by the student. In order to qualify, the second-year paper (the manuscript itself) must be the student's original work, conducted under the guidance of the faculty advisor. Any manuscript submitted for publication (not a requirement of this project), may be written by any or all of the coauthors. Thus, since this paper is written solely by the student, it is often a first draft and may look quite different from what is ultimately submitted to a journal. Students are <u>not</u> evaluated based on whether their second-year project is ready for submission; in fact, it would be RARE that a coauthored manuscript submission would be written by only one person. The second-year paper manuscript must have an abstract, introduction, literature review, and hypotheses section. If the paper is a theoretical paper, it will have a well-developed model and propositions section. If the paper is empirical, it will have a well-developed method section. Empirical papers will include a results section with at least preliminary analysis. The paper will have a well-developed discussion section. The paper, including references, must conform to the style guide of the journal for which it is intended. The paper will contain tables and figures, as appropriate. When submitting the second-year paper for evaluation, students will include a one-page cover sheet in which they describe the nature of the "leadership role" on the project; the paper and the cover sheet will be approved by the faculty advisor before submission. The advisor must verify that the paper was written wholly by the student.

Students will present their second-year project to the faculty and other graduate students in the fall of their third year. If students are involved in lengthy data collection for the second-year project, they may request an extension until the spring of their third year. In all cases, the second-year paper requirements must be met by the end of the students' third year.

Examination Committee. The presentation of the first- and second-year projects serves as formal examinations of students' progress in the Ph.D. program. The examination committee for the written portions of the first- and second-year projects will consist of two faculty members, with any faculty member co-authoring the papers recusing themselves. The other two faculty members will be chosen by the supervising faculty and the student. Each member of the examination committee will evaluate and rate the paper and provide the student with feedback.

At least three faculty members must attend the examination presentation to evaluate and score the students' performance on the presentation examination. These faculty members do not have to be the same faculty members that read the paper. After the presentation and within a week from the date of the presentation, the student will meet with the supervising faculty to receive feedback about the presentation.

Evaluation Criteria. Both first- and second-year papers will be graded on clarity of communication (writing technique, as well as content and flow), conformation with appropriate style guidelines, and completeness, as well as (for the second year only) on student's statement of contribution to the project. Based on these criteria each reader will give a grade of 1=fail, 2=marginal, 3=acceptable, 4=good, 5=excellent. The three observers of the presentation will grade the presentation based of the following criteria: clarity of communication, organization of presentation, handling questions and comments, mastery of the appropriate literature and methodology, and use of appropriate visual aids (e.g., slides, graphs, and tables). Based on these criteria evaluators will give a score of 1=fail, 2=marginal, 3=acceptable, 4=good, 5=excellent. The ratings scale points may take on a different meaning for the first- and second-year examinations, because what is acceptable in the first year, would quite likely be marginal or failing at the second year.

For the first-year examination, the combined score will consist of 2/3 of the average score for the presentation and 1/3 for the paper. For the second year, the weighting of the presentation and paper will be reversed (2/3 paper, 1/3 presentation). To pass, the combined grade for the paper and the presentation together will be 3. Students who do not pass the first-year paper will either be (a) expelled from the program, or (b) be put on probation and will work with their faculty advisor and the Ph.D. coordinator to develop a plan for improvement such that their second-year paper will show marked improvement. Students who do not pass the second-year paper are generally expelled from the program, even if they successfully passed the first-year examination.

A combined score of 3, based on 50% of the first-year examination and 50% of the second-year examination scores, will be required for students to pass their qualifying examination.

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 Miami Herbert 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*

YEAR 1 (8 courses, 24 credits) 1. MGT655: Research Methods (Fall)	5. MGT 656: Seminar in Organizational Behavior (Spring)
2. MGT692: Theories in Management and Organization (Fall)	6. EPS702: Quantitative Methods 2 (Spring)
3. EPS700: Quantitative Methods or EPS701: Research Methods (Fall)	7. MGT694: Seminar in Strategic Management (Spring)
4. BTE694 – Phenomenon-Driven Theory Development (Fall)	8. EPS710: Meta-analysis (Spring)
YEAR 2 (6 courses, 18 credits) 9. MGT688: Individual and Interpersonal Processes (Fall)	12. MGT689: Seminar in Leadership and Group Processes (Spring)
10. EPS:705: Measurement and Psychometric Theory (Fall)	13. EPS702: Quantitative Methods 2 (Spring) or Item Response Theory (EPS707)
11. EPS708: Structural Equation Modeling (Fall)	14. EPS709: Multilevel HLM (Spring)
YEAR 3 – Summer/Fall (1 course, 3 credits) 15. EPS703: Multivariate Analysis (Summer), EPS704: Computer applications using R and SAS (Summer) 16. EPS714: Qualitative Research Methods 1 (Fall), EPS715: Qualitative Research Methods 2 (Fall) or Additional elective	***YEAR 3 - Spring (1 Course, 3 credits)*** 17. Additional electives – courses in other areas in Business, EPS, PSY, MAS, MTH and/or SOC as approved by advisor and Ph.D. coordinator (Spring)
YEAR 4 **Dissertation Research (12 credits; 1-3 credit hours each semester)*** **MGT830: Doctoral Dissertation Research**	

*Notes: The total number of credit hours funded by the Ph.D. program is 60. Courses may be offered in different terms due to department scheduling logistics.

APPENDIX B
Evaluation and Qualifying Exam Forms

FIRST YEAR EXAMINATION
FEEDBACK FORM
ORGANIZATIONAL BEHAVIOR AREA

Qualifying Examination Chair: ______________________________

Committee Members: ___________________________ ___________________________

___________________________ ___________________________

Rating Criteria:

Clarity of Communication (writing technique, as well as content and flow
Conformation and Appropriate Style Guidelines
Completeness

Rating Scale:

1=Fail
2=Marginal
3=Acceptable
4-Good
5=Excellent

Committee Member Name	Presentation Rating	Paper Rating
Average		

Combined Score (2/3 average score of presentation, 1/3 average score of paper)______

SECOND YEAR EXAMINATION
FEEDBACK FORM
ORGANIZATIONAL BEHAVIOR AREA

Qualifying Examination Chair: _______________________________

Committee Members: ____________________________ ____________________________

____________________________ ____________________________

Rating Criteria:
Clarity of Communication (writing technique, as well as content and flow
Conformation and Appropriate Style Guidelines
Completeness
Student Contribution to the Project: _____% (completed by faculty supervisor)

Rating Scale:

1=Fail
2=Marginal
3=Acceptable
4-Good
5=Excellent

Committee Member Name	Presentation Rating	Paper Rating
Average		

Combined Score (1/3 average score of presentation, 2/3 average score of paper)______

Summary Combined Score First and Second Year Exam:______

APPENDIX C

Financial Support for PhD Students in Year 5
Miami Herbert Business School

Background

The current admission offer to incoming PhD-BUS and PhD-ECO students at the Miami Herbert Business School 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 fifth-year support will be 3/4th of the annual stipend offered by the School during the first four years, corresponding to the nine-month academic calendar (mid-August through mid-May). To qualify for fifth-year support, students are required to teach one training section of MGT 304, Introduction to Organizational Behavior. In addition, they will be expected to continue providing research- and/or teaching-related assistance to departmental faculty.

2. The training section requirement may be fulfilled during the 3rd or 4th year <u>if</u> (a) no suitable course is likely to be available for the student to teach during the 5th year <u>and/or</u> (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. The stipend will continue for up to 12 months of the fifth year. However, the last stipend payment will be based on the student's graduation month of the fifth year. Students seeking financial assistance during the summer of their 5^{th} 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 5^{th} 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 5^{th} year may be reimbursed.

6. The students' major advisors should prepare a brief memo to the PhD Director, requesting 5^{th}-year support, summarizing the students' progress to date, and justifying why they deserve support for a 5^{th} year. In particular, the memo should articulate how/why spending a 5^{th} year in the program would enhance the students' credentials. Support will <u>not</u> be provided if the 5^{th} 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 Miami Herbert Business School PhD committee. In other words, 5^{th}-year support would not be "automatic."

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!).

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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 <u>course number</u>, <u>section</u> and <u>title</u>.*

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 Miami Herbert Business School, 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 – 9:05 PM, then students should be dismissed at 9:05 PM. 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.