Organizational Science Graduate Student Handbook

October 1, 2012 (updated April 18, 2016 & April 24, 2017)

This handbook presents the most up-to-date authoritative information on the program and its requirements. Take the time to read this handbook in its entirety as you begin your graduate school career and keep it as a reference for the future. If the Handbook does not adequately answer your questions, see the program administrator or Director (Dr. Steven Rogelberg).

This Handbook is designed as a supplement to the general University Catalog. There is information in the general catalog of relevance to all graduate students at UNCC and you should familiarize yourself with that information. It is assumed that you have carefully read the most recent graduate catalog. It can be found here: http://www.uncc.edu/gradmiss/gs_catalog.html. Please pay very careful attention to the following 2 sections as they are not re-printed here but are extremely relevant to you:

- Academic Regulations and Degree Requirements
- University Regulation of Student Conduct

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Introduction

Organizational Science is an emerging interdisciplinary field of inquiry focusing on employee and organizational health, well-being, and effectiveness. Organizational Science is both a science and a practice. Enhanced understanding of work-related phenomena lead to applications and interventions that benefit the individual, work groups, the organization, the customer, the community, and the larger society in which the organization operates. Specific topics of study in Organizational Science include, but are not limited to: *Team Processes and Performance; Organizational Structure and Effectiveness; Selection, Testing, and Promotion; Leadership; Organizational Culture and Climate; Training and Development; Performance Evaluation; Workplace Health and Safety; Workplace Diversity; Employee Attitudes; Job Satisfaction and Turnover; Rewards and Recognition; Communication Effectiveness; Technology and Work; Employee Motivation and Participation; Employee Citizenship and Deviance; Work–Life Programs; Organizations and External Environment; Customer Service and Satisfaction; Organizational Behavior; Employee Recruitment and Socialization; Interorganizational Relations; and Organizational Change*. The discipline stems from (in alphabetical order): Human Resources Management, Industrial/Organizational Psychology, Organizational Behavior, Organizational Communication, Organizational Sociology and Social Psychology.

Our Mission

Our mission is to become national leaders in organizational science scholarship, to achieve excellence in organizational science doctoral education, and, through both, ultimately advance employee and organizational health, well-being, and effectiveness.

Scholarship

Our program aspires to produce high quality and high impact organizational science scholarship. In addition to significant contributions to one or more core disciplines by individual faculty members and research teams, we strive as a program to generate cutting-edge and highly important scholarship that takes advantage of our unique interdisciplinary nature. It is our belief that the interdisciplinary nature of our program will enhance faculty and student programs of research both within and across traditional disciplinary boundaries.

Doctoral Education

Our program aspires to be recognized nationally for its excellence in the training of future organizational scientists. We aspire for our students to achieve the following educational objectives:

- Acquire a comprehensive and integrated body of organizational science knowledge ranging from micro issues concerning employee selection and socialization to more macro issues concerning organizational structure and effectiveness.
- Demonstrate competence in synthesizing and transcending disciplinary perspectives to generate novel, useful, and robust understandings of organizational science phenomena.
- Demonstrate competence in planning, conducting, and evaluating Organizational Science research.
- Demonstrate competence in teaching, communicating, and disseminating organizational science knowledge to others in an effective and pedagogically appropriate manner.
- Demonstrate competence in collaborating with a diverse group of professionals, students, research participants, and consumers of organizational science services.
- Demonstrate competence in applying research in organizational science to practice leading to applications and interventions that benefit the individual, the organization, the customer, and the larger community in which the organization operates.

By meeting these objectives, graduates of the program will be prepared to assume leadership roles as organizational scholars, researchers, and educators in academic institutions and as practitioners and policy makers in a wide range of public and private settings. By doing so, our graduating doctoral students will be further promoting our core mission to advance employee and organizational health, well-being, and effectiveness.

Our Values

- Commitment to openness, honesty, forthrightness, and the highest standards of integrity and ethical professional behavior in all that we do.
- Maintain a professional, collegial, respectful, and inclusive community.
- Promote communication, cooperation, and collaborations between faculty members and between faculty members and students in this interdisciplinary program.
- Promote the application of Organizational Science scholarship and methods to the improvement of the world of work by providing high quality organizational science consulting and outreach efforts; internships; and promoting public awareness of the field of organizational science.
- Support organizational science students and faculty in their efforts to study, research, develop, apply, and teach the principles, findings, and methods of organizational science.
- Value all types of high quality research from various disciplines be it qualitative, quantitative, lab-based, field-based, micro in-orientation, macro in-orientation, very basic, or very applied.
- Maintain and foster our interdisciplinary foundation.
- Value and recognize the importance of the science/practice model in our student training and the variety of career paths it may support.
- Commitment to thoughtfulness, reflection, flexibility, and the rigorous scrutiny of ideas.

Created: June 19, 2007

I, _____, promise to exercise:

Respect for Others

Students will respect the dignity for others in the program as well as all other University members. Respect for others includes learning from differences between people, ideas, and opinions and avoiding any behaviors that may discriminate against others or cause them to feel unsafe.

Academic Integrity

Students will adhere to principles of integrity in all academic assignments and endeavors. Students should not participate in or tolerate academic dishonesty. Examples of academic dishonesty include but are not limited to falsification, plagiarism, and misrepresentation or deception. Furthermore, students should adhere to fundamental ethical principles and standards of the organizational science disciplines.

Personal and Social Responsibility

Students should demonstrate personal responsibility for their actions and refrain from irresponsible behaviors that would potentially harm the academic environment. Students should remain responsible for their own academic progress by seeking information and resources that foster learning. Students also have a social responsibility to support others in their academic goals and personal progress by being a source of information, comfort, and mutual respect.

As a student of the Organizational Science Doctoral Program, I pledge to uphold the program's Honor Code. I certify that I have read and that I understand the contents of this code. In addition, I promise to adhere to all UNCC guidelines, rules, and regulations.
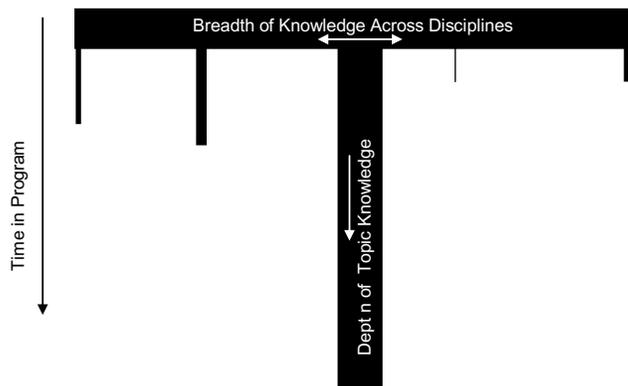
_____   _____
                    Signed   Date

_____   _____
           Director's Signature   Date

The Organizational Science "T" Model

Breadth of Knowledge Across Disciplines

Time in Program

Depth of Topic Knowledge

Key Tenets

1. Students understand and are open-minded to the breadth of Organizational Science knowledge and perspectives

2. Students navigate easily across disciplines and perspectives, make interconnections, seek transdisciplinary science and practice synergies where relevant, and can view micro, meso, and macro OS topics through many disciplinary lens simultaneously.

3. Students are not "jacks of all trades and disciplines". Depth across a key content area (or two) is essential to success.

4. Depth and breadth within and across OS is a life-long pursuit. Doctoral training is just the beginning of this journey.

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Overarching Key Notes

- For all consulting engagements, the student is not acting or identifying themselves as an agent or representative of UNC Charlotte of the Organizational Science program.
- A student cannot use any university resource (e.g., library, computer, email) for consulting engagements outside of OSC work.
- A student considering an OS-related consulting engagement should notify the OS director to ensure that there are no conflicts of interests in place.
- A student can engage in OS-related consulting only if the student has earned a terminal degree in an OS-related discipline.

Academic Year

- Full-time OS students with 20-hour assistantships cannot engage in any outside paid work.
  - o Any OS consulting related work must be run through OSCR.
- Full-time OS students with no or partial funding can engage in outside work (never to exceed 20 hours total including GA time).
  - o This can be an internship, OS-related consulting (if terminal degree received), and work outside of the OS domain.
- Students on full-time internship, and not on GA funding, are not restricted in the amount of hours worked outside.
- Part-time students without funding are not restricted in the amount of hours worked outside.

Summer

- Students can engage in any amount of outside work. Note first year students providing with program funding (to submit an application for external funding), can only work part time in addition to the program funding (10-20 hours depending on how much internal funding they are getting)

Degree Requirements	Overview

Organizational Science Doctoral Degree Completion Requirements

1. 77 hours (post baccalaureate) is required.

2. Graduate students must have a 3.0 GPA in the courses on their degree plan of study in order to graduate. More than two grades of C may result in termination from the program. More than three grades of C or one U will result in termination.
   a. University guidelines about termination and reinstatement can be found here: http://www.uncc.edu/gradmiss/Academic_Terminations_Appeal.html
      i. Note: program guidelines are more strict than Graduate School guidelines

3. Students who have taken graduate coursework but have not earned graduate degrees may transfer in up to six semester hours of coursework. Students who have earned master's degrees may transfer up to thirty semester hours.

4. Beyond the 30 hours that students with a Masters degree can transfer into the program, all coursework that will count toward the Ph.D. will be 6000-level or above. The majority of the coursework will be at the 8000 level.

5. Master's thesis or Independent Pre-Doctoral Research Project is required.

6. A qualifying exam is required. Failure to pass the qualifying examination after two attempts will result in termination from the Graduate Program.

7. A Dissertation is required.

8. An organizational science practicum is optional.

9. Each year a student will have a performance appraisal assessment.

10. A student may choose a disciplinary "emphasis" (e.g., an emphasis in Management, Sociology, Psychology or Communication Studies). An emphasis includes three discipline-specific courses. A disciplinary emphasis would provide an opportunity for a student to combine interdisciplinary training with a core disciplinary specialization. Students preparing for careers in academia may benefit most from having such an emphasis. Students may choose to not have an "emphasis" and instead take electives that span across all disciplines. Program director approval is needed in order to count a course toward an emphasis.

11. A student can consider co-enrolling in other MA programs at UNC Charlotte.

12. Students can take of a leave of absence. They are administered by the grad college rather than the program per se. No university or faculty resource can be used when a student is on a leave of absence.

13. Students must complete their degree, including dissertation, within eight years. Students who have fulfilled all course requirements and are no longer full time or on GA have one of two options:
    1. If they will be completing their Dissertation in a particular semester, that semester they can do 9999. But, that is basically because they are just finishing up. It is the semester they are graduating in assuming all goes as fully intended.
    2. Take 4 credits of dissertation a semester (this changes, so please consult the graduate college website).

PLEASE NOTE: It is the responsibility of the student to keep up with all forms, deadlines, etc. as required by the Graduate School for our program throughout one's graduate school career. The instructions, lists of forms, deadlines and other key dates can be obtained from the Graduate School website at www.graduateschool.uncc.edu/. These change frequently and are maintained by the Graduate School and thus they are the best source for students to go to for questions and information about requirements.

Degree Requirements	Courses

The curriculum has 3 major curricular components: (1) Core Organizational Science and Research, (2) Electives/Advanced Seminars, and (3) Dissertation

Core Organizational Science and Research (41 Credits)

OSCI 8000 Organizational Science Overview (3)
OSCI 8100 Organizational Science Lab (1-2)
OSCI 8610 Micro Organizational Science I (3)
OSCI 8611 Macro Organizational Science I (3)
OSCI 8620 Micro Organizational Science II (3)
OSCI 8621 Macro Organizational Science II (3)
OSCI 8001 Current Topics and Events in Organizational Science (1) (7 Required)
 Note: If OS overview does not include a lab, 8 credits will be required.
OSCI 8102 Research Methodologies in Behavioral Sciences
OSCI 8103 Research Design and Quantitative Methods II (3)
OSCI 8206 Qualitative Research Methods (3)
OSCI 8208 Advanced Qualitative Data Analysis (3)
OSCI 8948 Independent Pre-Doc Organizational Science Research Project I (3)
OSCI 8949 Independent Pre-Doc Organizational Science Research Project II (3)

Electives/Advanced Seminars (18 Credits)

Take 24 credits from the following core set of electives

OSCI 8002 Ethics and Professional Issues in Org Science (2)
OSCI 8003 Writing & Publishing in Organizational Science (1 or 2)
OSCI 8130 Social Psychology (3)
OSCI 8207 Psychometrics (3)
OSCI 8630 Micro Seminar in Organizational Science (3, repeated up to 3 times)
OSCI 8640 Macro Seminar in Organizational Science (3, repeated up to 3 times)
OSCI 8650 Research Methods Seminar in Organizational Science (3, repeated up to 3 times)

Dissertation (18 Credits)

OSCI 8998 Organizational Science Dissertation I (6)
OSCI 8999 Organizational Science Dissertation II (6)
OSCI 8899 Organizational Science Readings and Research (6)

Other options

- Students may take additional credits of OSCI 8998 or 8999 or use up to 6 credits of OSCI 8899 to fulfill requirements for dissertation research.
- Content (e.g., strategy, decision making) or methods courses (multivariate, social networking, categorical methods, SEM, longitudinal) outside of OS that have approval of the program director can also serve as electives. These "outside" courses will typically originate from Psychology, Sociology, Communication Studies and the College of Business. They must be at the 6000 or 8000 level. **The procedures for electives courses can be found in Appendix A.**

Degree Requirements	**Typical 4-Year Plan**

Note: If on GASP you must maintain a full-time schedule (min 9 credits) at all times, but preferably take 12 credits at a time if you intend to graduate in 4 years so that you will have enough credits overall to do so (see graduation guide on shared drive).

Year One (25 credits)

Fall	Spring
- Organizational Science Overview (3) - Organizational Science Lab (2) - Field and Lab Based Quantitative Research Methods (3) - Current Topics and Events in Organizational Science (1) - Qualitative Research Methods (3)	- Research Design and Quantitative Methods II (3) - Macro Organizational Science 2 (3) - Micro Organizational Science 1 (3) - Current Topics and Events in Organizational Science (1) - Independent Pre-Doctoral Research Project I (3)

Summer
Propose pre-doctoral project

Year Two (20 credits)

Fall	Spring
- Macro Organizational Science 1 (3) - Current Topics and Events in Organizational Science (1) - Micro Organizational Science 2 (3) - Independent Pre-Doctoral Research Project II (3)	- Advanced Qualitative Data Analysis (3) - Elective (3) - Current Topics and Events in Organizational Science (1) - Independent Pre-Doctoral Research Project II or Readings and Research (3)

Summer
Defend Pre-Doctoral project

Year Three (20 credits)

Fall	Winter
▪ Elective (3) ▪ Elective (3) ▪ Current Topics and Events in Organizational Science (1) ▪ Dissertation I (3)	▪ Qualifying Exam

Spring	Spring/Summer
▪ Elective (3) ▪ Current Topics and Events in Organizational Science (1) ▪ Elective (3) ▪ Dissertation I (3)	▪ Propose Dissertation

Year Four (13 credits --- however to stay on GASP you will need at least 9 credits a semester)

Fall	Spring
▪ Elective (3) ▪ Dissertation II (3)	▪ Elective (3) ▪ Dissertation II (3) ▪ Current Topics and Events in Organizational Science (1)

Summer	
▪ Defend Dissertation	

It is generally expected that all OS students will proceed through year one and two as outlined above unless there are extenuating circumstances.

Students should spread out electives over all 4 years, rather than front loading these classes.

The advisor needs to review and approve the student's choice of classes prior to registering.

The above represents OS requirements, and does not take into consideration co-enrollment (p. 23).

Dissertation Funding Assistance

Students can receive up to $300 for dissertation expenses and must obtain prior approval from Director for expenses. If these expenses are approved, OS will pre-pay. Payments procedures should be set up and completed with the Administrative Assistant. Students should be prepared to cover any remaining amount over the OS allocated $300 at the time of this transaction. This funding is provided by the OS Alumni Fund.

Degree Requirements	Course Descriptions

OSCI 8000. Organizational Science Overview (3)

Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Provides broad overview of the field of Organizational Science including its historical foundations. Each week is a mini-seminar on a particular topic within the field. *(Fall)*

OSCI 8001. Current Topics and Events in Organizational Science (1)

Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. New and innovative research and practice topics related to Organizational Science will be discussed/delivered/facilitated by student researchers, faculty and invited speakers. These "cutting edge" topics will span all of micro and macro organizational science and will change each semester. Pass/no credit grading. May be repeated for credit. *(Fall, Spring)*

OSCI 8002. Ethics and Professional Issues in Organizational Science (2)

Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Discusses ethical standards in professional practice, testing, research; business ethics; expectations and problems confronting organizational science practitioners in industrial and professional organizations. *(On Demand)*

OSCI 8003. Writing & Publishing in Organizational Science (1-2)

Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Seminar to enhance effective technical/scientific writing (e.g., learning APA style, presentation of statistical analyses) and understanding the publication process (e.g., selecting an appropriate outlet, preparing a manuscript, the review process). Students will actively engage in writing as well as the review process (as both a reviewer and author). *(On Demand)*

OSCI 8100 Organizational Science Lab (1-2)

Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor and co-enrollment in OSCI 8000. Special topics seminar connected with the Organizational Science Overview course (typically taught by the same instructor). Topics cover the field of Organizational Science. Science/practice/research issues emphasized. The instructor determines whether the class is taken for a letter grade or Pass/No credit. *(Fall)*

OSCI 8102. Research Design and Quantitative Methods I (3)

Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. An overview of basic experimental and covariation research designs and the application of descriptive and inferential statistics to the designs. The focus will be on univariate designs, including simple and complex group comparisons, and basic correlational and linear regression strategies. (*Fall*)

OSCI 8103 Research Design and Quantitative Methods II (3)

Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. An introduction to advanced experimental and covariation research strategies. The focus will be on a thorough exploration of applied multiple regression analysis. A brief introduction to selected multivariate models such as discriminant analysis, multivariate analysis. *(Fall, Spring)*

OSCI 8130. Social Psychology. (3)

Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Human social behavior; topics include affiliation, person perception, conformity and attitudes. *(Yearly)*

OSCI 8205. Field and Lab Based Quantitative Research Methods (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examines quantitative approaches to Organizational Science research such as experimental designs, quasi-experimental designs, organizational surveys, longitudinal models and field research. (*Yearly*)

OSCI 8206. Qualitative Research Methods (3)
Prerequisites: Full graduate standing in the Ph.D. program in Organizational Science or consent of the instructor. OSCI 8206 examines foundational approaches, paradigmatic debates and arguments, processes and practices germane to qualitative research in Organizational Science. Topics include, but not limited to, grounded-theory, ethnography, case study research, phenomenology, and participatory-action research. (*Yearly*)

OSCI 8207. Psychometrics (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Presents an introduction to classical and modern test theory and methods. Theoretical and statistical bases for the measurement of psychological constructs are covered including Classical True Score Theory, reliability and validity inferences, item response theory, scaling, and an introduction to factor analysis. *(On Demand)*

OSCI 8208 Advanced Qualitative Data Analysis (3)
Prerequisites: OSCI 8206 or consent of the instructor. This course extends the foundational approaches presented in OSCI 8206 to provide advanced instruction on the assumptions, contingencies, techniques, and practices of computer-supported qualitative data analysis systems (CAQDAS). Students will work with several advanced software packages that facilitate the management, analysis, and display of qualitative data. *(Yearly)*

OSCI 8477. Organizational Science Practicum (1-6)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Practical experience/Internship in an organizational setting. With permission from the program director, a research assistantship on a grant can fulfill this requirement. Pass/no credit grading. May be repeated for credit. *(Fall, Spring, Summer)*

OSCI 8610. Micro Organizational Science I (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examines research, theory and application regarding individual differences (e.g., abilities, personality, communication styles); assessment (e.g., tests, inventories, interviews, assessment centers); criterion development (e.g., job analysis, competency modeling, performance models); organizational staffing processes (i.e., recruitment, selection, succession planning, careers and retirement) and key employment law. (*Yearly*)

OSCI 8611. Macro Organizational Science I (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examines research, theory and application on the following topics: motivation (e.g., goal setting, empowerment, citizenship behavior); communication systems and processes (e.g., social networks, information transmission); leadership (e.g., transformation leadership, superior-subordinate interaction); employee attitudes (e.g., justice, commitment, support) stress and emotions/work-life teamwork (e.g., group processes, groupthink); decision making (e.g., cognitive biases, sensemaking, cognitive heuristics); and organizational climate. (*Yearly*)

OSCI 8620. Micro Organizational Science II (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examines research, theory and application regarding post-entry personnel issues such as job design; training and development; performance management and appraisal; employee socialization/mentoring; and diversity/inclusion. (*Yearly*)

OSCI 8621. Macro Organizational Science II (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examines research, theory and application on the following topics: organizational structure; organizational change/development/downsizing; organizational learning and knowledge management; organizational culture; organizational theory (e.g., human relations, bureaucracy, systems theory); relations between organizations and their environment (e.g., stakeholder management, institutional theory); and strategy. (*Yearly*)

OSCI 8630. Micro Seminar in Organizational Science (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examination of special topic(s) germane to Micro Organizational Science. The seminar may focus on one or a small number of topics salient to this area. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics. May be repeated for credit. (*On Demand*)

OSCI 8640. Macro Seminar in Organizational Science (3 credits)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examination of special topic(s) germane to Macro Organizational Science. The seminar may focus on one or a small number of topics salient to this area. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics. May be repeated for credit. (*On Demand*)

OSCI 8650. Research Methods Seminar in Organizational Science (3 credits)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Examination of special topic(s) germane to research methods in Organizational Science. The seminar may focus on one or a small number of topics that define this area (e.g., a data analytic technique, a methodological approach). Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit. (*On Demand*)

OSCI 8899. Organizational Science Readings and Research (1-3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Research and/or reading on a topic agreed on by a student and a faculty member. Pass/no credit grading. May be repeated for credit. May be used toward 6 dissertation credits. *(Fall, Spring, Summer)*

OSCI 8948. Independent Pre-Doctoral Organizational Science Research Project I (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Identification of a focused research question and development of a research proposal comparable in scope to a Master's thesis. Conducted under the direction of a research chair and committee. Pass/no credit grading. May be repeated for credit. *(Fall, Spring, Summer)*

OSCI 8949. Independent Pre-Doctoral Organizational Science Research Project II (3)
Prerequisites: OSCI 8948 and Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Research and defense of on an Independent Pre-Doctoral Research Project conducted under the direction of a research chair and committee. Pass/no credit grading. May be repeated for credit. *(Fall, Spring, Summer)*

OSCI 8998. Organizational Science Dissertation I (3)
Prerequisites: Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Identification of a research question and development of the proposal for a research study appropriate a dissertation project. Conducted under the direction of a research chair and committee. Pass/no credit grading. May be repeated. Must complete minimum of 6 required credit hours. *(Fall, Spring, Summer)*

OSCI 8999. Organizational Science Dissertation II (3)
Prerequisites: OSCI 8998 and Full graduate standing in the Organizational Science Ph.D. program or consent of the instructor. Research and defense of on an Independent Dissertation Project conducted under the direction of a research chair and committee. Pass/no credit grading. May be repeated. Must complete minimum of 6 required credit hours. *(Fall, Spring, Summer)*

OSCI 9999. Doctoral Degree Graduate Residence (*Fall, Spring, Summer*)

| **Degree Requirements** | **Pre-Doctoral Project/2nd Year Paper** |

Pre-Doctoral Project/2nd Year Paper

Goals for Student:

Acquire research skills through a supervised experience. Acquire scientific writing skills. This is not a Master thesis per se, but it does fulfill the thesis requirement for co-enrolled students. This is a substantive research project.

Process Overview

1. Each student chooses an idea/topic and discusses it with the sponsoring faculty and affiliates
    a. Faculty are not bound to take on a student just because a student expresses an interest.
    b. Faculty should not chair more than one new student per year.
    c. The faculty member sponsoring the student will serve as that student's formal chair (advisor) at this point.
    d. Director of program should be notified of topic and faculty sponsor.
2. Student fleshes out project with faculty member sponsor.
3. The faculty sponsor/chair and the student create a three-person committee. A minimum of two of the core-disciplines should be represented.
    a. Although a formal proposal is not written, the committee and student are expected to meet early in the project stages to discuss the scope and nature of the project. This critical step prevents surprises in the defense stage, raises any early concerns that can derail the project, and to facilitates getting everyone on the same "page".
    b. It is the responsibility and expectation of the student to pursue committee member feedback throughout and keep committee members in the loop. Committee members should be used as a resource.
    c. No faculty/affiliate should be on more than three committees.
4. Project work starts
    a. The project may involve an existing data set.
    b. Although a student can propose a new project, a student developing a research idea from the start is not a requirement.
    c. Student can collect data on a project already designed or in progress.
5. Write-up
    a. Manuscript written up for submission to a journal/conference.
    b. Journal style paper rather than a traditional thesis type document.
    c. APA format (unless specified otherwise).
6. Defense
    a. Chair does not allow defense until they believe the student is ready.
    b. Faculty and students are notified and invited to the open defense.
    c. A meeting with the committee may occur before the defense.
7. Submit to a journal and/or to a conference
    a. Authorship will likely be shared between student and faculty members.
    b. In rare cases submission requirement may be waived at chair's discretion (e.g., if results do not merit submission)

This requirement may (and most likely will) be waived for a student who has successfully defended a master's thesis (or highly related effort at the graduate level) prior to entry into the OS program. The OS Director in consultation with the admissions committee will make that determination.

Note: Examples of past qualifying exam questions are available on the OS shared drive

Some Key Notes

First, the experience is named "Qualifying Examination", rather than "Comprehensive Examination".

> This may appear minor on its surface, but this rhetorical change is more appropriate given the nature of the guidelines that follow. The word "comprehensive" denotes "complete", "full", "all-inclusive", "wide-ranging", "broad", "widespread", "far reaching", and "thorough". This is counter to our process, which would serve as a mechanism to "Qualify" students to advance to the next natural marker of writing their respective dissertations.

Underpinning this notion is the idea that the concept of a comprehensive exam assumes a well-defined test specification that can be written; that is, that the domain of relevant knowledge can be clearly proscribed. And that we do not believe there is a high consensus on how the core knowledge of OS can be well defined. If we try to define it in an inclusive way, the domain would be too broad for students to grasp when they prepare for the exam within a short period of time.

Second, the qualifying process is an emergent, 'bottom-up' approach, with the student primarily shaping the experience, instead of the traditional one size fits all approach typical of many doctoral programs. Hence, we replace the broad Comprehensive Examination Committee charged with creating generically-broad questions with a more organic and emergent structure consisting of a smaller student- selected faculty member committee charged with customizing examination questions based upon their research and career interests. The qualifying experience should not be an entirely distinct entity divorced from the dissertation experience. Instead, this experience, as all other aspects of the interdisciplinary graduate student experience, should be fluid and customized to fit within the scope of their career trajectory. Tailoring each examination to the research interests of each respective graduate student is more appropriate given the nature, spirit, and tightly structured timetable of our unique doctoral program.

Third, appropriately at the beginning of the students' graduate study experience there is little curriculum flexibility and the students are exposed and assimilated into the culture of an interdisciplinary doctoral-level program with a wide range of approaches, domains, methods, theories, concepts, and paradigms from a number of disciplinary (multi, inter, intra, and trans) perspectives. However, as students transition from doctoral students to doctoral candidates, they must assume greater ownership of their research program and begin to narrow their focus both in terms of their research and post-graduation placement to make them a more viable candidate and accelerate the dissertation process. The qualifying examination should serve as this milestone. This model assumes that it is **appropriate and advantageous** for the students to specialize at this point, and the qualifying examination accelerates this process and "jump starts" the dissertation process. In other words, the "T" model can be inverted and students should construct their unique dissertation projects based on a solid, interdisciplinary foundation. It is assumed the students already have a robust repertoire of interdisciplinary tools that they can effectively employ based on their multiple faculty-student research projects and coursework experience under the interdisciplinary auspice of Organizational Science.

Students are allowed to take the qualifying exam after they have successfully completed a pre-doctoral project/thesis and a minimum 53 credits including all core classes (this includes transfer credits if entering in with a Masters degree).

Scheduling of the qualifying exam is at the discretion of the committee, in consult with the student.

Students can typically expect a 4-week turnaround in grading of the qualifying exam.

Each exam question will be graded on a five-point scale. The scale is:

    1: Fail: Completely unacceptable
    2: Fail: Unacceptable
    3: Pass: Acceptable
    4: Pass: Very Good
    5: Pass: Exemplary

It is up to the committee to decide whether they will provide detailed feedback on the exact rating received for each question. Some performance feedback to the student, however, should be provided.

For purposes of pass/fail decisions, a score of 1 and 2 is designated from here on in as a "fail" grade for a question. A score of 3, 4, and 5 is designated from here on in as a "pass" grade for a question.

If the exam is 6 questions (the typical length):
- Scores of pass on all questions represent a passed exam.
- Scores of pass on all questions, except one, taken together represent a "conditional pass" for the exam. At that point, the committee decides on a remediation strategy for the single item in question (e.g., writing a paper, completing a new question, oral defense). The committee will inform the student of a remediation strategy within 2 weeks of the date that the student is informed of the results of the examination.
- Two or more questions failed represent a "failure" on the entire qualifying exam.

If the exam is 8 questions:
- Scores of pass on all questions represent a passed exam.
- Scores of pass on all questions except one, represent a passed exam.
- Scores of pass on all questions, except two, taken together represent a "conditional pass" for the exam. At that point, the committee decides on a remediation strategy for the two items in question (e.g., writing a paper, completing a new question, oral defense). The committee will inform the student of a remediation strategy within 2 weeks of the date that the student is informed of the results of the examination.
- Three or more questions failed represent a "failure" on the entire qualifying exam.

Failure of the qualifying exam:
- If a student fails the qualifying exam, they are allowed to take it one additional time. If the second test is also a failure (any single question receiving a grade of "fail"), consistent with university procedure, the student is dropped from the graduate program.
- A second exam is administered no sooner than 3 months after the initial failure.
- The second exam will be a retesting of the missed content from exam one. It will cover the material missed from the first exam. For example, if three questions were failed in the initial exam, three new questions would be drafted covering the same content domain. Additional readings may be added to the students reading list.

Qualifying Examination Parameters

Given, the three important considerations outlined above, certain qualifying examination parameters exist to ensure *consistency of experience* (but not content) for all doctoral students, an operational standard of performance for the program, transparency within and between the process for both students and faculty of the Organizational Science Program, integrity of the doctoral process, and a means to modify and adjust the qualifying examination in the future.

Although each examination will vary based upon the individual research interest of each respective doctoral student, certain parameters should be considered in all cases when designing the qualifying examination to assess each student's breadth and depth in Organizational Science.

Content

The questions should tap into the dissertation content area from both theoretical and potentially methodological perspectives (given that a dissertation is typically not fleshed out prior to the qualifying exam, this is not a requirement). Ideally, this will become a starting point of the dissertation proposal.

First, each examination should have a concepts, theory, and/or content component. Many of the courses in the curriculum provide a basis for this requirement including but not limited to: Organizational Science Overview, Micro Issues in Organizational Science, Macro Issues in Organizational Science to name a few.

Second, each examination may have a research methods, design, and/or statistical component (given that a dissertation is typically not fleshed out prior to the qualifying exam, this is not a requirement). Several courses in the curriculum provide a basis for this requirement, including but not limited to: Quantitative Research Methods, Qualitative Research Methods, Statistics, etc. The specific components that are included will be unique to each student; only the methodological/statistical content deemed relevant to a student's chosen specialty area should be included (e.g. if a specialty area predominantly utilizes qualitative methods, the student's exam would cover mainly qualitative methodologies).

Finally, each examination should reflect an area(s) of specialty within one or more of the core disciplines in Organizational Science: Organizational Sociology, I/O Psychology, Organizational Communication and/or Management. That is, as noted above, the content of the qualifying exam should be closely related to the student's dissertation topic. As such, an exam may cover literature within a single core discipline, or it may cover literature from multiple core areas; the coverage depends on the nature of the specialty topic.

Process

The Qualifying exam can be scheduled whenever the committee desires.

In consultation with the Qualifying examination committee chair, the student will select at least two other OS faculty committee members. However, students can select more than three committee members if they desire. Note, there may be instances when the qualifying exam committee is different from the dissertation committee (when that is formed). Having other disciplines represented is an ideal situation, but because of the individualized nature of each examination, this is a difficult aspect to mandate. Further, the degree of cross- or trans-disciplinarism will vary across students; some students will choose a specialty area that is naturally more cross-cutting than others. In some cases, a student may select a specialty area that prepares them for a career within a particular discipline. Again, the assumption is that students have been prepared successfully in their course work and research experience to think and appreciate the value of interdisciplinary perspectives, but it is recognized that some students may choose to focus within a particular area.

The student should have developed a working reading list, approved by the chair and committee. The purpose of the reading list is to define the test domain for each student (i.e., it will define the scope and content of the exam). It is assumed that the student will work with the committee to develop a reading list that appropriately reflects the breadth and depth of *relevant* theories/concepts, methods, and specialized content areas given the student's specialty area. The reading list should be thorough, but doable.

As noted above, we believe the content of the Qualifying examination will be unique to each student. However, we also believe the nature of the experience should be consistent. In this respect, we recommend a testing format similar to that explained in the original document. The Qualifying examination would be a single exam consisting of usually 6 broad questions (this can be altered by the

committee) that ask the students to display the ability to work with and integrate multiple relevant concepts and methodologies (again, the content is defined by the reading list). Page limits on answers will likely be provided to offer direction in terms of answer breadth and depth. This also limits the time commitment necessary for committee members. Testing should occur over a two-day period within the assigned week, with the selected days of testing within that week left at the discretion of the student and committee. The total testing time for the entire in-house examination is a maximum of eight hours. Typically, students will be tested four hours per day over the two-day time period.

Degree	
Requirements	**Good Standing and Funding**

As noted when accepted into the program, funding is contingent upon being a student in "good standing". Our definition of good standing is based mostly on degree progress, but can be influenced by other factors. For example, any student that violates our honors policy is no longer in good standing. A student is not in good standing if the student has not finished the pre-doctoral project by February of the third year. A student is not in good standing if the student has not finished the qualifying exam by February of the fourth year.

When not in "good standing", funding can be ended immediately or in the next funding cycle. In the case of the latter, it may be the case that a student not in good standing will receive support for 10 hours rather than 20 hours. The 10 hours of support reflects the program's faith in the student's academic success. The student MAY receive another 10 hours of support sometime during the summer, Fall or Spring, but this is far from guaranteed.

When a student is notified not in good standing, the student needs to create an aggressive remediation plan to get back to good standing. The plan should include specific details regarding how the student will make progress towards good standing (e.g., what actions and by when, what actions will be stopped, and what changes will be made) and should include advisor and student signatures. This plan should be given to the OS Director within two weeks of being notified. Additional funding resources to the student will not be considered until clear progress on the plan is made. The student will initiate such a progress review, which will be reviewed by the OS Director in consult with the OS Advisory Committee.

Degree Options	**Co-enrollment (Master's Degree)**

OS students can co-enroll in one of our sister MA programs. A discipline specific masters degree is likely a nice complement to your interdisciplinary doctoral degree when applying for jobs upon graduation. The co-enrollment candidates are:
- MA Sociology
- MA Communication Studies
- MA I/O Psychology

When to co-enroll

As per discussion with the Graduate school, co-enrollment should occur either before enrollment or in your first year as a doctoral student in OS or you can co-enroll during your first year in graduate school. To co-enroll, you must apply to the additional degree program and pay an admission fee. Please notify the OS director and the MA program director as soon as you have submitted your application.

Key notes

- Most OS courses will count for the co-enrolled MA degree program
- The student will likely graduate from the co-enrolled program in 3 to 4 years
- OS degree requirements, degree progress, and student research activity must always remain the top priority for OS students. Co-enrollment is a "bonus". Therefore, only students in excellent standing in OS will be allowed to enroll or continue to co-enroll in a masters program.
- The Director of each masters program is solely responsible for the standards and procedures associated with their program. They are not beholden in any way to alter their program to further accommodate the OS program. They will schedule their courses in a manner that best fits the sole-enrolled students in their programs.

MA Sociology

Besides OS coursework required for 1st and 2nd year students:
a. Enroll in SOCY 6651 – Social Theory
b. Enroll in one elective course taught by a sociology faculty member, in the sociology department that is dedicated to sociology (one that does not also serve as an OS requirements such as Macro OS II).
c. Write a Master's thesis/pre-doc project chaired by a Sociology Faculty member.

MA in I/O Psychology

Please see IO Director for co-enrollment handbook.
a. Two core psychology classes listed in the I/O student handbook.

MA in Communication Studies

Besides OS coursework required for 1st and 2nd year students:
a. Take a minimum of six credit hours in Communication
   - Communication Theory class
   - A graduate course in Organizational Communication or equivalent Communication Studies course (must be 6000 or above)
b. Have a communication faculty member chair their pre-doctoral project.

APPENDIX A │ Procedures for Electives (OS and Outside of OS)

The issue - Context/Background

Scheduling OS classes is tough to do across 4 departments and planning cycles. Dealing with electives is even harder to get a handle on; yet faculty and students have had concerns about electives….e.g., wondering about when electives will be offered, not having enough students for a class to make, etc.; OS administrators have essentially no control over such courses except if there are commitments from OS students far ahead of the courses being offered

Multi-prong Solution

1. **PRONG 1:** *Student can take department electives* (e.g., some people are co-enrolled, so they need to take certain electives, those are controlled by departments with a variety of planning schedules). This is COMPLETELY OUT OF THE HANDS OF OS– students need to take an active role in understanding electives/offerings for each department.

2. **PRONG 2***: Student can initiate student-driven electives*. If students want a class, they can work on getting 5 people together and asking a faculty member to teach it and then voila they have a class!
    a. Must keep in mind that departments have different planning schedules (i.e. business school schedules 1 year in advance, Psych – 1 semester at a time).
    b. Students will need to be on the ball and proactive and be willing to wait a little bit for some departments.
    c. A concern raised by advisory was students might feel peer pressured into taking a class even if they don't want to (e.g., "come on we just need one more person"). To dissuade this pressure, we can use the OS independent study course to offer the content for 2 or more (but less than 5) students (if a faculty member agrees to do so).

3. **PRONG 3:** *Faculty can initiate electives*. Let's say a faculty member really wants to teach a class and needs OS students for the course to 'make'. Then they can come to the OS class scheduler and he/she will put an email out to students.
    a. Students have to say if interested or not
    b. Everyone needs to respond! Say yes, no, or maybe
    c. We will then tell the faculty if they have enough
        i. **COMMITMENT IS IMPORTANT!** Students cannot back out if they commit to a class. They can say no, and then yes later but never Yes and then NO!
        ii. A concern raised in advisory is that students would have to make decisions way far ahead in some cases (e.g., b-school does scheduling 1 year ahead) and without having all of the information about other classes, and; also students might feel pressured by faculty to take a class, or just say no all the time and then wait to see what's offered. However, without commitments from OS students some classes (e.g., strategy, Soc of Work, other electives we've tried to offer) would likely never make/be offered, Chairs need to know well ahead whether to offer a class

4. **PRONG 4:** *WORKSHOPS* to supplement coursework.
    a. Students can leverage workshops, all programs have holes and you need to identify the holes
    b. If there are no workshop ideas from students, there will be no workshops but if there are, we can support up to 2 per year as long as at least 7 students want the workshop.

APPENDIX B │ Forms

PLEASE NOTE: It is the responsibility of the student to keep up with all forms, deadlines, etc. as required by the Graduate School for our program throughout one's graduate school career. The Graduate School website www.graduateschool.uncc.edu/ contains instructions, lists of forms, and deadlines and other key dates. These change frequently and are maintained by the Graduate School and thus they are the best source for students to go to for questions and information about requirements.**

Summary of Forms

To apply for a Graduate Assistantship.	Graduate Assistantship Application
To late add or late drop a course or make any other special request.	Special Request Form (graduate)
To request the transfer of credit from another college/university.	Application for Transfer of Credit (graduate)
To report approval of a thesis or dissertation topic.	Petition for Topic Approval
To report completion of qualifying or comprehensive exam.	Report of Qualifying Exam or Comprehensive Exam (Doctoral)
To apply for candidacy for a masters or doctoral degree.	Application for Admission to Candidacy
To apply to graduate with a masters or doctoral degree.	Application for Degree
To have doctoral committee appointed.	Doctoral Committee Appointment Form
To apply for the doctoral qualifying examination.	Application for Qualifying Exam for Doctoral Candidates
Graduate application to establish residency at UNC Charlotte.	Residency for Tuition Application
To appeal suspension from the Graduate School at UNC Charlotte.	Suspension Appeal Form
Guidelines and forms to assist graduate students and faculty in IRB review/approval process for research projects involving human subjects.	Research Projects involving Human Subjects (IRB)

APPENDIX C | Faculty/Student Research Mentoring Relationships

To foster good, healthy and productive faculty/student research mentoring relationships what types of thing should a graduate student do?

{Developed by OS students, Spring 2007 and amended in 2017}

1. Be willing to do research and get involved in things that you may not initially find interesting. This is key initially, but later decisions must be made about what to focus on.

2. Be open in communication with the faculty mentor on all topics important to joint activities. If they are piling it on, let them know… but realize that graduate school is demanding and more than likely they are aware of how much you're being asked to do.

3. Be open to constructive criticism. Don't take it personally, but learn from mistakes and move on.

4. Be responsive and hard-working. If they give you a deadline, that makes it easier. However, without a deadline use honest prioritization within reason. Don't leave them hanging or they'll think twice about offering further research opportunities in the future.

5. Seek out the faculty you want to work with and be persistent. Faculty are busy and rarely have time to add another student who wants to do another project unless the student is highly motivated.

6. Work with mentor to set goals (do not just let mentor set them)

7. Ask lots of questions--don't pretend to know what the mentor is talking about if you really have no clue.

8. Voice concerns if you feel you are struggling with a particular task or feel that you want more practice with a particular skill.

9. Come prepared to all meetings and complete tasks on time.

10. Don't get so caught up in other issues that you lose sight of the fact that this person is a mentor to you and is trying to help develop you.

11. Be comfortable coming to the mentor with any questions/problems. Meeting with your mentor on a regular basis to update them about what you have been doing.

12. The student should also consider setting aside time to meet with their advisor weekly. They should come up with new research ideas and discuss these with their advisor. They should be willing to help out the faculty member with research, even if it is outside their own research. They should keep up to date on their topic research.

13. The graduate student has the responsibility to guide the relationship in terms of explaining honestly what their actual interests and goals are. Additionally, the student needs to be clear about what they need out of the relationship (e.g., strict guidance versus an occasional check-in). If there are questions or problems that the students recognizes, they should bring these up (along this same line, the faculty member should foster an environment in which the student feels secure enough to bring up questions and problems).

APPENDIX D │ Commonly-Attended Conferences List

Conference or Association	Size, Frequency, Focus	Website	Most Recent or Future Dates and Locations
Interdisciplinary Conferences			
InGroup	Small, annual conference for people interested in groups and teams	www.ingroup.net/conference.html	July, 2018: Bethesda, MD; July 2019: Lisbon, Portugal
International Society of the Study of Work and Organizational Values (ISSWOV)	Biannual international conference	www.isswov.org	July, 2018: Trieste, Italy
Labor & Employment Relations Association (LERA)	Medium, semi-annual meetings with a mix of academic, HR, public policy folks, etc.	www.leraweb.org/meetings	January, 2018: Philadelphia, PA; June 2018: Baltimore, MD; January, 2019: Atlanta, GA: Midwest location TBD
Sun Belt Conference on Social Network Analysis	Large, annual interdisciplinary conference for current work in field of social networks. Conference may be international or domestic	www.insna.org/index.html	June, 2018: Utrecht, NL; 2019: Montreal, Canada
Communication Conferences			
National Communication Association (NCA)	Large, annual, national conference	www.natcom.org/convention/	November, 2017: Dallas, TX; November, 2018: Salt Lake City, UT; November, 2019: Baltimore, MD
International Communication Association (ICA)	Large, annual, international conference that is domestic every other year.	www.icahdq.org/page/Conference	May, 2018: Prague, Czech Republic; May, 2019: Washington, DC
Southern States Communication Association	Small, annual, regional conference	www.ssca.net/convention	April, 2018: Nashville, TN; April, 2019: Montgomery, AL
Organizational Communication Mini Conference	A student-focused, 2-day, mini conference dedicated to supporting the career development of emerging Org-Comm scholars. Provides graduate students the opportunity to present their dissertations and other research in various stages.	Website changes each year because the host changes each year. Ask Dr. Long or other COMM faculty for info as the conference approaches	September, 2016: Northwestern University (Usually takes place in October.)

Sociology Conferences

American Sociological Association (ASA)	Large, annual, national conference	www.asanet.org/news-events/meetings	August, 2018: Philadelphia, PA; August, 2019: New York, NY
Southern Sociological Society (SSS)	Small, annual, regional conference	www.southernsociologicalsociety.org/	April, 2018: New Orleans, LA; April, 2019: Buckhead, GA
Eastern Sociological Society (ESS)	Small, annual, regional conference	www.essnet.org/annual-meeting/overview/	February, 2018: Baltimore, MD; March, 2019: Boston, MA

Management Conferences

Strategic Management Society (SMS)	Small, annual, strategy conference, often international	www.strategicmanagement.net/	October, 2017: Houston, TX
Academy of Management (AOM)	Large, annual, national conference	www.aom.org/annualmeeting/	August, 2018: Chicago, IL; August, 2019: Boston, MA
Southern Management Association (SMA)	Small, annual, regional conference	www.southernmanagement.org/?page=Meetings	October, 2017: St. Petersburg, FL;
Eastern Academy of Management (EAM)	Small, annual, regional conference	www.eaom.org/	May, 2017: Baltimore, MD
Mid-South Management Research Consortium	Small, regional conference to foster research collaboration	www.memphis.edu/management/research/research_consortium.php	February, 2017: Oxford, MS

IO Conferences

Society for Industrial and Organizational Psychology, Inc. (SIOP)	Large, annual, national conference	www.siop.org/conferences/18con/	April, 2018: Chicago, IL; April, 2019: National Harbor, MD
North Carolina I-O Psychologists (NCIOP)	Small state conference, usually in Greensboro both in fall and spring	http://www.nciop.org/events.html	September, 2017: Raleigh, NC;

APPENDIX E | Additional Resources

PLEASE NOTE: The following resources are, at the time of this revision, available to students in the Organizational Science program. However, these resources are independent of the program, and the program does not guarantee that the information is up-to-date, including but not limited to, availability, contact information, and websites. Students should contact the appropriate department or group. Further, these resources are not a comprehensive list of resources available to students.

Health and Wellness

Students have access to services and facilities for both physical and mental wellness.
- Belk Gym: https://recservices.uncc.edu/facilities/belk
- Group fitness classes: https://recservices.uncc.edu/fitness/group
- Mental wellness resources for the self and others: http://caps.uncc.edu/

Technology

In order to gain full access to the UNC Charlotte library, Google Scholar, and other resources on your personal computer, you will likely need to download the UNC Charlotte VPN. Citrix provides online access to programs such as SPSS. The University further offers a Dropbox account.
- VPN (Cisco AnyConnect): https://faq.uncc.edu/display/UK/VPN
- Citrix: https://faq.uncc.edu/display/UK/Citrix
- UNC Charlotte Dropbox: https://faq.uncc.edu/display/UK/Dropbox

Additional Travel Funding for Conferences

In addition to the funding for conference travel that is built into our program funding, the Organizational Science program is a chartered student organization, which entitles students to apply for travel funding for conferences in the fall, spring, or summer term through the Graduate and Professional Student Government (GPSG). Funding from GPSG is limited and is awarded on a first-come, first-served basis.
- Information: http://suar.orgsync.com/org/gpsguncc/Travel_Funding
- Application through OrgSync: https://orgsync.com/login/university-of-north-carolina-charlotte

Accessing Relevant Information: OS Shared Network Drive

Students and faculty have access to the OS shared drive, a network drive that can be mapped onto your computer. It contains a ton of helpful information including, but not limited to, example qualifying exam reading lists and questions, and material discussed throughout this handbook. Instructions on how to find it: Go to "My computer" and look for the S Drive. The Organizational Science Folder is in this location: S:\CLAS\IDST\Org_Sci. If you are having trouble accessing it, let us know. Students should be familiar with the materials in this drive.

APPENDIX F | Miscellaneous

The OS program offers a unique PhD experience to students while providing an abundance of faculty and program support for development. With this comes the expectation that students will be responsible for their success and development. In order to do this, students should be familiar with the following procedures and aspects of the program:

Ownership Model

Unlike many doctoral programs, we do not have a traditional student "ownership" model in which students are "owned" by particular faculty. That is, students are encouraged and expected to collaborate with multiple faculty throughout the graduate career; in essence students have "ownership" over their own research collaborations. Faculty advisors may change according to the topic of students' pre-doc projects, qualifying exams, and dissertations.

Graduate Assistantships

The graduate assistantship assignment process takes a number of stakeholders' interests into account, but students are able to provide feedback about their preferences in order to best accommodate students' interests and career goals. From the student perspective, the process is as follows:
1. The GA interest survey is sent to students via email in late spring.
2. The finalized assignments are sent out around the end of the semester.

Student Responsibilities
- Students are expected to wait for the survey to be sent to the program, rather than contacting those who are responsible for coordinating the process.
- This is a centralized process. Students are not to seek assistantships on their own. Student should contact the OS Director about assistantships and not possible sponsors or faculty.

Annual Performance Evaluation

The Organizational Science program is dedicated to promoting student growth and development, and the Student Performance Management Process (SPMP) is one method used to achieve that. The process is as follows:
1. Students receive, then complete, the Self-Evaluation Form by February 1st.
2. Advisor completes the Advisor Evaluation Form with faculty by March 1st.
3. Student and advisor meet to discuss the student's performance by March 15th.

Student Responsibilities
- Students are encouraged to keep an ongoing file of activities, critical incidents, and accomplishments. (E.g., research projects, service to the OS community and profession)
- Students should meet frequently with their advisor, as the SPMP is not meant to replace regular, informal and constructive performance feedback.

Service

Students are expected to take part in service positions while in the program. These opportunities include, but are not limited to: OSGA (OS Graduate Association), and planning committees such as those for Recruitment Day and Oscars. Given the overwhelming schedules that first year students often have, it is strongly suggested that first year students should not be involved in any major service roles until after their first year.