Organizational Science Graduate Student Handbook

October 1, 2012 (last updated Jan 2023)

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. Scott Tonidandel).

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: https://graduateschool.charlotte.edu/current-students/current-student-resources. Please pay very careful attention to the following 2 sections as they are not re-printed here but are extremely relevant to you:

- Degree Requirements and Academic
- University Regulation of Student Conduct

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Introduction

Organizational Science (OS) 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.

Honor Code

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.
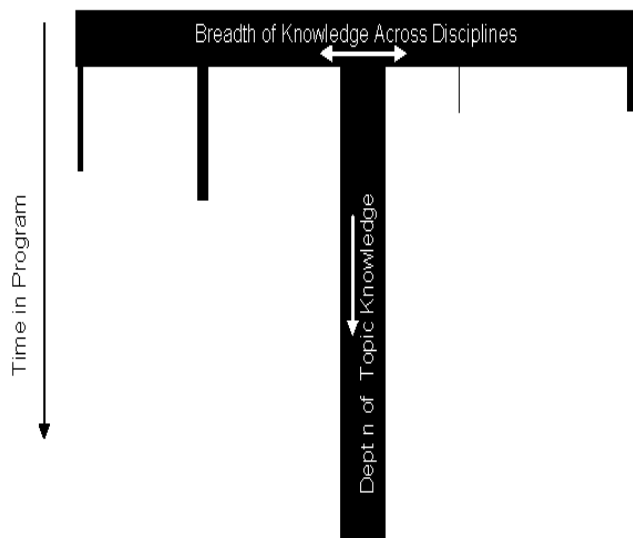
_____   _____
Signed   Date

_____   _____
Director's Signature   Date

The Organizational Science "T" Model

Time in Program

Breadth of Knowledge Across Disciplines

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.

Overarching Key Notes

▪For all consulting engagements, excluding VPA and SEEDS, the student is not acting or identifying themselves as an agent or representative of UNC Charlotte or the Organizational Science program.

▪A student cannot use any university resource (e.g., library, computer, email) for consulting engagements outside of OSCR (the Organizational Science Consulting and Research; currently VPA and SEEDS are run through OSCR) 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 graduate assistant (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 of the program.

Summer

▪Students can engage in any amount of work outside of the program starting at the end of the Spring semester (after finals) and ending prior to the start of the Fall semester. You cannot work full time off campus and still receive your summer stipend from OS. Also, if you work on campus over the summer, you are capped at 40 hours. As you begin to think about summer employment, please keep Janet and I in the loop so we can help you with this process (it can be confusing at first).

Degree Requirements	Course Planning

For the most up-to-date information on admission and degree requirements, see the "[Graduate Program Information](#)" on our [website](#), see the online [Graduate Catalog](#), or your [DegreeWorks](#) in Ninernet

Note: If on Graduate Assistant Support Plan (GASP) you must maintain a full-time schedule (min 9 credits) at all times (the lone exception to this rule may be in your fifth year if you meet certain requirements of the graduate school). If you intend to graduate in 4 years, you may have to take a higher course load to ensure you have sufficient credits to graduate. The following are some schedules for some recent graduates:

Example 1: 4-year course plan

Year One
(25 credits)

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

Year Two
(25 credits)

Fall	Spring
▪*Current Topics and Events in Organizational Science (1)*	▪ *Current Topics and Events in Organizational Science (1)*
▪*Macro Organizational Science I (3)*	▪ *Advanced Qualitative Data Analysis (3)*
▪*Micro Organizational Science II (3)*	▪ OS Practicum (2)
▪Independent Pre-Doctoral Research Project II (3)	▪ Thesis (3)
▪Thesis (3)	▪ Elective - Applied Research and Program Evaluation (3)
	▪ **Propose Pre-Doctoral project**

Summer
▪**Defend Pre-Doctoral project**

Year Three
(21 credits)

Fall	Spring
▪*Current Topics and Events in Organizational Science (1)* ▪OS Practicum (1) ▪Elective - Research Method Seminar (3) ▪Dissertation I (3) ▪Dissertation II (3)	▪*Current Topics and Events in Organizational Science (1)* ▪Elective - SEM (3) ▪Dissertation I (3) ▪Dissertation II (3) ▪**Pass Qualifying exam**

Summer

Year Four
(19 credits)

Fall	Spring
▪ *Current Topics and Events in Organizational Science (1)* ▪ Elective - Marketing Management (3) ▪ Readings & Research (3) ▪ Dissertation II (3) ▪ **Propose Dissertation**	▪*Current Topics and Events in Organizational Science (1)* ▪Elective - Workplace Communications (2) ▪Dissertation I (3) ▪Readings & Research (3) ▪**Defend Dissertation**

Example 2 – 5-year course plan

Year One
(21 credits)

Fall	Spring
▪ *Current Topics and Events in Organizational Science (1)* ▪ *Organizational Science Lab (2)* ▪ *Organizational Science Overview (3)* ▪ *Field and Lab Based Quantitative Research Methods (3)* ▪ *Qualitative Research Methods (3)*	● *Current Topics and Events in Organizational Science (1)* ● *Research Design and Quantitative Methods II (3)* ● *Macro Organizational Science II (3)* ● *Micro Organizational Science I (3)*

Summer

Year Two
(21 credits)

Fall	Spring
▪ *Current Topics and Events in Organizational Science (1)* ▪ *Macro Organizational Science I (3)* ▪ *Micro Organizational Science II (3)* ▪ Org Science Elective (3)	● *Current Topics and Events in Organizational Science (1)* ● *Advanced Qualitative Data Analysis (3)* ● Micro Seminar in Org Science (3) ● Topics in Comm Studies (3)

Summer
Prepare for Qualifying Exams

Year Three
(19 credits)

Fall	Spring
▪ *Current Topics and Events in Organizational Science (1)* ▪ Ind Research Project I (3) ▪ Org Science Elective (3) ▪ Org Sci Practicum (2)	▪*Current Topics and Events in Organizational Science (1)* ▪Ind Org Sci Research Project II (3) ▪Big Data for Social Scientists (3) ▪Dissertation I (3)

Summer
Propose Dissertation

Year Four
(22 credits)

Fall	Spring
▪ *Current Topics and Events in Organizational Science (1)* ▪ Special topics in DSBA (3) ▪ Dissertation II (3) ▪ Dissertation I (3) ▪ Network Science (3))	▪ *Current Topics and Events in Organizational Science (1)* ▪ Social theory (3) ▪ Dissertation II (3) ▪ Grad 8000 (3)

Summer

Year Five
(18 credits)

Fall	Spring
● Grad 9800	▪ Grad 9800 ▪ Defend Dissertation

The above plans are just examples. It is generally expected that all OS students will proceed through the required italicized classes as outlined above unless there are extenuating circumstances. For other courses (e.g. non-required courses like electives or required independent research credits), students should consult

with their advisor regarding the ideal timing of these other classes. Because of the need to register for 9 credit hours per semester to stay on GASP, spreading out electives over multiple years is often encouraged, but not required. As of right now, students should plan on completing all electives and milestones (except the dissertation) prior to their 5th year. This will enable students to enroll in 3 hours of GRAD 9800 and still be eligible for GASP. Although appeals for extra classes in year 5 can be made, it likely needs to be the exception and not the rule. If you are post GASP, the decision of how many credit hours to take becomes more complicated. Fees increase moving from 3-5 credit hours to 6-8, and fees go up again for 9 credit hours. However, 6 hours are required for assistant ships and 4.5 hours may be required (check current requirements) to continue deferment of student loans. Students should carefully investigate current rules to choose the best option for their situation.

The timing of various milestones listed above (e.g. proposing pre-doc) varies. The above plans are just a general guide. Students should begin having conversations about these milestones with their advisor well in advance of the suggested timeline. Some students have completed the program in just the manner described above. Others, given career choices, have proceeded differently.

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 $400 for dissertation expenses (the Alumni Dissertation Fellowship) and must obtain prior approval from the Director for expenses. This is considered a Student Educational Award and processed as such through the student's UNCC account (applied to term account balance).

Student Meetings

There will generally be 3 OS student meetings each semester. Attendance at these meetings is mandatory for all students in years 1-5 along with all other students receiving funding.

Participation in OS organized graduate assistantships during the academic year
OS is committed to providing financial support to students in good standing consisting of 20 hours of support through GA assignments during the academic year. While these GAs provide financial support, they also serve important pedagogical functions providing training for our students to be researchers, teachers, and consultants. As a result, participation in these GAs is a requirement for all students through at least their first 4 years in the program. No exceptions to this policy can be made without prior approval from the director.

Pre-Doctoral Project/2nd Year Paper

Goals for Student:

The goals of the pre-doctoral project are to acquire research skills through a supervised experience and 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 the program should be notified of the chosen topic and faculty sponsor.
2. Each student fleshes out their project with their 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 typically written, it can be waived by the committee. If that is the case, 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 facilitates getting everyone on the same "page".
    b. It is the responsibility and expectation of the student to pursue committee member feedback throughout the process 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. The 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 member/s.
    b. In rare cases, submission requirement may be waived at chair's discretion (e.g., if the 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 in a related field (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.

Qualifying Examination

Note: Examples of past qualifying exam questions are available in Dropbox

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 prescribed. 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 the student's 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.

To summarize, the purpose of the qualifying exam is assessing the student's topical and methodological foci and general readiness to pursue some, yet to be developed, dissertation project in that area. The exam is not intended to assess a broad, comprehensive, standardized body of knowledge about organizations, nor is it intended to evaluate competence in every methodological tradition to which the student has been

exposed. Instead, the exam should assess whether the student can demonstrate significant depth of multi-disciplinary understanding in one or more broad topical (not disciplinary) domains such that the student is prepared to develop and execute a dissertation project on a particular set of research questions within that domain. For example, a student interested in mentoring who is looking to develop a dissertation project that uses narrative methods to examine mid-career mentoring might be expected to demonstrate a competent understanding of the multi-disciplinary literatures on mentoring in general, career development (including mid-career issues), multi-level supportive communication, ongoing employee socialization, qualitative methods generally, and narrative methods specifically. As another example, a student interested in pursuing a dissertation on gender differences in leader-follower relationships might be expected to demonstrate a competent understanding of the multi-disciplinary literatures on leadership, gender in organizations and institutions, dyadic approaches to leadership, quantitative survey methods in general, and dyadic methods specifically.

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 with a Master's degree).

Scheduling of the qualifying exam is at the discretion of the committee, in consultation with the student. Students should consult with their chairs about whether it is okay to see other students' questions and/or answers as part of the preparation process. Also, if you are asked to share your questions and/or answers with another student, that too should be cleared by your chair.

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 graded as 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

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remediation strategy within 2 weeks of the date that the student is informed of the results of the examination.

- Three or more questions graded as 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 graded as 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 interests 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. Reading lists tend to vary from 100 to 150 readings, but the committee has complete discretion. The student will defer to the committee.

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.

Good Standing

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.

Co-enrollment (Master's Degree)

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

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 the 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 OSCI 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 master's program.
- The Director of each master's 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 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 level course or above)
b. Have a communication faculty member chair their pre-doctoral project.

MA in I/O Psychology

Besides OS coursework required for 1st and 2nd year students (see Appendixes A and B below for thesis committee and course requirements):
a. PSYC 6207 Measurement in Organizations or OSCI 8630 Micro OS Seminar – Organizational Measurement, or equivalent.
b. Your thesis (pre-doc) chairperson must be an I-O Psychology faculty member or I/O affiliated faculty within the OS program; if your chairperson is not an I-O Psychology faculty member, you must have an I-O Psychology faculty member as a co-chair and complete at least 2 credits of OSCI 8477 Practicum.

MA in 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 requirement such as Macro OS II).
c. Write a master's thesis/pre-doc project chaired by a sociology faculty member.

APPENDIX A	Thesis Information for OS Co-Enrolled Students
	in the I-O MA Program

Although most thesis projects involve an empirical research project, the I/O faculty has decided to broadly define the term "*thesis*." As such, the faculty is willing to consider a wide range of options for a thesis, such as organizational interventions, case studies, theoretical papers, meta-analyses, etc. Regardless of the nature of the project, however, all thesis projects require a fairly well-defined set of steps, which are discussed in some detail below. Please note that as a co-enrolled OS student, this is the same project that will count as your pre-doctoral project, but because you are co-enrolled in the I/O MA program which has a thesis requirement for co-enrolled students, the thesis guidelines and rules override pre-doctoral program rules and guidelines (e.g., you must have a proposal meeting, see rules for committee composition, etc.).

Choosing a Topic of Study
The first thing that you have to do is to choose a topic that you are interested in learning more about. You should start with a topic area that is fairly broad in scope, such as organizational justice, enhancing work motivation, or applications of personality testing for employee selection. It is important that you choose the general topic that you find interesting because you are going to be doing a lot of reading and thinking about this topic for quite a while. That is to say, the process will go much better if you are actually interested in what you are studying. It is best if, when considering a topic, you work with your current faculty advisor or potential thesis chair to help determine a topic as the chair will have to have an interest in and knowledge of the topic area to be able to advise you.

At this point in time, you shouldn't be concerned about identifying the specific project that you will do, rather your focus should be on learning all you can about the key issues and ideas associated with the topic area. You can consider this a key knowledge acquisition phase.

Choosing a Thesis Chair and Committee
As you are choosing a topic that you are interested in you should identify a thesis chair. The thesis chair is responsible for working with you to identify and design your project, developing your thesis proposal, and working with you to get your project ready to defend. As you can see, this person will be quite important in helping you to develop and complete the thesis. You should approach faculty members who have interests that are the same or closely associated with the topic you are interested in working on. You should talk to these people to see what their thoughts are about the topic, how they approach the topic, what aspects of the topic they are particularly interested in, and whether they would be open to working with you in a thesis.

Your thesis (also counts as your pre-doctoral project) committee needs to contain at least 3 faculty members (you can have 4 if you want). Of those, 2 must be I/O psychologists, at least 1 of whom must be your Chairperson. The third member of the thesis committee should be another OS faculty member from any discipline, or another faculty or affiliate faculty member from another department or university (as approved by your Chairperson). OS faculty who are listed as I/O program affiliates may also serve as your Chairperson and/or count towards the 2 required I/O psychologists (see list of I/O program faculty and affiliates on the I/O MA program website). If your Chairperson is not an I/O psychologist, that is ok, simply designate 1 of the 2 required I/O psychology committee members as a Co-Chairperson.

The thesis committee really has two roles when it comes to your thesis project: development and evaluation. On the development side, these people will work with you to make sure that your thesis project is a quality project. As such, you should consider your committee as a resource. On the evaluation side, these are the people who will ultimately evaluate your thesis work and decide whether you pass or fail. Given these dual

roles, you want to choose the members of your thesis committee carefully. Your thesis chair should help you identify potential committee members.

You, in consultation with the thesis chair, should choose people that can make a contribution to your project; that is, someone who can offer substantive comments or suggestions on at least one aspect of the project, be it content, methodology, statistics, etc. If you want a faculty member to be on your committee, make your wishes clear. Make sure you get a definite answer before you assume that the person will serve on your committee. Note that faculty members are not required to serve on committees when they are asked. If a faculty member chooses not to serve on your committee because of other time commitments, low interest in the topic or other reasons, don't take it personally. Find someone else.

Do not get too far along with the thesis idea before putting together your committee. Most people who are willing to serve on your committee will want to have input throughout the process. Check with potential members to see what role they wish to play during the process. For example, some faculty prefer that the chair be primarily responsible for reading and revising drafts of your proposal or final thesis while others desire to be actively involved throughout the process.

Once a thesis committee has been formed, any change in committee membership should be discussed with all involved parties.

Developing the Thesis Project
Now that you have a topic area and a thesis chair, it is time to start thinking about the specific project that you will complete as your thesis. Each faculty member approaches this process differently; some may have you develop your own ideas, some may give you a specific idea. What is important is that you work with your chairperson to develop an understanding of what the project will be and what it will look like.

Writing a proposal
The proposal is a written document that specifies what your thesis will be. With a typical empirical thesis, the proposal will consist of a fully developed literature review (with hypotheses if relevant), a proposed method section, and a proposed analysis section. The proposed method section should be as complete as possible, with full descriptions of the measures, procedures and anticipated sample. The proposed analysis section should specify how you will examine your data with respect to your ideas, propositions or hypotheses.

You should work closely with your chair to develop a thesis proposal. Note that it isn't uncommon to work through four or five revisions of the document before your chair indicates that the proposal is ready for the proposal meeting (see below). Trust your chair here; you really want the proposal document to be as well prepared as possible before the proposal meeting.

Once your proposal is ready for the meeting, give a copy to all the members of your committee and schedule your proposal meeting. You should allow two weeks' time between the time that you give the proposal document to the committee members and the date of the proposal meeting.

The Proposal Meeting
The proposal meeting can take many forms depending on how your committee wants to operate. Consult with your chair to understand how he or she would like to run the proposal meeting. Most often, the proposal meeting involves you giving a short presentation of your thesis idea (just hit the highlights, remember that your committee has read the document), and the committee making suggestions and recommendations.

You do not pass or fail the proposal meeting (though you may be asked to do more work and to hold a second meeting). You do, however, get your committee's ideas about what you will need to work on or think about

to improve your thesis and make it a defensible project. You should expect that the committee will have some recommendations for you, some of which you may not like.

Essentially, the proposal meeting results in something of a contract between the committee and the student. Onthe one hand, the committee is agreeing that if the student diligently and professionally completes the work in the proposal, satisfactorily analyzes the data, and draws reasonable conclusions, that they will consider the project to be an adequate thesis. On the other hand, the student is agreeing to carry out the work as proposed. The only reason to fail the final defense at this point is if it is clear that you don't know what the heck you are talking about. Clearly, there should be no major changes to the project after approval of the proposal, unless agreed to by all parties.

You should hold the proposal meeting before you collect any data! If you start data collection before the meeting and then your committee recommends a change to the methodology, you could have to start data collection all over again. Sometimes data collection opportunities (especially in applied settings) arise quickly and you may need to move forward before the proposal document is complete. In this situation, you might consider having a "pre-proposal" meeting where you describe the research project to your committee without having given them a fully developed proposal document.

Some paperwork needs to be filed at the conclusion of your proposal meeting. This is typically a Thesis Committee Form and a Proposal Defense Form, but the required forms change and are not under our control so always check the Graduate School website for the list of latest required forms and any relevant deadlines. Also, ALWAYS KEEP AN EXTRA COPY of any paperwork you turn into the Graduate School in case they misplace it. This has happened in the past.

The Thesis Defense

When you have completed work on your thesis document, have gone through revisions of the document with your chair (and or committee), and your chair says that you are ready, it is time for your thesis defense. The thesis defense is an evaluation of your thesis work. The committee decides if you pass or if you fail.

Usually, you will be asked to give a brief presentation of your project to the committee. Then, anyone in the audience can ask you questions about your work. The audience is then excused and the committee asks you questions. When the committee is done questioning you, they will ask you to step out of the room while they decide whether or not you have passed the defense.

You should give the thesis document to your committee at least one week prior to the defense meeting (note that committee members are not under any obligation to meet during the summer).

Yes, the thesis defense is a public meeting. As such, all faculty and graduate students are welcome to attend. At least one week prior to the meeting you should announce the location, date, time and title of the thesis defense to psychology and OS faculty and to OS and possibly I/O MA graduate students via email.

Some students choose to bring snacks for their committee members. Check with your committee chair about her or his thoughts on this practice. Some believe that it helps set a positive tone, while others strongly believe that it can detract from an independent evaluation of your work and compromise the integrity of the process of judging your work on its merit.

Should you fail your thesis defense, you will be given detailed feedback as to why you failed. You will be given a second chance to prepare and defend your thesis document. Of course, you should work closely with your chair and committee members to ensure that the revision of your document is ready for defense. Should you fail the second defense, you will not be allowed to continue in the program.

Final Forms and Submitting the Thesis

Your work does not end after a successful defense. First, there are likely to be revisions to be made to your thesis document. You will likely work with your thesis chair to make these revisions. Second, there are several forms which will need to be completed and turned in. You should bring these forms with you so that your committee members can sign them. Again, check the Graduate School website for the required forms at the thesis defense stage. If you are finished with your coursework for the degree at the time of your thesis defense, you may also apply for candidacy/graduation from the I/O MA at that time, but it is often the case that OS co-enrolled students are not finished the thesis at the same time they are done with their I-O coursework.

Also, you will need to prepare your thesis document to be turned into the graduate school. The graduate school has very strict formats that you have to meet; if you fail to meet some of the formatting regulations, they will not accept your thesis. Check with the Graduate School for the most up-to-date requirements.

Some Additional Thoughts
Watch deadlines. Many students find themselves fighting deadlines, wanting to get their thesis completed just in time for graduation. Make note of the deadlines for submitting the finished thesis to the Graduate School, then plan on a defense allowing plenty of time for last-minute revisions. The Graduate School is really not flexible with these dates and if you miss the date, you won't be allowed to graduate. Likewise, faculty members are often quite busy at the end of the semester and may not be able to respond quickly. Trying to rush things through is generally not a good idea, so be sure to allow yourself plenty of time. Recognize that doing it well is more important than doing it quickly. Even with valiant efforts, you may miss a deadline and have to take more time.

Continuous registration. After you have completed your proposal meeting, UNCC policy dictates that you maintain continuous registration (each fall and spring semester – you do not need to register during the summer) for Thesis until you successfully defend the thesis work. You must be registered during the semester you will graduate (if you will graduate in August, you must be registered for a summer session).

	Course Equivalents for the Organizational Science
APPENDIX B	**Co-enrolled Students within the I/O M.A. Program**

Regular I/O Psychology MA Curriculum	Org. Science Equivalent Curriculum
PSYC 6171 Industrial/Organizational Psychology	OSCI 8000 Organizational Science Overview
PSYC 6102 Organizational Research Methods	OSCI 8102 Research Methodologies in Behavioral Sciences
PSYC 6205 Field & Lab Based Quantitative Research Methods	OSCI 8103 Basic Quantitative Analyses for Behavioral Sciences
PSYC 6173 Job Attitudes	OSCI 8611 Macro Organizational Science I
PSYC 6175 Organizational Development and Change	OSCI 8621 Macro Organizational Science II **But, recommend considering taking PSYC 6175 as it is more applied focused**
PSYC 6640 Topics in Organizational Psychology	OSCI 8640 Macro Seminar in Organizational Science (Topics seminar in Organizational Psychology-related subject matter) **You could also take 6000 level courses in Communications, Sociology, Psychology or Management that have a link to Organizational Psychology. Must have course approved by the IO program director prior to taking it. Of course, you can take PSYC 6640!**
PSYC 6172 Talent Acquisition	OSCI 8610 Micro Organizational Science I
PSYC 6207 Measurement in Organizations	OSCI 8630 Micro Seminar - Organizational Measurement (or equivalent) **If this course is not offered in a time period where you need it, you can take the PSYC 6207 course or equivalent. It is more applied than OS 8630, so OS 8630 is probably better for your needs.**
PSYC 6177 Talent Management	OSCI 8620 Micro Organizational Science II
PSYC 6630 Topics in Talent Management	OSCI 8206 Qualitative Research Methods **Conducting talent management work relies on qualitative research methods to be carried out – interviewing, content analysis, focus groups, etc. making this a good course equivalent.**
Thesis Track: PSYC 6999 – Thesis (6 credits)** see note about thesis committee composition below	**Since you are doing a thesis (also counts as your pre-doc) – you take** OSCI 8948 (3 credits Pass/No Credit) and OSCI 8949 (3 credits Pass/No Credit) as equivalents to 6 credits of PSYC 6999

**PLEASE NOTE: Your thesis (also counts as your pre-doctoral project) committee needs to contain at least 3 faculty members (you can have 4 if you want). Of those, 2 must be I/O psychologists, at least 1 of whom must be your Chairperson. The third member of the thesis committee can be another OS faculty member from any discipline, or another faculty or affiliate faculty member from another department or university (as approved by your Chairperson). OS faculty who are listed as I/O program affiliates may also serve as your Chairperson and/or count towards the 2 required I/O psychologists (see list of I/O program faculty and affiliates on the I/O MA program website). If your Chairperson is not an I/O psychologist, that is ok, simply designate 1 of the 2 required I/O psychology committee members as a Co-Chairperson.

**PLEASE ALSO NOTE: If your thesis Chairperson is not an I/O psychologist (or an OS faculty member listed as an I/O program affiliate on the I/O program website) at least 2 credits of OSCI 8477 Practicum (e.g., the VPA practicum or other practicum as approved by the I/O program director) is required to earn your I/O Psychology M.A. degree to help ensure you receive additional socialization and training in I/O psychology.

APPENDIX C | 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 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 D | 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 a 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 the IRB review/approval process for research projects involving human subjects.	Research Projects involving Human Subjects (IRB)

APPENDIX E | Faculty/Student Research Mentoring Relationships

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

{Developed by OS students, Spring 2007}

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 set 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 recognize, 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).

Conference or Association	Size, Frequency, Focus
Interdisciplinary Conferences	
InGroup	Small, annual conference for people interested in groups and teams
International Society of the Study of Work and Organizational Values (ISSWOV)	Biannual international conference
Labor & Employment Relations Association (LERA)	Medium, semi-annual meetings with a mix of academic, HR, public policy folks, etc.
Sun Belt Conference on Social Network Analysis	Large, annual interdisciplinary conference for current work in the field of social networks. Conference may be international or domestic
Communication Conferences	
National Communication Association (NCA)	Large, annual, national conference
International Communication Association (ICA)	Large, annual, international conference that is domestic every other year.

Southern States Communication Association	Small, annual, regional conference
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.

Sociology Conferences	
American Sociological Association (ASA)	Large, annual, national conference
Southern Sociological Society (SSS)	Small, annual, regional conference
Eastern Sociological Society (ESS)	Small, annual, regional conference
Management Conferences	
Strategic Management Society (SMS)	Small, annual, strategy conference, often international
Academy of Management (AOM)	Large, annual, national conference
Southern Management Association (SMA)	Small, annual, regional conference

Eastern Academy of Management (EAM)	Small, annual, regional conference
Mid-South Management Research Consortium	Small, regional conference to foster research collaboration

IO Conferences

Society for Industrial and Organizational Psychology, Inc. (SIOP)	Large, annual, national conference
North Carolina I-O Psychologists (NCIOP)	Small state conference, usually in Greensboro both in fall and spring

APPENDIX G	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.
- University Recreation Center
- Group fitness classes: https://urec.charlotte.edu/class-descriptions
- Mental wellness resources for the self and others:https://wellness.charlotte.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://spaces.charlotte.edu/pages/viewpage.action?pageId=2523220
- Citrix: https://servicecatalog.charlotte.edu/service/software-distribution/citrix-virtualized-apps
- UNC Charlotte Dropbox: https://dropbox.charlotte.edu/

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: https://gpsg.charlotte.edu/
- Application through OrgSync: https://servicecatalog.charlotte.edu/service/student-information-systems/orgsync-student-orgs

Organizational Science Teaching Enrichment Program

Organizational Science Teaching Enrichment Program, Certificate of Completion

Review of requirements
- Teaching an independent course
- Attending 2 FCTEL (Faculty Center for Teaching and E-Learning) workshops (or equivalent)
- Attending 2 OS pedagogical workshops/luncheons (available each semester for the last few years)
- Participating in a classroom observation conducted on them by faculty member
- Doing a classroom observation for someone else (final activity)

* Please keep track of your personal progress on these pieces. Keep Mrs. Janet Opel and Dr. Tonidandel in the loop as well. For those of you going academic, this will be a great thing for your CV.

APPENDIX H	**Student Experience and Accountability**

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:

Accessing Relevant Information: OS Shared Dropbox

Students and faculty have access to the OS Dropbox.

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.

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.