

Graduate Student Handbook for the
DOCTOR OF PHILOSOPHY IN
INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY
University of Georgia (UGA)

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I. INTRODUCTION TO THE HANDBOOK

The Graduate Student Handbook for the Doctor of Philosophy in the Industrial-Organizational Psychology Program is a guideline that outlines the procedures, processes, requirements, and expectations. It is not designed or intended to be a legally binding document. The document is updated regularly to reflect changes in the policies and practices of the Graduate School, the Department of Psychology, and the I-O Psychology Program.

The handbook will be distributed to all students at the start of each academic year and when major revisions are made on an as-needed basis. For new students, we hope that this Handbook will ease your transition into graduate school as you become a welcomed member of the Psychology Department at UGA. For continuing students, we hope the Handbook will serve as a guide throughout your graduate school journey.

Keep in mind that this document cannot replace two of your most valuable resources during your tenure at UGA: your fellow students and the I-O Psychology faculty. Use them. Whatever problem or difficulty you might encounter, it's highly likely that some student(s) before you have experienced it, solved it, and are more than willing to share their knowledge. Similarly, every member of this faculty is interested not merely in your education and training as an I-O Psychologist, but also in your personal and professional development as future friends and colleagues.

This Handbook is an accompaniment to the Graduate School Handbook, which can be found at <https://grad.uga.edu/graduate-bulletin/>. Additional information regarding Psychology Departmental and Graduate School policies, including required forms you will need to complete at various milestones toward completion of the Ph.D. can be found at <https://psychology.uga.edu/graduate-program-policies>.

We also strongly recommend that incoming students complete the [online Graduate School Orientation](#) during their first semester to become familiar with personal and professional resources available to graduate students at UGA.

Background Information

The doctoral program was founded in 1970 and was named the “Applied Psychology Program” from that time until 2011. Before this, the Psychology Department’s only specialty program was Clinical Psychology. The remaining 30+ faculty members at the time were blended as General-Experimental. The Applied Psychology’s program leader in 1970 was William A. Owens, former President of SIOP and namesake for the Owens Institute for Behavioral Research.

In 1916, faculty member L.R. Geissler founded the premier academic journal in I-O Psychology, *Journal of Applied Psychology*. In 2020, Lillian Eby took over as head editor – the first woman to do so in the journal’s 100+ year history.

Today, the Psychology Department has three areas: I-O Psychology, Brain & Behavior Science (BBS), and Clinical.

The I-O Psychology Doctoral Program at UGA aspires to develop, research, and apply

psychological principles to the workplace with the ultimate goals of raising the quality of life for working individuals and improving organizational functioning. Core topic areas include employee selection, training and development, workplace motivation, occupational health psychology, work-family, diversity, equity, and inclusion, team functioning, and leadership. We take pride in the scientist-practitioner model and integrating diverse perspectives for well-rounded training.

Our program places a heavy emphasis on developing students' research and analytical skills. Research and quantitative methods are at the core of our training program. Students are actively involved in research throughout their graduate training, beginning with mentored involvement in faculty research, and moving toward independent research projects as students develop their skills and interests. Students who complete the Ph.D. requirements are prepared for careers in a multitude of settings, including academia, industry, consulting, government, and the military.

The I-O Psychology Program has a formal diversity statement: *We intentionally strive to create an educational environment that is inclusive, open, and welcoming to all individuals, regardless of race, ethnicity, national origin, gender identity, disability, age, and other differences, both visible and invisible. We respect differences in others and understand the advantages that come from diverse perspectives and life experiences. To that end, we aspire to offer a supportive culture that empowers individuals to be their best selves while stimulating exchange and appreciation of differences.*

II. I-O PSYCHOLOGY FACULTY & STAFF

The I-O Psychology program emphasizes collaborative decision-making among the faculty. Faculty members occupy a number of formal roles in support of the program. The Program Chair oversees the day-to-day operations of the program, communicates regularly with students and faculty, coordinates course scheduling, and oversees recruitment weekend. Other major activities of the program are led by faculty members, which include comprehensive exams, brownbag/colloquium coordinator, newsletter/social media, awards, diversity, and admissions. The faculty member in charge of each of these will change from year to year. Students will be given a list of roles at the start of each academic year.

Faculty		
Malissa Clark Associate Professor clarkm@uga.edu Rm. 319	Lillian Eby Distinguished Research Professor Program Chair, I-O Psychology leby@uga.edu Rm. 325	Brian Frost Director of IOMP frostb@uga.edu Rm. 234
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Staff		
Elizabeth Davis Graduate School Support/Liaison gradpsych@uga.edu Rm. 231	Anna Harbin BBS Administrative Assistant Anna.harbin1@uga.edu Rm. 214	Stephanie Helmig Psychology Dept. Administrative Specialist Stephanie.helmig@uga.edu Rm. 205
Meredith Mayson I-O Psychology Administrative Assistant Meredith.mayson@uga.edu Rm. 212	Vanessa Stimson Undergrad Program Admin./Course Scheduling stimson@uga.edu Rm. 232	Tomeka Waller Psychology Dept. Main Office tlwaller@uga.edu Rm. 228
Outside Support		
Drew Abney Graduate Student Coordinator Drew.abney@uga.edu	Qiana Wilson Title IX Coordinator ugaeoo@uga.edu	Charisse Harper Ombudsperson for UGA charper@uga.edu

III. EXPECTATIONS FOR GRADUATE SCHOOL

Graduate school is considerably different than undergraduate training. The workload is higher, readings are mandatory, and there is less structure, to name a few differences. Graduate school is intellectually and emotionally challenging. Rather than simply attending class, successful students consider graduate school to be a full-time job. Much like a full-time job, you should expect to work full-time hours and spend the majority of the year working (e.g., taking classes, teaching or serving as a teaching assistant, conducting or assisting with research).

Much of your learning will occur outside of the classroom through your own research projects and involvement in the research projects of faculty members. Some of this work may be compensated monetarily (e.g., working under a paid grant) whereas other work will be part of your training (e.g., assisting with research projects, mentoring undergraduates in a research lab, contributing to conference papers and/or publications). It is important to take a holistic view of your education and take advantage of available opportunities.

Another skill developed during graduate training is professionalism. This begins the first day you begin the program and will continue throughout your career. View your time in graduate school as the start of your career as an I-O Psychologist. Graduate school is essentially an apprenticeship where you are a junior person in your profession working alongside experienced professionals who will teach you the craft of your profession. I-O Psychology is a very small world, and, as with any field, judgments are made on the basis of not only your work but also your general decorum. Professionalism includes acting in respectful ways to peers and faculty, dressing appropriately, maintaining scheduled appointments, and arriving on time to lab meetings, classes, and brown bags.

IV. DEGREE REQUIREMENTS

❖ COURSEWORK

Overall Snapshot

The following are requirements of the Ph.D.:

- Complete 30 hours of required coursework for the M.S. degree, plus two mandatory 1-credit courses to fulfill department (GRSC 7770) and university (GRSC 7001) requirements.
- Complete a Master's thesis, which includes a proposal and defense meeting.
- Complete 30 hours of additional coursework for the Ph.D. degree. None of the credit used for the M.S. program of study can be used for the Ph.D. program of study.
- Complete Ph.D. comprehensive examinations, which includes a written and oral component.
- Complete a doctoral dissertation, which includes a proposal and defense meeting.

In addition to these requirements, the following are expectations of students enrolled in the program:

- Complete an internship, broadly defined and approved by your doctoral advisory committee.
- Regularly attend brownbag/colloquia.
- Present at a brownbag during your 2nd or 3rd year.
- Present your research at academic conferences.
- Refer to the performance evaluation document (Appendix A) for other expectations at each stage in the program.

Required Coursework for the M.S. Degree

All candidates for the M.S. degree must earn grades of B- or higher per the Department of Psychology Graduate Studies Policy Manual (<https://psychology.uga.edu/graduate-program-policies>). For academic year assistantships (fall and spring), students must be registered for a minimum of 12 hours of academic credit each semester. For summer assistantships, students must be registered for a minimum of 9 hours of academic credit.

Students sometimes enter the program with a Masters in I-O Psychology completed at another university, with a Master's that is not in I-O Psychology, or some graduate credits (but not a Master's in I-O Psychology). In addition, occasionally students also enter the program by transferring to UGA with a new faculty member. Depending on the situation, students may be able to petition to either transfer specific courses (meaning the credit hours do not need to be made-up) or exempt specific courses (meaning that the course does not need to be taken again, but the credit hours need to be made up elsewhere). The Graduate School has specific policies related to transferring and exempting courses. You should contact the I-O Program Coordinator to discuss your specific situation.

The required Master's core courses are as follows:

1. Group A (select 2 courses):

- PSYC 6110 Learning Processes (3 hours)
- PSYC 6100 Cognitive Psychology (3 hours)
- PSYC 6130 Biological Foundations of Behavior (3 hours)
- PSYC 6160 Sensory Psychology (3 hours)
- PSYC 6200 Advanced Social Psychology (3 hours)
- PSYC 6220 Developmental Psychology (3 hours)
- PSYC 6500/8000 Psychology of Prejudice (3 hours)

2. Group B (all required):

- PSYC 6310 Introduction to Industrial Psychology (3 hours)
- PSYC 6320 Introduction to Organizational Psychology (3 hours)
- PSYC 6420 Quantitative Methods (3 hours)
- PSYC 6430 Applied Regression Methods in Psychology (3 hours)
- PSYC 6250 Psychometrics (3 hours)
- PSYC 8980 Ethics and Professional Issues (3 hours)*

- PSYC 7000 Master's Research (3 hours min) **
- PSYC 7300 Master's Thesis Research (3 hours min) ***

*Another 8000 level PSY course can be substituted for Ethics and Professional issues if it is not offered within the student's first or second year.

**All incoming students, except those admitted with a Master's degree including a thesis, must take 4 credit hours total of PSYC 7000, divided across their first two semesters. The purpose is to prepare the student for thesis research.

***Students must enroll in three credit hours of PSYC 7300 after enrolling in PSYC 7000 and before or during the semester they defend their Master's thesis.

Note: If a particular course listed in Group B is not offered over a three-year span, students can substitute another 6000+-level course. This must be approved by the Major Professor.

Group A is intended to be foundational Psychology courses to give students a basic grounding in the broader field of Psychology. The list above are the preferred courses, but other foundational courses may be substituted. These courses must not be I-O Psychology courses and must be taught in the Psychology department. This must be approved by the Major Professor.

3. GRSC (both required, 2 hours)

In addition to these courses, all entering students are required to take both of the following 1 credit hour courses:

- GRSC 7770 (Psychology Department requirement)
- GRSC 7001 (university requirement)

Note: GRSC credits do not apply to the total number of credits taken when submitting your Master's program of study to the Graduate School. The only exception to taking GRSC 7770 is if a student does not intend to ever serve in a teaching assistantship role while in graduate school; this must be approved by the I-O Psychology Program Chair.

Required Coursework for the Ph.D.

All candidates for the Ph.D. degree must earn grades of B- or higher per the Department of Psychology Graduate Studies Policy Manual (<https://psychology.uga.edu/graduate-program-policies>).

The Ph.D. requires 30 additional hours. This is in addition to those completed as part of the Master's degree. These 30 hours must include 18 hours in I-O Psychology courses, 6 hours in an outside area (e.g., Management, Education, Public Health, Sociology, etc.) approved by the Major Professor, and at least 3 hours of PSYC 9300 (doctoral dissertation). A student's doctoral program of study will be constructed with, and approved by, the Major Professor.

Note: Any course that is included in a student's M.S. program of study cannot be included in that student's doctoral program of study.

The course requirements for the Ph.D. are specified below:

1. Industrial-Organizational Psychology Courses for the Ph.D. (18 hours required)

- PSYC 8000: Multilevel Modeling
- PSYC 8980 Seminars in I-O Psychology, including but not limited to:
 - Diversity in Organizations
 - Leadership in Organizations
 - Organizational Effectiveness and Change
 - Organizational Theory and Design
 - Performance Appraisal
 - Personnel Selection
 - Training and Career Development
 - Workplace Motivation
 - Work and Family
 - Teams
 - Occupational Health/Employee Well-Being
- PSYC 8990 Seminar in Statistics, including but not limited to:
 - Latent Variable Models (Confirmatory Analysis/Item Response Theory)
 - Hierarchical Linear Modeling
 - Meta-Analysis
 - Validity
 - Agent Based Modeling
- PSYC 9100: Special Problems (maximum 3 hours)

2. Outside Area (at least 6 hours)

To meet this requirement a student must take at least 6 hours in content areas outside of I-O Psychology approved by the Major Professor.

Example courses:

- MGMT 8970: Motivation*
- MGMT 9010: Management Research Methods
- MGMT 9610: Structural Equation Modeling
- MGMT 9630: Advanced Research Methods
- MGMT 9810: Organizational Behavior Seminar (macro)
- MGMT 9850: Affect
- MGMT 9860: Organizational Behavior Seminar (meso)
- STAT 6360: Statistical Programming in SAS
- AFAM 6250: Black & White Identity
- LEGL 6500: Employment Law
- PSYC8000: Advanced Topics in Psychology (maximum 3 hours; note this must be taught by an instructor outside of I-O Psychology to count toward outside area)

*Student who enroll in PSYC 8980 Motivation cannot count MGMT 8970 toward Ph.D. course requirements.

3. Doctoral Dissertation

At least 10 hours of graduate credit are required between entering doctoral candidacy upon successful completion of written and oral comprehensive exams but before the dissertation is proposed). Typically, this graduate credit is PSYC 9300.

PSYC 9000: Doctoral Research

PSYC 9300: Doctoral Dissertation (3 hours minimum)

PSYC 9250: Internship in I-O Psychology

Course Expectations

Most graduate courses are seminar-style and have fewer than ten students. Students are expected to complete all readings prior to class and actively participate in discussions. The model is very different than most undergraduate courses. Some of your classes will have papers and projects in lieu of exams. Laptops are permitted in courses but should be used **ONLY** for notetaking or viewing assigned readings. Multitasking during class is disruptive, unprofessional, and a poor use of your time. Cell phones should not be used as a means to view assigned readings. You are expected to act professionally in class. Side conversations, arriving unprepared, showing up late, missing classes, and not participating reflect poorly on you as a student.

❖ UNIVERSITY ENROLLMENT REQUIREMENTS

Students must be enrolled in a minimum of 12 credit hours per Fall and Spring semester and 9 hours in the Summer while serving in an assistantship role. If students are not serving in an assistantship role, they must be enrolled in at least 3 credit hours for 2 of the 3 semesters in a given academic year (e.g., Fall and Summer but not Spring).

Per UGA policy, in any semester when faculty resources are being used, a student must be enrolled in a minimum of 3 credit hours. This includes the semester where a thesis is defended, oral comprehensive exams are taken, or the dissertation is defended, or when a student wishes to graduate with the Master's or Ph.D.

❖ PROFESSIONAL EXPERIENCE

Whether a student plans to pursue an academic career (teaching, research) or apply their skills in some other professional setting (industry, government, consulting firm, etc.), each doctoral is strongly encouraged to acquire professional experience through an internship. It is the responsibility of the student, in consultation with their Major Professor, to devise an appropriate plan for obtaining such experience. Internships can take many forms, including, but not limited to, working for a consulting firm, an organization, developing a teaching portfolio, or submitting a grant for extramural funding. **Students on paid internships cannot simultaneously be paid as a teaching or research assistant through UGA.** Students taking an internship can register for PSYC 9250 in lieu of PSYC 9000.

❖ M.S. THESIS PROCESS

Overall Snapshot

Students are required by the Graduate School to submit a Master's thesis. The I-O Psychology program requires that students form a thesis advisory committee consisting of three faculty members, (a) at least two of which, including the Major Professor, must be members of the UGA Graduate Faculty and (b) two of which, including the Major Professor, must be members of the UGA I-O Psychology Program. If the student has co-Major Professors, only one additional faculty member is required for the committee.

The student will submit a proposal (referred to by the Graduate School as a prospectus) that is approved by their Major Professor to the thesis advisory committee for review **3 weeks in advance of the thesis proposal meeting**. The thesis proposal meeting involves the student giving a presentation about the thesis project in front of the committee. The committee will ask questions during and after the presentation. At the conclusion of this meeting, the student will be told they can proceed with the thesis project as is, project pending revisions, or fail. In the case of a fail, the student will need to hold another thesis proposal meeting at a later date. Reasons for the failure will be discussed with the student and documented.

Once the student has completed the thesis project and it is approved by their Major Professor, a thesis defense meeting is scheduled with the thesis advisory committee. Committee members should be given **3 weeks to review the document**. Following the defense meeting, the student's committee will decide whether the student passed or failed.

When students pass the thesis defense, they should submit their approved thesis to the Graduate School as well as the committee approval form through GradStatus.

In the case of a fail, the student may petition for a re-examination by the thesis advisory committee. Students are permitted to redo their proposal defense only one time. Should the student fail the thesis defense a second time, the Major Professor will inform both the student and the I-O Psychology Program Chair of this outcome in writing. A second failure is grounds for dismissal from the program.

Note: Under exceptional circumstances, the 3-week requirement for submitting the thesis proposal or final document to the committee for review may be waived if the Major Professor agrees and if the student obtains approval from all members of the advisory committee. Most faculty are on a 10-month contract at UGA and are neither required nor expected to sit on student committees during the summer.

Guidelines for Developing the Thesis

Regulations pertaining to the M.S. thesis appear in the Graduate School Bulletin and in other guidelines available from the Graduate School. The student also should consult the *Publication Manual* published by the American Psychological Association. The guidelines that follow are designed to provide Industrial-Organizational Psychology Program students with specific suggestions regarding the thesis.

- The student, in consultation with their Major Professor should devise a research

investigation that is deemed of acceptable quality and scope for a thesis.

- The student must write a research prospectus (proposal) that includes a statement of the research problem or question, a review of the literature relevant to the project, hypotheses or research questions complete with sufficient theoretical rationale, a planned methods section, and a reference section. Appendices should be included that include any proposed stimulus materials (e.g., experimental vignettes) and all measures.
- The student will work with their Major Professor on refining the thesis proposal, which will typically include numerous drafts.
- The thesis proposal draft must be approved by the Major Professor before being distributed to the thesis committee.
- The purpose of the thesis proposal meeting is to discuss the research and obtain approval by all members of the thesis advisory committee. The committee may request changes to the document at this time, and the student will submit a revised version for approval (or a summary of major changes) either to the Major Professor or the full thesis advisory committee. When using archival data, the student is not to analyze the data until the proposal is fully approved. Approval will serve as a safeguard for the student inasmuch as the committee cannot reject a thesis after it has been completed on any grounds covered and approved in the proposal meeting. Any later modifications in the thesis (e.g., change in data collection site or measures) after the proposal is approved must be discussed with the Major Professor and communicated to the members of the committee. If major changes are required, it is advisable to convene a second meeting of the committee to discuss the proposed changes and obtain committee approval.
- Students planning research involving human subjects must typically receive permission to do so from the Human Subjects Office/Institutional Review Board at UGA (for exceptions see <https://research.uga.edu/hrpp/policies-and-procedures/>). Typically the use of existing archival data also requires IRB approval. Permission must be received prior to the beginning of data collection. The necessary forms should, therefore, be processed at the earliest possible date.
- The Graduate School sets specific deadlines each semester for (1) format checks for thesis document and (2) deadline for successful defense in order for the student to officially graduate in a given semester. It is the student's responsibility to adhere to these deadlines.

Expectations for Thesis Proposal and Defense Meetings

This process varies somewhat based on your Major Professor's preferences, but the typical proposal meeting will involve the student presenting their proposal idea via a PowerPoint presentation. Committee members will likely stop you along the way and ask questions. Your committee has read your proposal document, but you should still go into sufficient detail about the project in your presentation. Meetings usually last around 1.5 hours, but **2 hours should be scheduled for the meeting.**

You should be able to answer questions related to all aspects of your thesis – the background theory, existing literature, choice of methodology, proposed analysis, etc. The feedback from your thesis committee is designed to be helpful and the goal is to improve your project rather than to “test” you.

❖ PH.D. COMPREHENSIVE EXAMINATIONS

Ph.D. Written Comprehensive Examination

Students should plan to take the written examination one or two semesters following the successful defense of their master's thesis and once all master's coursework has been completed. Examination questions are written by the three-person Comprehensive Exam Core Committee. The Specialty Area questions are all written by the student's Major Professor (even if they are not serving on the Core Committee). If the student was co-advised for the Master's thesis, then only one faculty member should be designated to write the student's Specialty questions. Core Committee faculty members will also serve as the doctoral advisory committee on required preliminary exam paperwork for the Graduate School.

Students are assessed in four content areas: These are **(a) Industrial; (b) Organizational; (c) MMS (Methods, Measurement, & Statistics); and (d) Specialty Area.**

- Industrial, Organizational, and MMS questions will be the same for each student taking the examination in a given semester.
- The Specialty Area is chosen by the student (in consultation with their Major Professor) and should be representative of a student's specific area of interest. The specialty area questions will be written and graded by the Major Professor (even if they are not serving on the comprehensive examination core committee), along with at least one other committee member.
 - The specialty topic should be one that multiple faculty members have expertise to grade.
 - In extenuating circumstances (i.e., committee members lack sufficient expertise on a topic to serve as graders), the student must identify an appropriate grader from outside the committee who agrees to serve in this capacity and inform their Major Professor prior to the examination.

Questions are integrative, with a focus on concepts, issues and applications of psychological theory, research, and principles. Knowledge acquired through independent study, going beyond topics covered by courses and seminars is expected of students.

Written comprehensive exams are administered on the 6th full week of the semester. The examination consists of two full-day sessions conducted over a three-day period:

- Monday AM (8am-12noon): Industrial
- Monday PM (1pm-5pm): Organizational
- Wednesday AM (8am-12noon): MMS (Methods, Measurement & Statistics)
- Wednesday PM (1-5pm): Specialty

Each section consists of 4 questions, 3 of which must be answered (i.e., you will skip one question per section). The total test time per section is 4 hours, leaving slightly more than one hour per question.

Each written response will be graded on a scale of 1 to 9, where higher scores indicate greater mastery of the material.

At least two committee members will grade each question. In order to earn a passing grade on a preliminary exam question, the average score for that question must exceed or equal a score of 5. If the average score for a given question is less than 5, this constitutes a failing grade on that question.

An average score will also be calculated by averaging the scores across questions within each content area (I, O, MMS, Specialty). A passing score for the content area is 5 or higher. An average score of less than 5 indicates that the student failed the content area. The student is required to pass three of the four content areas in order successfully pass the written exam.

Students will be notified of the pass/fail decision on written comprehensive exams 1 month after completion of the examination. If the decision is “fail,” then the student is given their scores on all questions (including the average for each content area) and must retake the written examination. The student cannot take the examination until the next time it is offered and as such, it will consist of new questions for all sections (I, O, MMS, Specialty). If the student fails the comprehensive exam a second time, this is grounds for dismissal from the program. If the decision is “pass,” the student is notified of how many (if any) questions were failed (but not told at this time which questions were failed; this will be relayed before oral comprehensive exams, see below). Students must pass the written comprehensive examination in order to be eligible to take the oral comprehensive examination.

Immediately upon learning about a passing score on the written comprehensive examination, students must do the following:

1. Notify the Psychology Graduate Office (currently Elizabeth Davis - gradpsyc@uga.edu) that they have passed written comprehensive exams
2. Submit their doctoral program of study (only the courses that count toward the Ph.D., not the M.S.) in GradStatus. Recall that all grades must be a B- or higher to count toward the program of study.
3. Submit their doctoral advisory committee (this is the Comprehensive Exam Core Committee plus Major Professor) in GradStatus.

Ph.D. Oral Comprehensive Examination

After passing written comprehensive exams, the student must contact faculty members serving on the Comprehensive Examination Core Committee (including their Major Professor if not serving on the committee) to find a mutually agreeable time to meet for the oral examination. A two-hour block of time should be scheduled. The oral defense must occur in the same semester as the written examination unless there are extenuating circumstances and approval by the Major Professor. **Students must be enrolled in three credit hours during the semester in which the oral defense takes place. It is student’s responsibility to ensure that these requirements are met.**

Exactly two weeks prior to the student’s scheduled orals date, the Major Professor supplies all scores to the student and notifies the student of (a) all failed questions, if any, AND (b) the two (2) lowest-scored, but passed questions. The oral portion of the examination will focus on the content areas covered in these questions.

For example, if a student passed all questions, then their oral examination will focus on the content areas covered in their two lowest-scored questions. Alternatively, if a student failed one (1) question, then their oral examination will focus on the content areas covered in the

one failed question AND the two lowest-scored (but passed) questions. In the event that there are more than two questions with the exact same “lowest score”, the Major Professor will determine which of the two questions (or if both) will be the focus of discussion in the oral examination and inform the student.

At this point, the student is required to announce that they will be taking oral comprehensive exams, as the examination is open to all members of the UGA faculty.

- Email the Graduate Coordinator and Psychology Graduate Office with this information.
- **Note: This announcement must be made two weeks in advance of the oral comprehensive examination.**

In the oral comprehensive examination, the student’s Major Professor will be responsible for leading the meeting. The student is expected to be prepared to discuss the content areas associated with the questions identified by the Major Professor. The student is not allowed to bring notes or a PowerPoint slide deck to the oral comprehensive exam.

All Comprehensive Exam Core Committee members (and the Major Professor if they are not serving on the committee) will independently evaluate the student’s response to each respective question, and the committee members will arrive at a pass/fail decision while the student is not in the room. The pass/fail decision for the oral portion will be delivered to the student at the conclusion of the meeting.

The student may be re-examined within six months in the event of a failure. A second failure on the oral comprehensive examinations is cause for dismissal from the program.

In the event of a Pass, the student is ready to submit for doctoral candidacy. This process is initiated by the student in GradStatus (contact Elizabeth Davis with any questions). If the student’s dissertation committee is different from the Comprehensive Examination Core Committee, they must request a change to the doctoral advisory committee to reflect faculty that will serve on the dissertation committee.

Note: The benefit of being admitted for doctoral candidacy is ease of eligibility for an out of state tuition waiver.

Advice on Preparing for the Ph.D. Comprehensive Exams

The actual exam is a few days, but the more important process is your preparation for the exam. At a minimum, you should plan to spend at least three months intensely reviewing and preparing for the exam. Students may prepare individually or form a study group with other students taking the exam.

The questions are designed to make you think broadly about the field and deeply. In order to receive a passing score on a particular question, you need to demonstrate a thorough understanding of the topic and issues. This requires that you go beyond the literature, demonstrate independent thought, and integrate materials from various areas in the field.

For each question, you are expected to provide a comprehensive answer that demonstrates your mastery of the current knowledge base. In order to do this, you need to address all of the relevant issues in the question and justify your response by citing appropriate literature. Thus,

preparation for the exam requires mastering the relevant literature and being able to apply this understanding in novel ways (e.g., integrating diverse concepts or topics).

We suggest the following approach: First, you should develop an outline of what you believe to be the major themes within a given test topic area. Then you should create a collection of the most important chapters and articles in those thematic areas over the past 10 years as well as the foundational pieces. Class readings are only the beginning of this process. Keep in mind that you are responsible for knowing the current literature in each area, regardless of whether or not it was covered in a course.

❖ PH.D. DISSERTATION

Once a student passes oral comprehensive exams and applies for doctoral candidacy, they are eligible to formally propose their dissertation. The dissertation is a two-step process that includes a 2-hour dissertation proposal meeting and a 2-hour dissertation defense meeting. Both the proposal and defense must be publicized. There is a form on the Psychology department website for how to publicize these meetings.

The student will have a dissertation committee. This need not be the same as the doctoral advisory committee that served for the oral comprehensive examination. The committee must consist of a minimum of three faculty members who are on the Graduate Faculty at UGA. Note that I-O Psychology tenure-track faculty members are typically Graduate Faculty. Additional voting members may be appointed to the committee, including no more than one non-UGA faculty member, who must hold the terminal degree in their field of study. If there are more than three members, there must be greater than 50% graduate faculty representation.

The dissertation proposal process is similar to the thesis proposal process, so students should refer to notes above about how this process proceeds and expectations. The key differences are that the scope of the project will be larger and the expectations for ability to answer questions and knowledge will be higher. Parallel to the thesis process, once the dissertation proposal is approved, this serves as a contract for the dissertation work. Any meaningful changes in the work that was presented to the committee and accepted must be approved by the committee.

Once the dissertation project is completed, the student must schedule the dissertation defense meeting. Committee members must receive the full dissertation **three weeks in advance** of the defense, with the same possible waiver noted above in the thesis section. The defense must also be publicly announced.

- This can be done by emailing Elizabeth Davis in the Psychology Graduate Office (gradpsyc@uga.edu) with the time, date, and title of the dissertation. Additionally, the dissertation must be submitted to the graduate school for a format check in advance of the defense meeting.
- **Note:** The deadline for submitting to the Graduate School for a format check. It is student's responsibility to make note of these dates and comply with them.

Parallel to the thesis process, the student can receive a "pass," "pass with revisions" (which will be detailed by the Major Professor), or "fail" on the dissertation proposal and defense. In cases of a "fail," students can repeat the proposal or defense process. Failing either of these milestones twice is grounds for dismissal from the program.

Once the dissertation defense is passed, there are several forms students must submit through GradStatus including the committee approval form, electronic thesis/dissertation library form, and the final dissertation document. Information can be found here <https://psychology.uga.edu/graduate-program-policies>.

❖ PROGRAM PROGRESSION

Though students will vary in the rate of progress they make toward the M.S. and Ph.D. degrees, the faculty members of the Industrial-Organizational Psychology Program have defined expectations of the progress that students should make toward completing degree requirements.

In general, it is expected that students complete their M.S. thesis requirements (proposal and defense) in their 2nd or 3rd year; Comprehensive examinations are often completed in the 4th year. The dissertation is often completed (proposed and defended) by the 5th year. Of course, exceptions will arise and your best barometer of your progress will be in your own consultation with your Major Professor.

Doctoral students are strongly advised against leaving campus (other than to complete internships, which requires the Major Professor's approval) prior to completing their dissertation proposal. It has been the experience of the program faculty that students who leave to accept employment, or for other reasons, have difficulty in completing their dissertations. If, however, a student must do so, the student is responsible for making acceptable arrangements with their Major Professor and advisory committee prior to leaving.

Official Time Limit for Degree

Per UGA guidelines, all requirements for the degree, except the dissertation and comprehensive oral examination, must be completed within a period of 6 years. This time requirement dates from the first registration for graduate courses on a student's program of study. **Also, per UGA guidelines a student who fails to complete all degree requirements within five years after passing the comprehensive examination, and being admitted to doctoral candidacy, will be required to take the comprehensive examinations again and be admitted to candidacy a second time. Courses can also "expire" after a length of time and it is the student's responsibility to keep track of their coursework. UGA policy of course expirations can be obtained by contacting the Graduate School.**

A student may petition for an exception to the aforementioned UGA policy by writing a letter to the Vice Provost and Dean of the Graduate School. This request for an extension of time must include the specific reasons that the student did not complete the requirements in the time allotted. The student must include a specific timeline for the completion of degree requirements. The student's Major Professor must review the student's request and also write a letter to the Vice Provost and Dean stating approval or disapproval of the petition. Finally, the Graduate Coordinator and Department Head must review the Major Professor's recommendation and indicate their concurrence by writing an additional letter. If the Graduate Coordinator and Department Head do not concur with the recommendation, further information should be provided by these individuals in the letter. An extension of time may be granted only on conditions beyond the control of the student.

In some cases, students may find it beneficial to take a leave of absence. The policies outlined by the Graduate School for doing so can be found at <https://grad.uga.edu/graduate-bulletin/enrollment-policy/>.

V. ANNUAL PERFORMANCE EVALUATION

Evaluation of the student's performance is a function of many factors, including course grades, progress through the program, active involvement in research activities, oral defense of the Master's Thesis, written and oral comprehensive examinations, Ph.D. dissertation research, and additional professional involvement. In order to provide each student with feedback as to their status, the faculty of the Industrial-Organizational Psychology Program will conduct evaluative reviews each Spring Semester. The purpose will be to review each student's performance during the previous year(s) and to consider their current status with respect to the fulfillment of program requirements. This annual review is in addition to any other, more frequent conversations about progress toward degree requirements between the student and Major Professor.

If the faculty of the Industrial-Organizational Psychology Program evaluates a student's performance as less than satisfactory, the student may be notified that they have been placed on probation. The Industrial-Organizational Psychology Program faculty will communicate to the student the specific reasons for probation and the terms/timelines under which deficiencies must be addressed in order to be removed from probation and returned to good standing. Failure to correct deficiencies under the terms specified by the probation letter are grounds for dismissal from the program. For more information, please refer to the Psychology Department Graduate Studies Policy Manual found at <https://psychology.uga.edu/graduate-program-policies>.

Results of annual student evaluations by the Industrial-Organizational Psychology Program faculty will be communicated to each student in writing, and verbally in a meeting with the student's advisor or Major Professor. The student evaluation sheet to be filled out by faculty and the student can be found in Appendix A.

Note: Students who have not successfully passed both written and oral comprehensive exams at the time that the annual performance evaluation is announced are required to complete the student evaluation sheet. Students who have successfully passed both written and oral comprehensive exams and want to be considered for Departmental funding must notify the I-O Psychology Program Administrative Assistant and the Program Chair by email when the annual performance evaluation is announced. Students who have successfully passed both written and oral comprehensive exams are also required to contact their Major Professor and provide an update on their dissertation progress, timeline for completion, and other professional activities.

Below is the process of the annual performance evaluation:

1. The student completes the form in Appendix A, providing a self-evaluation.
2. The student submits the form to their Major Professor, along with their CV, cc'ing the I-O Psychology Program Administrative Assistant.
3. The Major Professor completes their evaluation of the student by filling out the form.
4. The Major Professor sends the completed form to the I-O Psychology Program

- Administrative Assistant prior to the student evaluation meeting.
5. The faculty hold a meeting to discuss progress toward degree requirements for all students (both students required to complete the form and students that have successfully passed comprehensive exams).
 6. After the meeting, the student and Major Professor meet to review the evaluation form and to create a personalized developmental action plan.
 7. The Major Professor and student sign the evaluation. The student sends the signed form to the I-O Psychology Program Administrative Assistant, cc'ing their Major Professor.

VI. ACADEMIC INTEGRITY

All students are expected to know and follow the academic integrity policies of UGA. The faculty take academic integrity very seriously and will not tolerate violations of academic integrity.

- The academic honesty of the UGA Graduate School can be found in the Graduate School website under the following link: <https://grad.uga.edu/graduate-bulletin/academic-regulations-procedures/>

One area that arises in graduate courses is the use of the same or very similar proposals for multiple courses. This is prohibited, unless the proposal is sufficiently unique from what has been previously submitted. A determination of sufficiently unique typically means an entirely different theoretical framing and different hypotheses. Students wanting to further develop a proposal written for another course must provide the course instructor with the prior paper for review and set up a meeting to discuss whether this is allowable or not.

In some cases, an instructor may have a different type of proposal for their course that will allow for some flexibility in this policy. Again, the student must disclose the previous proposal to the instructor to ensure that the proposal is within acceptable guidelines of uniqueness.

VII. CONDUCTING RESEARCH

Human Subjects Research

Before collecting data from any human participants or beginning a study based on archival data, you must obtain approval for your project from the University. The only time you do not need approval is if the faculty member with whom you are working has already obtained IRB approval. However, in these cases IRB requires that you be added to as an investigator in the UGA IRB portal.

- If you are using human participants, your research must be reviewed and approved by the Institutional Review Board at UGA (IRB). Please visit their website at <https://research.uga.edu/hrpp/policies-and-procedures/> to learn more about UGA policies and procedures.
- Human Subjects' Protection Training is required to obtain IRB Approval. The information you need to fulfill this requirement is found via the Collaborative IRB Training Initiative (CITI), which you can access through <https://pep.uga.edu/>
 - You will need to complete the Basic Human Subject Research (HSR) training modules for the Social and Behavioral Research (S&BR) track. There are also

specific S&BR courses if your research involves children, foreign countries (international), internet (any delivery of intervention or collection of research data/information online), pregnant women, or prisoners.

- All IRB applications are submitted online through the IRB portal, which is linked from this website: <https://research.uga.edu/hrpp/irb/>

Using the Psychology Department Research Participant Pool

The Research Participant Pool has two objectives: 1) to provide students in Psychology classes with hands-on experience with the topics, goals, methods and ethical procedures of contemporary research in Psychology; and 2) to sustain the programs of research being conducted in the Psychology Department. All undergraduate students enrolled in *Introduction to Psychology* are eligible to participate in the participant pool, and, in addition, instructors of other undergraduate Psychology courses may make arrangements to offer students participation. Access to the pool is restricted to faculty members of the Department of Psychology, their graduate advisees, and some undergraduate students.

- For further Rules & Regulations please visit the following link - <https://psychology.uga.edu/sites/default/files/inline-files/RP%20Pool%20Guidelines%20for%20Researchers%20Fall%202022.pdf>
- For questions, please email rp@uga.edu or visit <https://psychology.uga.edu/research-participant-rp-pool-information>

VIII. TEACHING ASSISTANTSHIPS (TA) & RESEARCH ASSISTANTSHIPS (RA)

Many students will participate as TAs as part of their funding package. This assignment may be in the Psychology Department or the IO Master's Program in Gwinnett. Teaching is an excellent experience in terms of developing speaking skills and practicing how to communicate knowledge – skills relevant for both academic and applied careers. As students' progress in their studies or in cases where they enter with a Master's degree, there may be opportunities to serve as the Instructor of Record (IOR) of a course rather than a TA. Students who serve as an IOR are encouraged to ask faculty and other graduate students for teaching materials. Sharing materials is very common and greatly reduces the workload.

For students serving as the IOR, all classes are taught in-person unless otherwise indicated. IORs are also expected to be available for in-person meetings if their students request to meet. It is NOT permissible to cancel classes except in the case of a medical emergency or if planned well in advance and alternative arrangements were made (e.g., guest speaker, substitute lecturer) to provide enrolled students with the classes they have paid for. It is also inappropriate to assign a bulk of the class sessions to student-led presentations. Be sure to review the UGA academic calendar when creating your syllabus.

Teaching assignments are typically made several months in advance of the semester. Students will receive a short form to complete from the Associate Chair of Psychology regarding their preferences for upcoming semester. It is imperative that this form be completed in a timely manner and that the Associate Chair is updated of any changes in availability or preferences. If a student requests and is granted a teaching assignment, it is expected they will follow through

with the commitment and not seek other sources of funding (e.g., internships). Thus, students should only request a teaching assignment for semesters they do not plan on considering other forms of funding. Students on TAs are also expected to be available to assist on-campus with any instructional needs regardless of the course assignment.

At some point in their graduate training, students may serve as a RA on a faculty member's grant or other source of funding outside UGA. The responsibilities associated with these positions vary, as does the percent time and duration of funding.

Per UGA guidelines, students are not allowed to work more than 50% time (20 hours per week) as a TA or RA in any University System of Georgia position. Per UGA guidelines, international graduate students are not allowed to work more than 50% time (20 hours per week) regardless of the type of employment.

IX. RESEARCH AND TRAVEL SUPPORT FUNDS

Graduate School

The Graduate School offers domestic and international travel support for students presenting at conferences and professional meetings **after the student has completed 5 semesters of full-time graduate study at UGA.**

- Students must meet the eligibility criteria specified on the Graduate School website <https://grad.uga.edu/index.php/current-students/financial-information/travel-funding/>
- Applications are accepted several times each year; application deadlines are based on dates of travel (see above link).

UGA and the Graduate School also periodically offer awards and grants that eligible graduate students can apply for. Some of these opportunities require only one nominee per program or department. It is the student's responsibility to read emails from the Graduate Coordinator, Program Chair, and other faculty describing such awards. Interested students should read the guidelines carefully to determine their eligibility. If eligible, students should discuss the funding opportunity with their Major Professor and/or Program Chair depending on the award guidelines.

I-O Psychology Program Travel Funds

There may be a pool of funds available to fund travel to the annual SIOP conference. When available, the amount of funding students receive is based on a weighted formula of their accepted presentations, authorship order, and year in the program. The more you submit to the conference, the better your chances of receiving funding! It is the student's responsibility to pay attention to communication about these funds and the application process and respond in a timely manner. Regardless of funding, attendance at SIOP is highly encouraged.

It is also possible that students may receive some funding from their Major Professor to attend SIOP or other conferences. Availability of such funding varies from year-to-year, and across faculty members. Funding from faculty should NOT be expected and depends on many factors (e.g., faculty grant funding, discretionary funds).

Note: Students eligible for Graduate School travel funding are required to apply for such funding

in the semester in which they seek funding from the I-O Psychology travel funds.

Professional Association Travel Funds

Student travel funds are also typically available from professional associations such as the Society for Industrial and Organizational Psychology (SIOP), Academy of Management (AOM), and the Southern Management Association (SMA). Students are **strongly encouraged** to apply for such funding by visiting conference websites as soon as Calls for Papers are issued.

SIOP Fellowships and Scholarships

In addition to UGA funding opportunities, students are strongly encouraged to search for and apply to outside funding sources. Many funding sources commonly stipulate that only one student from a program or school can apply for funding. In these cases, the I-O Psychology Program Awards Chair will contact students and make a determination of the department nominee if multiple students are interested. A common source for such funding is SIOP, which accepts applications for various scholarships and grants once a year (typically June 30). Information on SIOP funding can be found here: <https://www.siop.org/Foundation/Awards>.

X. INFORMATION TECHNOLOGY

UGA Email

- You will be assigned a UGA email address upon enrollment. You are expected to check your UGA email on a regular basis because this is the primary mode of communication within the program, department, and university. If desired, you can have your UGA emails forwarded to another service provider.

Domain Username and Passwords

- You will be issued log in information that will allow you to access UGA computers and several other resources (e.g., Qualtrics) upon enrollment.

LISTSERV

- The I-O Psychology program maintains multiple Listservs for communication:
 - ACTIVEIOSTUDENTSANDFACULTY@LISTSERV.UGA.EDU - current I-O Psychology students and faculty for communication; used to communicate about ongoing program issues and events
 - IOPSYCH-L@UGA.LISTSERV.EDU - current students and program alumni; used for job posting or broader issues in the field of I-O Psychology.
 - PSYGRADSTU@LISTSERV.UGA.EDU – all Psychology department graduate students; used to communicate about department-wide issues relevant to students
- The Program Chair is the administrator of the I-O Psychology-specific Listservs and should be contacted for email changes.

eLC (eLearning Commons)

- <https://uga.view.usg.edu/d2l/login> - This is the platform UGA uses for courses. You will use this as a student and as a TA.

UGA IT Help Desk

- To submit a ticket for computer maintenance or questions, please go to

<https://franklin.uga.edu/office-information-technology> and select “Submit a Ticket” on the right-hand side of the page.

- IT Help Desk – (706) 542-9900

Hardware and Software

- Software available to students in room 503
 - HLM Student Edition
 - SPSS
 - Mplus with Combo add-in
 - Microsoft Office
 - R
 - Rstudio
- Desktop computers are available for use in the graduate student computing room (room 503). Printing can be done free of charge in room 204, the front office of the Psychology building, or through your IO admin assistant (meredith.mayson@uga.edu). Desktop computers and printers may also be available in your Major Professor’s lab.
- Neither your Major Professor nor UGA provides graduate students with laptops.

XI. PROFESSIONAL ORGANIZATIONS

- ***Society for Industrial and Organizational Psychology (SIOP)*** <https://www.siop.org/>
SIOP is the preeminent professional organization for I-O Psychologists, and all students are encouraged to obtain a student membership at the start of their graduate training. The yearly conferences are fun and a good way to look for jobs, stay current in the field, meet other students and your favorite researchers. It is strongly recommended that all students join SIOP upon entry into the I-O Psychology program.
- ***Association for Psychological Science (APS)*** <https://www.psychologicalscience.org/>
The Association for Psychological Science (previously the American Psychological Society) is a nonprofit organization dedicated to the advancement of scientific psychology and its representation at the national and international level. APS has approximately 26,000 members and includes the leading psychological scientists and academics, clinicians, researchers, teachers, and administrators.
- ***American Psychological Association (APA)*** <https://www.apa.org/>
SIOP is a division of APA, but membership is separate. APA includes a wide range of the disciplines in Psychology. Those interested in seeing what the other Psychology fields are into will find this organization to be a good resource. Some of our faculty members and students have attended several conventions to hear colleagues’ research or to present their own papers and research.
- ***Academy of Management (AOM)*** <https://aom.org/>
AOM is the preeminent professional association for management and organization scholars. Members are professors and Ph.D. students in business schools at universities, academics in related social science and other fields, and practitioners who value knowledge creation and application.
- ***Southern Management Association (SMA)*** <https://smgmt.org/about-sma/>
SMA is a domestic affiliate of the Academy of Management. The annual conference is a chance to connect with Management and I-O Psychology scholars in a more intimate setting.

XII. ADDITIONAL SERVICES AND INFORMATION

- **Well-Being Resources**
 - <https://well-being.uga.edu/> - Wide range of well-being resources
 - Includes links to student care & outreach, university health center, health promotion, counseling, recreational sports, disability services
- **CAPS – Counseling and Psychiatric Services**
 - <https://caps.uga.edu/> - UGA offers high quality, affordable, and confidential services to all UGA students.
 - They are located in the University Health Center, 2nd Floor.
 - To schedule a Screening Appointment, call the CAPS office at 706-542-2273 or schedule online through your personal UHC Patient Portal.
- **DRC – Disabilities Resource Center**
 - <https://drc.uga.edu/> - DRC professional staff work directly with students to assess their individual disability-related needs and to develop appropriate plans for academic accommodations and services.
 - In addition, the DRC houses three distinct services that have proven most helpful in accommodating a variety of student needs:
 - The Test Accommodations Office for onsite classroom testing
 - The Assistive Technology Lab equipped with a variety of programs designed for people with disabilities
 - Alternative Media Services to assist students with print or reading disabilities by converting printed material required for courses into accessible formats.
 - To register for services, please visit the DRC website listed above or call (706) 542-8719
- **University Health Center**
 - <https://healthcenter.uga.edu/> - Main Page.
 - <https://healthcenter.uga.edu/graduate/> - Information for Graduate Students
 - For questions about the services, please email contact@uhs.uga.edu or call (706) 542-1162.
- **The Writing Center**
 - <https://write.uga.edu/programs/writing-center/>
 - Supports graduate students in their academic writing with workshops and individual consultations.

XIII. NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY

- **UGA NDAH Policy**
 - NADH - https://eoo.uga.edu/_resources/documents/NDAH-Policy_11-1-2021.pdf
 - “The University of Georgia (the “University”) is committed to maintaining a fair and respectful environment for living, work, and study. To that end, and in accordance with federal and state law, University System of Georgia (“USG”) policy, and University policy, the University prohibits harassment of or discrimination against any person because of race, color, sex (including sexual harassment and pregnancy), sexual orientation, gender identity, ethnicity or national origin, religion, age, genetic information, disability, or veteran status by any member of the

University Community (as defined below) on campus, in connection with a University program or activity, or in a manner that creates a hostile environment for any member of the University Community. Incidents of harassment and discrimination will be met with appropriate disciplinary action, up to and including dismissal or expulsion from the University.”

- If you have questions or would like to file a complaint, please visit https://eoo.uga.edu/civil_rights_NDAH/cr-ndah/ or call (706)542-7912

DRAFT

APPENDIX A:
Annual Student Evaluation Form

DRAFT

Name: _____ Advisor _____

1. Do you wish to be considered for funding for the upcoming academic year? Yes No

IF YES:

1a. How many semesters of funding have you received from the department previously, including the current semester?

1b. What semesters are you seeking funding? Highlight all that apply.
Fall Spring

2. Are you currently an out-of-state student? Yes No

IF YES:

2a. Will you become a GA resident by Fall? Yes No

3. What year did you enter the I-O Psychology PhD program?
4. Do you have a Master's degree? Yes No
5. Have you completed all of your coursework? Yes No
6. Have you successfully completed written comprehensive exams? Yes No
7. Have you successfully completed oral comprehensive exams? Yes No
8. Have you successfully defended your dissertation prospectus? Yes No

GOALS

1. What are your goals for the upcoming academic year?
2. What is your intended career path (academic vs. applied)? If you are still unsure, you can indicate that. Is there anything the I-O Psychology faculty can do to help you in this decision?
3. What can the I-O Psychology faculty can do to help your progress in the program?

Instructions

Evaluate your performance over the past academic year as a graduate student on the scales provided below. Evaluate your performance relative to other current and former students with approximately the same tenure in the program and using the behavioral examples provided. The examples of effective and ineffective performance are not meant to be interpreted as a checklist but instead as one of many potentially relevant performance behaviors. For instance, a student could receive a 5 on research without a first author publication. Other relevant performance behaviors can and should be considered in your evaluation. In the space provided under “Accomplishments” feel free to list specific behaviors (e.g., citations to publications and presentations) that you feel are particularly indicative of your performance.

1. **Research**

How well do you feel you are performing with regards to your research activities and acumens in the program relative to your year in the program?

Examples of performance expectations at different levels in the program:

For Senior Students (3-5 years)

Examples of Superior Performance: Submits / publishes first author research (journals or chapters) and grant proposals, collaborates with peers from different labs, and receives acknowledgement via research awards and/or grants.

Examples of Performance that Meets Expectations: Presents first author research at national/international conferences, included as an author on publications.

Examples of Unacceptable Performance: No tangible outcomes from research (e.g., no conference presentations, book chapters). Missing deadlines.

For Junior Students (1st and 2nd years):

Examples of Superior Performance: Presents first author research at international/national conferences. Authorship on publications.

Examples of Performance That Meets Expectations: Presents first author research at regional / local conferences, authorship on research papers at national/international conferences. Participates in lab meetings and is actively involved in research projects.

Examples of Unacceptable Performance: Minimal involvement in research.

Student Self-Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
5	4	3	2	1

Faculty Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
5	4	3	2	1

Accomplishments: List your publications, presentations, submissions, or other experiences that drove your rating.

2. **Performance in coursework:**

How well are you performing in course? This includes your course grades and active participation in course assignments and discussions.

Examples of Superior Performance: Maintains a 4.0 GPA, drives class discussion, and effectively completes ambitious class projects.

Examples of Performance that Meets Expectations: Maintains acceptable GPA (e.g., 3.5-4.0), actively participates in class discussion, and effectively completes individual and group assignments.

Examples of Unacceptable Performance: Obtains a letter grade below a B in one or more classes; does not participate in class discussions; does not complete assignments. Unexplained absences from classes.

Examples in which the Rating is Not Applicable: Only students who have completed all coursework should receive the “Not Applicable” rating.

Student Self-Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5	4	3	2	1	X

Faculty Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5	4	3	2	1	X

Accomplishments: (list all courses taken to date and the grade received in each; also include your cumulative GPA)

3. **Progress toward degree:**

Are you making timely progress toward program milestones (e.g., thesis, comprehensive exams, dissertation)?

Examples of performance expectations at different levels in the program. Note that you may still select meets expectations if you do not align with what is listed below for your year IF there are substantial and legitimate reasons why you have been delayed (e.g., publication opportunities took precedence; personal issues arose; data collection challenges)

For 1st Years

Select meets expectations, unless you are ready or nearly ready to propose your thesis, in which case you can select superior performance.

For 2nd Years

Examples of Superior Performance: Ready or nearly ready to propose thesis; keeps regular contact with Major Professor regarding thesis progress, or is at a more advanced stage in this process.

Examples of Performance that Meets Expectations: Made significant advancement on thesis, such as having already given a quality first draft to the Major Professor.

Examples of Unacceptable Performance: Made no progress on thesis and/or has not kept Major Professor updated on progress.

For 3rd Years

Examples of Superior Performance: Has defended thesis, and is preparing to take comps

Examples of Performance that Meets Expectations: Has proposed thesis. Ready or nearly ready to defend thesis. Keeps regular contact with Major Professor regarding thesis.

Examples of Unacceptable Performance: Has not yet proposed thesis. Is not in regular contact with

Major Professor regarding thesis.

For 4th Years or Greater

Examples of Superior Performance: Ready or nearly ready to propose dissertation.

Examples of Performance that Meets Expectations: Passed comps and preparing for dissertation proposal.

Examples of Unacceptable Performance: Have not taken or have failed comps. No progress made on dissertation.

Student Self-Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
5	4	3	2	1

Faculty Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable
5	4	3	2	1

Accomplishments: Describe your progress on the milestone you are currently working on. Also describe any significant delays you have faced and why.

4. **Service:**

How active have you been in providing service in the program, department, and larger I-O Psychology community?

Examples of Superior Performance: Holds a high responsibility office in IOPSA (e.g., president, reception chair, recruitment chair), leads faculty research/laboratory meetings, mentors multiple students across different labs, implements programs and activities designed to improve the program and department.

Examples of Performance that Meets Expectations: Regularly attends program and departmental research presentations, participates in student goals meetings, holds an office in IOPSA, maintains an active presence on campus.

Examples of Unacceptable Performance: Limited involvement in IOPSA activities, minimal attendance at program and departmental research talks, minimal participation in student goals meetings. Missing appointments and deadlines.

Examples in which the Rating is Not Applicable: Senior student who is on the job market, on internship, or otherwise would not be expected to perform service.

Student Self-Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5	4	3	2	1	X

Faculty Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5	4	3	2	1	X

Accomplishments:

5. **Applied Experiences:**

Contribution to applied projects. This includes internships (both within and outside UGA) and time-limited faculty or student initiated applied projects related to the practice of I-O Psychology. Given variability across years in appropriate involvement in Applied Experiences, specific examples are not listed.

NOTE: Only students who are on internships or have been involved with applied projects over the last year should be rated on this dimension; if you have not, please select “Not Applicable”

Student Self-Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5	4	3	2	1	X

Faculty Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5	4	3	2	1	X

Accomplishments:

6. **Assistantship Performance:**

How well are you performing in your duties as a teaching assistant?

Student Self-Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5	4	3	2	1	X

Faculty Rating

Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5	4	3	2	1	X

Accomplishments:

Please provide the average student rating for question #10 (“How would you rate this instructor?”) on the Department of Psychology Course Evaluation Form (GTA) and/or the average student rating for question #12 (“How would you rate this TA?”) on the TA Course Evaluation Form (TA) for each class assignment in the previous year.

If your assistantship is in another department, please provide a comparable rating from that department’s evaluation form.

Student Developmental Goals and Action Plan

In the space provided below, the student and Major Professor should jointly set goals in order to improve deficiencies and develop strengths. The student and Major Professor should then propose an action plan designed to help the student meet these goals, including specific steps the student plans to take and timelines for goal completion. Note: This will occur AFTER the student completes this evaluation form and the faculty and student have a debriefing meeting.

We have met to discuss this student's performance and jointly set these goals and this action plan for meeting these goals.

Student Signature	
Major Professor Signature	