

A photograph of a modern, multi-story building with a tiered, stepped design. The building is constructed from light-colored stone or concrete blocks. It features several large windows with dark frames. The sky is blue with scattered white clouds. In the foreground, there are green leaves on the left and a textured, grey stone structure at the bottom. A semi-transparent dark grey banner is overlaid across the middle of the image, containing white text.

**IOWA**

**HENRY B. TIPPIE COLLEGE OF BUSINESS**

**DEPARTMENT OF  
MANAGEMENT & ENTREPRENEURSHIP**

*Formal Milestones in the Ph.D. Program*

Updated May 2023

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# **DEPARTMENT OF MANAGEMENT & ENTREPRENEURSHIP PH.D. PROGRAM**

## **Mission**

The mission of Iowa's Ph.D. program in Management and Entrepreneurship (M&E) is to train future scholars for placement in top research and teaching universities. We develop our students to conduct the highest quality applied research, teach to standards of excellence, and be active participants in local and professional organizations. Graduates of our program are placed in tenure-track positions at accredited universities around the world, where they continue to engage in top-level scholarship, teaching, and service.

## **Admission Processes and Criteria**

Admission into our program is highly competitive, with two or three students admitted out of 50 applications, on average. We keep our selectivity rates low to maintain a faculty-student ratio of approximate 1:1, and because we are committed to educating, mentoring, and graduating each student we enroll. Our intent is to admit students that we are confident will succeed rather than “weed out” students after they have been admitted. Our selection criteria include GMAT (or GRE), GPA, candidates’ statement of purpose, and letters of recommendation. We strongly consider whether a candidate’s career goals and research interests are aligned with our program strengths.

## **PhD Program Milestones**

The purpose of this document is to help students and their advisors effectively manage student performance in the Ph.D. program and to set goals that will enable student success. Within this overarching purpose, specific information is provided that should help students (and their advisors) monitor their progress in the program and set goals for the future.

Students' progress in the Ph.D. program is monitored and evaluated in three main ways: (1) advisors keep track of all completed course work in the student's plan of study; (2) students undergo major milestones (e.g., mentored research, second-year qualifying paper, proposal defense, and dissertation defense) that are evaluated by faculty committees; and (3) every student's overall progress (course work, assistantships, mentored research, and dissertation work) is reviewed by M&E faculty in the spring of each year.

These milestones correspond to the formal requirements toward earning a Ph.D. There may be a difference between fulfilling the requirements for earning a degree and preparing oneself to meet one’s career goals. To be competitive for positions at research universities, students must have significant involvement in multiple research projects that will result in publication. Because students’ goals are different, formal requirements for research projects are not defined here. Furthermore, although a student’s advisor and the Director of Graduate Studies (DGS) can be

sources of advice and input in terms of how to gain involvement in research projects, the impetus of such involvement rests with the student. Thus, although this document is meant to enhance students' management of their performance in the program, it is not a performance management process in and of itself. Students need to be proactive, and work closely with their advisors, to make sure that both formal and "informal" goals are met.

This document should be interpreted as outlining normal procedures for moving through and completing the program. However, a student may appeal to waive or modify a particular procedure if he or she feels there is compelling reason to do so. Waivers or modifications may be approved provided: (1) the case for the proposed deviation is presented in writing; and (2) the student's advisor, the department executive officer (DEO), and the DGS all agree to the modification.

Major milestones in the Ph.D. program are as follows:

1. Satisfactory annual student progress report and faculty review of student progress (every year).
2. Completion of required and elective course work (normally by the end of 2<sup>nd</sup> year for required; end of 3<sup>rd</sup> year for elective).
3. First-year mentored research project (1<sup>st</sup> year)
4. Second-year qualifying paper (2<sup>nd</sup> year)
5. Completion of Teaching Development Checklist (3<sup>rd</sup> year)
6. Third-year dissertation exploration process (3<sup>rd</sup> year)
7. Defense of dissertation proposal (during 4<sup>th</sup> year)
8. Defense of completed dissertation (during 5<sup>th</sup> year)
9. Participation in Friday Seminars (every year)

Except for the first and last milestone, which occur annually, the steps are typically completed in the order listed above, although elective course work may be taken at any point in the doctoral program. Specifications for each milestone are outlined in the following sections.

### Annual Progress Report and Faculty Review of Ph.D. Student Progress

The progress of all Ph.D. students will be reviewed annually. Each April the student is responsible for submitting the names of 2-3 faculty members to review their progress and preparing a Progress Report that consists of their: (a) up-to-date curriculum vita; and (b) a summary of goals attained during the year as well as goals and plans for the following year. See Appendix A for further details. The progress report is due to the DGS who will set up a meeting for the 2-3 faculty members to review the students' progress. The faculty members are responsible for reviewing the student's progress report, meeting to review the progress of the student, and consolidating their written feedback to the student. See Appendix B for further details. At least one faculty member will share the written feedback with the student and meet with the student to discuss the feedback. Once the feedback session has taken place, the faculty member should email the faculty feedback form to the DGS. All student evaluations should be complete by June 30.

Academic Probation: Although most students complete program requirements successfully, continuation in the Ph.D. program is contingent on satisfactory academic progress. See the

[Graduate College manual, Section IV: Academic Standing, Probation, and Dismissal](#) for further details.

**Failure to Make Progress:** Grades are one way that academic progress is assessed; however, faculty assessments of the student's overall performance in the program (including research and teaching assistantships), as well as the passing of other milestones are also considered. In cases where the overall faculty assessment is the student is failing to make adequate progress, the issues will be outlined in the faculty feedback form, as noted above. Recommendations for improvement will be provided and goals will be specified that need to be met to continue in the Ph.D. program. In some cases, the performance assessment may advise the student to consider other (nonprogram) options, in the event that performance does not improve sufficiently to justify continuing in the program. ***Continued financial aid is contingent on acceptable progress in the academic program as well as on acceptable performance in previous research and/or teaching assistantships.*** A student may be permitted to continue to take classes in the program, but be denied additional funding, based on faculty assessments of the student's previous RA or TA performance.

### Completion of Required and Elective Course Work

Completion of the doctoral program requires a total of 72 s.h. of credit. Required course work is normally completed during the first two years of a student's academic program. The following courses are required for all students:

#### **Research Methods (18 s.h.)**

- MGMT:7120 Research Methods in Behavioral Social Sciences (3 s.h.)<sup>i</sup>
- MGMT:7160 Multivariate Analysis in Behavioral Social Sciences (3 s.h.)<sup>ii</sup>
- MGMT:7140 Meta-Analysis in Behavioral Social Sciences (3 s.h.)

+ 9 additional s.h. tailored to the student's needs and interests. Check with the DGS for a list of potential courses.

#### **Content Courses (12 s.h.)**

- MGMT:7800 Foundations of Human Resource Management (3 s.h.)
- MGMT:7340 Group Processes (3 s.h.)
- MGMT:7350 Leadership (3 s.h.)
- MGMT:7360 Motivation and Attitudes (3 s.h.)

#### **Mentored Research (minimum of 4 s.h.)**

- MGMT:7700 Mentored Research (4 semesters of at least 1 s.h. each)

#### **Elective Courses (~X s.h.)**

See information below.

#### **Thesis Mgmt. & Org. Credits (~15 s.h., depending on transfers)**

- MGMT:7975 Thesis Mgmt. & Org.

As indicated above, students can complete elective course work. This may be completed during years 1-3 of the student's program. This often consists of additional research methods training

and/or content courses from other departments relevant to students' research interests. Approximately 15 s.h. of Thesis (MGMT: 7975 credits are also required. For many students, these may include credits transferred in from other institutions or programs if they have been approved by the DGS, the student's advisor, and the Graduate College. Students are encouraged to work closely with Tippie's Director of PhD Student Services and the DGS to ensure that they have accumulated the 72 s.h. required for graduation. See Appendix C for an example Plan of Study and Appendix D for a description of courses.

The student is required to register each fall and spring semester until the degree is awarded. If a student fails to register, he or she may not be readmitted to candidacy until the student has submitted an application approved by the student's advisor, the DEO, and the Graduate College Dean.

### First-Year Mentored Research Project

During their first year in the program, students will participate in a mentored research project and be enrolled in Mentored Research Credits (MGMT:7700). The purpose of the mentored research project is to get students involved in faculty research projects as soon as possible. In this way, students will learn the "nitty-gritty" of designing and executing studies, analyzing data, and writing papers for publication.

In July or August of each year, the DGS will solicit from the faculty any research projects on which they would like to have a Ph.D. student involved. The list of available research projects will then be circulated to the 1<sup>st</sup> year Ph.D. students, and the students will be asked to rank order their preferred projects. The DGS will match students to faculty projects based on preferences. The assigned faculty mentor is then responsible for advising the student on the project.

The work requirements will vary depending on the research project, but all students will present their mentored research project to the department at the end of the spring semester of their first year. The presentation resembles that of an academic conference presentation in which the student presents an overview of the project and key lessons learned from the mentored research project. Most presentations will be approximately 15-20 minutes long with 10-15 minutes allotted for questions and answers. Students are also required to write a 2-3 page summary of the project (emailed to the DGS) prior to the presentation.

Based on the student's performance and contributions to the research project, the faculty mentor may invite the student to be a coauthor on publications resulting from that project. Whether these projects can be used for the student's second-year qualifying paper is at the discretion of the faculty mentor and should be discussed with the mentor as early as possible.

### Second-Year Qualifying Paper

The second-year qualifying paper fulfills the Comprehensive Exam requirement outlined in [Section XII.K of the Graduate College Manual](#). The second-year qualifying paper is a research project led by the student under the guidance of an M&E faculty member and evaluated by 3 additional faculty members. See Appendix E for further details.

The qualifying paper must be student-led under the direction of their faculty mentor. The paper provides hands-on experience in each stage of independent research aimed at publication. The paper can be based on a student's own idea (e.g., a class paper), an idea co-developed with faculty, or an idea from the first-year mentored research. The exact nature of each student's paper and leadership role will vary but should include project management by the student and a substantial role in idea development, design, writing, and analysis.

Acceptable qualifying papers include:

- An **empirical-based paper**. The student must conduct a literature review, understand or develop study design, collect new data or clean existing data, help analyze the data, and write an entire manuscript. This type of paper closely resembles a top-tier empirical paper like those found in AMJ, JAP, PPsych, and JOM.
- A **theoretical paper**. The student must conduct a literature review, develop a theoretical model and research propositions, and write an entire manuscript. This type of paper closely resembles a top-tier theoretical paper like those found in AMR.
- A **narrative or empirical review**. The student must conduct a literature search and review, code studies, conceptualize integration or analyze data, and write an entire manuscript. This type of paper closely resembles an integrated conceptual review like those found in JAP, a review article in JOM, or an empirical review (i.e., meta-analysis).

The student begins work on their second-year qualifying paper at the end of their first year, works on the paper throughout their second year, and submits their first draft by the close of Spring Semester in their second year. The student may revise the paper over the summer to produce a final draft by August of their third year, at which time the paper will be evaluated for comprehensive exams. See Appendix E for further details.

### Completion of Teaching Development Checklist

We will work with each student to develop a plan of teaching that will allow for successful development and demonstration of teaching capabilities prior to entering the job market. The department has generated a checklist of activities geared toward preparing students to step into the classroom. See Appendix F for the Teaching Development Checklist. In addition, students may seek development outside the college through teaching programs. The student should work with their faculty advisor and DGS to decide on the best activities to complete to ensure success in the classroom. Upon completing the items noted in the teaching checklist, the student is generally ready to step into teaching a standalone course. We recommend that students teach two distinct standalone classes during their time in the Ph.D. program to be best prepared for their first academic appointment.

### Third-year dissertation exploration process

Following the completion of course work and the second-year qualifying paper, the major remaining hurdles involve proposing, conducting, and defending the dissertation. The purpose

of the third-year dissertation exploration process is for students to explore dissertation topics, narrow down the topic of their dissertation, and identify a dissertation chair.

To be ready to propose their dissertation in their fourth year, it is recommended that students follow the timeline below:

#### Fall of Third Year

- The student formulates 2-3 research ideas for their dissertation and solicits feedback from faculty members
- The student identifies a chair for their dissertation

#### Spring of Third Year

- The student narrows down their research ideas into one research idea that holds the most promise and discusses the idea with their dissertation chair
- The student refines the research idea into a research proposal. This requires conducting a literature review to refine the model and contribution.

#### Beginning of Fourth Year

- By the start of their fourth year, the student should submit a draft of Chapter 1 to their dissertation chair. See Appendix G for further details.

## Successful Oral Defense of Dissertation Proposal

The purpose of the dissertation is to demonstrate a student's ability to conduct independent research that makes a significant contribution to the management literature. The Council of Graduate Schools views the dissertation as requiring a student to "generate new knowledge and to develop as individuals who use the power of scholarly inquiry to advance society" (Council of Graduate Schools, 2016).

The oral defense of the dissertation proposal is conducted at the point where the candidate has: (a) completed all course work, (b) passed the second-year qualifying paper, (c) completed the third-year dissertation exploration process, (d) convened a dissertation committee and obtained their feedback on Chapter 1, and (e) submitted a formal dissertation proposal to the committee. Successful completion of the proposal defense will mean that the dissertation committee has approved the student's proposal and plan for the dissertation.

With respect to part (d), students must convene a committee of at least four faculty members willing to serve on the dissertation committee. At least three of the faculty members must be members of the University of Iowa tenure-track faculty. At least two of the faculty members must be from the major department (defined as faculty members who hold any appointment in the major department or program) and are members of the University of Iowa tenure-track faculty. The student, with the support of the department, may request the dean's permission to replace one of the four members of the graduate faculty by a recognized scholar of professorial rank from another academic institution. Also, a voting member may be added at the discretion of the Graduate College dean. [See Section XII.P of the Graduate College Manual](#) for further details.

### Timeline of the Dissertation:

Experience has shown that students may underestimate the time it takes to work through dissertation revisions. Most dissertation proposals require several revisions before they are ready to go to an entire committee. Faculty also need time to review drafts and provide feedback. Faculty will generally need at least two weeks to respond to a draft and provide feedback, and students themselves need at least 2-3 weeks to respond adequately to feedback. A recommended timeline is as follows:

<b>Fall and Spring Year 3</b>	Determine dissertation topic, choose a chair and begin literature review (See Third-year dissertation exploration process above).
<b>August, Year 4</b>	Submit draft of Chapter 1 to Dissertation Chair.
<b>November, Year 4</b>	Submit Chapter 1 to all committee members for their feedback. Pre-proposal meeting completed.
<b>January-March, Year 4</b>	Submit dissertation proposal to committee members. Allow at least 2 weeks for feedback from committee members.

**February-June, Year 4** Proposal defense scheduled and executed. Allow at least 2-3 weeks after receiving feedback to schedule proposal.

### Requirements of Dissertation Proposal

Chapter 1 Feedback. Students are required to obtain feedback on Chapter 1 from all members of the dissertation committee before proceeding with writing the hypotheses and proposed methods. See Appendix G for further details.

Oral Defense. Advance approval of the advisor, having gathered feedback from the committee, is needed to conduct the oral defense of the proposal. The student must request a date and time for the defense and confirm this information with all four committee members. At least 10-14 days prior to this date and time, the student must provide Tippie's Director of PhD Student Services and DGS with this information. The Tippie Director of PhD Student Services will prepare the paperwork and reserve the room. If your committee includes a person outside the University of Iowa, please notify the Tippie Director of PhD Student Services earlier than two weeks in advance of the defense date.

The oral defense of the proposal is a public meeting in which committee members, faculty, PhD students and visitors may attend. Once the student receives confirmation of the room reservation, the student should send a meeting invitation to all faculty and PhD students in the M&E department and a copy of the written proposal saved to the designated shared drive. A suggested timeline for the oral defense of the proposal is outlined in Appendix H.

Outcomes of Oral Defense. The chair of the oral proposal committee is responsible for completing the Report on Oral Proposal Defense, initialed by all committee members, and notifying the student of the outcome. Possible outcomes are Satisfactory, Satisfactory with Reservations, or Unsatisfactory. Refer to [Table 1 in Section XII of the Graduate College Manual](#) for voting outcomes based on committee size.

The M&E faculty has a policy of generally not writing letters of recommendation for students who have not had their dissertation proposal fully approved (except for minor reservations) by their dissertation committee. Unless the proposal is defended, we also will normally not provide funding for travel to conferences for the purpose of job search. In short, this means that a successful job search requires students to have dissertation proposals defended by end of June before their final year. ***For best consideration for internal and external dissertation grant funding and doctoral student consortiums, it is strongly recommended that students strive to defend their proposal by April/May of their fourth year.***

### Successful Final Dissertation Defense

The culmination of the PhD milestones is the final defense of the student's dissertation, which typically takes place in the Spring of Year 5. It is recommended that the student consult the Graduate College website regarding [Thesis and Dissertations](#) with regards to formatting and submission requirements.

Early in the semester in which a student intends to defend the dissertation, the following documents should be obtained: (1) Ph.D. Final Examination (Thesis Defense) and Graduation

Procedures, from the Graduate College; and (2) Report of Examination: Advanced Degree, which the Tippie Director of PhD Student Services provides. The dissertation committee of at least four faculty members must include a chairperson and is normally the same committee as the Dissertation Proposal Committee. Following the examination, the committee will complete and submit the Report of Final Examination: Advanced Degree form. More detailed procedures, including voting outcomes, for final dissertation examinations can be found in [Section XII.O, P and Table 1 of the Graduate College Manual](#).

For the final defense of the dissertation, students should follow the same procedures outlined in Successful Oral Defense of Dissertation Proposal section above with regards to scheduling the final defense by coordinating with the Tippie Director of PhD Student Services, notifying their committee and department. Similar to the oral defense of the proposal, dissertation defenses are open to all members of the department as well as to the general public and a copy of the written dissertation should be saved to the designated shared drive. The meeting should proceed similarly to the oral defense. See Appendix H for further details.

All doctoral dissertations must be submitted to the Graduate College in electronic format. Please reference the Graduate College website regarding [Thesis and Dissertations](#) for further details.

### Participation in Friday Seminars

The department offers a variety of development opportunities outside of the classroom for students. Friday Seminars are devoted to skill development in the domains of teaching, research, publishing, and career preparations. The goal of these seminars is to socialize doctoral students to the various aspects of a successful career in academia. Topics will vary each semester but often include guest research speakers, CARMA webcasts to provide instruction on advanced research methods topics, practice sessions for poster and oral conference presentations, writing, teaching topics, and socialization topics on elements such as networks, job search, and dissertation writing. It is expected that students will attend these Friday sessions (typically occurring over the lunch hour), unless they are otherwise committed. Strict attendance is not taken at these seminars, but repeated absences are not acceptable.

## **Mentoring Model**

### Our Mentoring Philosophy

We are committed to educating, mentoring, and graduating each student we enroll. Our overarching goal is for students to become independent researchers who have formed their own research identity and can independently publish top-tier research.

We encourage students to work with multiple faculty to best develop their own research identity and necessary knowledge, skills and abilities to publish top-tier research. Our goal is for each student to develop strong working relationships with 2-3 faculty members while in the program. These faculty members will likely write letters of recommendation for the student on the job market.

We do not expect students to develop these relationships on their own, but instead have a “Coach-Mentor-Chair” model, which can be seen in the PhD Milestones outlined above.

- First Year: The student works with a faculty member on a mentored research project of their choice. The student will also be assigned a faculty “coach” during their first year to coach them through how to juggle classes, research projects, time management skills, everyday life, etc.
- Second Year: The student chooses a mentor for their second-year qualifying paper.
- Third Year: The student narrows down their research interests, chooses a dissertation chair (and eventually a committee) and begins developing a dissertation idea.

Thus, by the time students enter the job market, they will have worked closely with several faculty members on mentored research, a second-year qualifying paper, other research projects, and their dissertations.

### Role of Faculty and Students in the Mentoring Model

It is important for both faculty and students to understand their role in the “Coach-Mentor-Chair” model of mentoring. Thus, we provide the following guidelines regarding the responsibilities of both faculty and students. In most cases, the role of faculty member in the responsibilities below will be fulfilled by a student’s “Coach” in first year, “Mentor” in second year” and “Chair” in years 3-5.

#### **The faculty member’s primary responsibilities are to:**

- Prepare the annual progress report for their student in the late Spring (see PhD Program Milestone #1). See Appendix A and B for further details.
- Meet with the student to discuss their progress and develop goals for the next academic year. This meeting should be done by June 30 of each year. See Appendix A and B for further details.
- Meet at least twice a semester (four times per year) with students to discuss their progress towards goals and what help they need to achieve goals. Recommended meeting dates are in early-September, early-November, late-January, and mid-March.
- Review the student’s current project portfolio, offering advice on the overall focus of their research stream, their number of projects, and where to prioritize their efforts.
- Provide suggestions for managing conversations with coauthors on current projects.
- Provide advice to students on potential topics for second year papers and dissertations or identify other faculty members who may be more appropriate Chairs for specific topics.

#### **The PhD students’ primary responsibilities are to:**

- Meet with your faculty member for the annual progress report meeting, which may require you to do some preparation work, and work with the faculty member to develop yearly goals.
- Develop strategies and timelines to achieve goals, in consultation with the faculty member.

- Meet with your faculty member at least twice each semester (four times per year) to discuss your progress towards goals, obstacles you are encountering, and seek advice on how you can stay on track. Recommended meeting dates are in early-September, early-November, late-January, and mid-March.
- Seek your faculty member's input before agreeing to any new research projects (whether with other faculty or fellow students). Your faculty member can help you decide what is and is not a good use of your time, whether you may be stretching yourself too thin, and/or help support you if you should or want to say "no" to a new project. Your faculty member should be aware of all the research projects you are involved in.
- Create and maintain a list of all your research projects, including co-authors and the project title. This will help you and your faculty member keep track of your progress on each project. This list could be included on your CV as part of "Working Papers" and "Research in Progress".
- Seek your faculty member's help or guidance as needed throughout the semester, whether it be for concerns related to courses, research projects, teaching, or fellow students. We want to help you do well in the program so let your faculty member know when you need help with something.

## **PhD Student Funding**

### Research and Teaching Assistantships

We commit to five years of funding for students who make satisfactory progress toward the completion of their degree. This funding is typically a combination of fellowship money (with no work-related requirements attached) and RA money (with designated work responsibilities). We work diligently to secure fellowship funding for students whenever possible. These include, but are not limited to, the following fellowships from the Graduate College: Recruitment Fellowships, Post-Comprehensive Research Awards, Ballard-Seashore Dissertation Fellowships, and Summer Fellowships. Additional external funding is sometimes available in the form of grants on specific faculty research projects. The remainder of our funding is generally in the form of teaching assistantships, in either 10-hour (25%) or 20-hour (50%) assignments to specific classes or teaching a stand-alone course. As noted below, summer funding is also available for students.

### Additional Resources for PhD students

To further support our students' learning and research (as resources are available), the department will provide:

- Summer funding through fellowships as available, as well as additional teaching opportunities when they are available.
- Payment of student membership dues to our professional organizations (Society for Industrial & Organizational Psychology and the Academy of Management) for the student's first two years in the program.
- Funding for doctoral student travel to national conferences (i.e., SIOP and AOM) when they are presenting papers or on the job market at those conferences. In addition, we will support additional opportunities for research methods and teaching training when

possible (i.e., CARMA summer/winter sessions; case teaching seminars), according to the Ph.D. Student Travel Policy (see below)

- A \$2,500 research budget based on successful completion of the various milestones in the program. This budget may be used at the discretion of the student for funding research projects, paying for professional memberships past Year 2, or other research related expenses. This budget is awarded as follows:
  - Successful completion of second year qualifying paper      \$1,250
  - Successful defense of the dissertation proposal                      \$1,250

### Ph.D. Student Travel Policy

We are committed to supporting our students for travel to academic conferences to present their research and for approved skill development activities. Travel must be approved by the DGS prior to booking.

### Travel to Conferences within the United States

During any 12-month period students can receive funding for up to two trips that meet the following parameters:

- Students who are presenting peer-reviewed research papers at the national meeting of the Academy of Management (AOM) or Society for Industrial and Organizational Psychology (SIOP).
- Students who are “on the market” at the AOM conference in August for that year’s academic job market.
- Students who are attending an approved research methods or teaching seminar or additional research meeting (such as APA or a specialized research conference).

These students are eligible to receive available funding to be applied to transportation, registration, and lodging costs. Available funding is determined year-to-year. Current available funding amounts include up to \$1,200 for the first conference (\$1,500 if the student is on the job market) and up to \$800 for the second conference, for a total of \$2000. The maximum reimbursement for any one conference is limited to \$1,200. If the first conference costs less than \$1,200, the remainder can be applied to the second conference not to exceed \$1,200 of reimbursement for the second conference.

If students wish to attend additional conferences or seminars that require travel, they can use available funds in their personal research accounts or apply for Graduate Student Conference Travel Awards available elsewhere on campus.

### International Conference Travel

In addition to funding available for travel to conferences within the US, students may also be funded for one international conference over the course of their 5 years in the program, depending on funding availability. Students need approval from the DGS and (their faculty member?) before submitting a paper to an international conference. If the paper is accepted, students will receive an additional \$1500 from the department. To cover the costs of travel,

students can also receive funds from their advisor or another faculty member's research account, apply for graduate college funding, or use their student "research funds" which are received for achieving various milestones.

### Approval of Travel

Prior to booking travel, students must complete the Graduate Student Travel Form (see Appendix I). This form should be submitted to the DGS, Tippie's Director of PhD Student Services, and the department administrators with estimated expenses. Once the form is approved by the DGS, the student may book their travel. Within two weeks after travel, the student should submit the same form updated with actual expenses along with their receipts for reimbursement.

### **PhD Honor Code**

We are also committed to ensuring our students adhere to the highest ethical standards in their research, teaching and service. Thus, our students must adhere to the Tippie PhD Honor Code which can be found in Appendix J.

#### Footnotes:

<sup>i</sup>Class scheduled under MGMT 7900 until Fall 2024 when MGMT 7120 was renamed

<sup>ii</sup>Class titled "Measurement Theory in the Behavioral and Social Sciences" until Fall 2024