Graduate Student Handbook for the

DOCTOR OF PHILOSOPHY IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

At the University of Georgia

Updated August 2022

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I. <u>INTRODUCTION TO THE HANDBOOK</u>

The Graduate Student Handbook for the Doctor of Philosophy in the Industrial-Organizational Psychology Program is a guideline for the I-O program 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 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 the University of Georgia. For continuing students, we hope the Handbook will serve as a guide throughout your graduate school journey. The goal is to lay out the basic requirements, expectations, and resources for the program.

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 I-O Psychologists, but also in your personal and professional development as future friends and colleagues. Feel free to confer at any time with us.

This handbook is an accompaniment to the Graduate School Handbook:
https://grad.uga.edu/index.php/current-students/policies-procedures/

Background Information

The doctoral program was founded in 1970 and was called Applied Psychology from that time until 2011. Before this, the Psychology Department's only specialty program was Clinical. The remaining 30+ faculty members at the time were blended as General-Experimental. The Applied Psychology's program leader in 1970 was a man named William A. Owens, 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, Brain & Behavior Science (BBS), and Clinical.

For a deeper look into the history of the I-O Ph.D. program and the Psychology Department as a whole, please visit https://psychology.uga.edu/history-psychology-uga

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 relations, diversity 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 mentoring and 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.

Our formally stated values include: collaborative yet autonomous, life-long learning and education, self-improvement, flexibility, critical thinking, creative integration with methods and theories, social support, strong work ethic, work-life balance, citizenship, inclusion, and the pursuit of excellence.

II. <u>I-O PSYCHOLOGY FACULTY & STAFF</u>

The I-O program maintains a fluid structure that 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, approves student paperwork for travel, coordinates course scheduling, and oversees recruitment weekend. Other major activities of the program are led by other faculty members, which include comprehensive exams, brownbag/colloquium coordinator, newsletter/social media, website management, 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.

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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. Again, you need to approach this training opportunity as you would a full-time job and act accordingly. 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. <u>DEGREE REQUIREMENTS</u>

❖ 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. Six of these hours are not "classroom courses."
- Complete a master's thesis, which includes a proposal and defense meeting.
- Complete 30 hours of additional required coursework for the Ph.D. degree. Twelve of these hours are not "classroom courses."
- 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
- Regularly attend brownbag/colloquia
- Present at a brownbag during your 3rd year
- Present your research at academic conferences (e.g., SIOP)
- Refer to the performance evaluation document for other expectations at each stage in the program

Required Coursework for the M.S. Degree

All candidates for the M.S. degree must complete a minimum of 30 hours of course work with grades of B- or better per the Department of Psychology Graduate Studies Policy Manual: https://psychology.uga.edu/graduate-program-policies

Students entering the program with graduate course work may petition to exempt specific courses. A uniform screening procedure has been established in the Department of Psychology by which a student may seek exemption from specific M.S. core courses. Information on this procedure is available from the Psychology Department's Graduate Coordinator.

The required Master's core courses are as follows:

1. Group A (6 hours required):

- PSYC 6180 History of Psychology (3 hours)
- 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 6510 Theories of Personality (3 hours)
- PSYC 6200 Advanced Social Psychology (3 hours)
- PSYC 6220 Developmental Psychology (3 hours)
- PSYC 6500 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) **

*All incoming students, except those admitted with a Master's degree including a thesis, must take 3 credit hours total, divided across their first two semesters, of PSYC 7000. The purpose will be 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.

3. GRSC (all required)

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

- GRSC 7770 (department requirement) **and**
- GRSC 7001 (university requirement)

These credits, however, 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 search in a teaching assistantship role while in graduate school; this must be approved by the Program Chair.

**Required Coursework for the Ph.D.**

The Ph.D. requires 30 additional coursework hours. This is in addition to those completed as part of the M.S. degree. These 30 hours must include 18 hours in Industrial-Organizational 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, their 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. Per the Department of Psychology Graduate Studies Policy Manual, only courses in which a grade of B- or better was received can be included in either program of study.

The course requirements are specified below:

1. Industrial-Organizational Psychology Courses (18 hours required)

- PSYC 8980 Seminars in Industrial-Organizational 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
    - Employee Well-Being

- PSYC 8990 Seminar in Statistics including but not limited to:
    - Multilevel & Mixed Modeling
    - Latent Variable Models (Confirmatory Analysis/Item Response Theory
    - Hierarchical Linear Modeling
    - Meta-Analysis
    - Validity
    - Agent Based Modeling

- PSYC 8930 Advanced Psychological Measurement
- PSYC9100: Special Problems (maximum 3 hours)
    - The student is allowed to replace ONLY ONE COURSE with PSYC 9100.

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 9010: Management Research Methods
- MGMT 9610: Structural Equation Modeling
- LEGL 6500: Employment Law
- STAT 6360: Statistical Programming in SAS
- AFAM 6250: Black & White Identity
- PSYC8000: Advanced Topics in Psychology (maximum 3 hours; note this must be taught by an instructor outside of I/O to count toward outside area)

Note: Students must complete at least 10 hours of graduate credit (e.g., PSYC 9100) in between entering doctoral candidacy (which occurs after oral comprehensive exams are passed but before the dissertation proposal) and the Ph.D. graduation semester.

Summary of classes required within each group:

GRSC	2	<-required teaching course for departmental TAs/instructors; introduction to grad school course
Group A	2	<- general psych classes (e.g., social, developmental, cognitive, neuroscience, etc.)
Group B	6	<- 6 courses required by the IO program prior to the master's degree - intro to I, intro to 0, quant 1, regression, psychometrics, ethics
I-O content	6	<- "I-O" seminars (e.g., leadership, wellbeing, motivation, etc.) or "methods/measurement" seminars (e.g., multilevel, IRT/CFA, etc.).
Outside area	2	<- Courses outside of I/O psychology. These can be in the psych department and/or outside the department.
TOTAL	**18**	

Students may find the following worksheet helpful in tracking your course requirements - https://docs.google.com/spreadsheets/d/1BwvZ5pjAI79zpfXgzH2uFWS4SZG1dUX9/edit#gid=1 603646661

Course Expectations

Most graduate courses are seminar-style and have fewer than ten students. Students are expected to complete all readings (and take notes which should be brought 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 M.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, and organization, developing a teaching portfolio. Students on paid internships may not simultaneously be paid as a teaching or research assistant through the University of Georgia. Students taking an internship can register for PSYC 9250 in lieu of PSYC 9000.

Example Schedule

Total # of Classes		Class 1	Class 2	Class 3	Class4	Additional
Fall 1st Year	4	Group B – PSYC6310 Intro to Industrial Psychology	Group B – PSYC8980 Ethics and Professional Issues	Group B- PSYC6420 Quantitative Methods	GRSC 7770	7000 Masters research (2 hrs)
Spring 1st Year	4	Group B – PSYC6320- Intro to Organizational Psychology	Group B - PSYC6430 – Applied Regression Methods in Psychology	Group B- PSYC6250 - Psychometrics	GRSC 7001	7000 Masters research (2 hrs)
Fall 2nd Year	3	I-O course (e.g., PSYC 8980, 8990)	I-O course (e.g., PSYC 8980, 8990)	Group A		7300 Master's research (3 hrs minimum)
Spring 2nd Year	3	Group A	I-O course (e.g., PSYC 8980, 8990)	Additional/Outside		
Fall 3rd Year	2	I-O course (e.g., PSYC 8980, 8990)	I-O course (e.g., PSYC 8980, 8990)			
Spring 3rd Year	2	I-O course (e.g., PSYC 8980, 8990)	Additional/Outside			
Total # of Classes Required	18					

❖ M.S. THESIS PROCESS

Overall Snapshot

Students are required by the Graduate School to submit a master's thesis. The I-O 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 Industrial-Organizational Psychology Program.

The student will submit a proposal (referred to by the Graduate School as a prospectus) to the 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. 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 failure to "pass", the student will need to hold another thesis proposal meeting at a later date. Reasons for the failure will be explicit and documented.

Once the student has completed the thesis project, 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 did, or did not "pass."

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

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

Guidelines for Obtaining Approval of a 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 implementation of the general regulations.

- 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.
- Once the major professor approves the document, the student should send it to their thesis advisory committee for review 3 weeks in advance of the meeting. The 3-week requirement may be waived under exceptional circumstances if the major professor formally seeks and obtains the approval of such a waiver from all members of the candidate's committee.
  - ° **Note:** Most faculty are on a 10-month contract at UGA and are not expected to sit on student committees during the summer. Students should not rely on this waiver as it is up to faculty discretion.
- The purpose of the meeting for the thesis proposal are to discuss the research and obtain approval for it by all members of the 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 by the major professor or the full 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 should be communicated to the members of the committee. If major changes are required, it will be advisable to convene a second meeting of the committee to discuss the proposed changes and to seek the committee's approval.
- All students planning research involving human subjects must receive permission to do so from the Human Subjects Office/Institutional Review Board at UGA. 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.

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.

Make sure you have recently read your proposal (sometimes there is a lag between your final drafts and this meeting so a few days before refresher read is a good idea!). You should be able to answer questions related to all aspects of your thesis – the background theory, existing literature, choice of methodology, analysis, etc. The feedback from your thesis committee is provided 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

As of Fall 2023, the following comprehensive exams procedure is in place.
- **Note:** Students who take comps in Fall 2022 will use the previous system, and those taking comprehensive exams in Spring 2023 will have a choice between the two types (Old or New).
- The details of the old system are described in this document - https://docs.google.com/document/d/1AKk_8Ki_3CCY_sln57HIm_k18zcRlbrk/edit#heading=h.gjdgxs

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 designed by the three-person comprehensive exam core committee, plus the Major Professor. These four people will also serve as the doctoral advisory committee for purpose of 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) a Specialty Area.**
- The Specialty Area is chosen by the student (after consultation with their Major Professor) and should be representative of a student's specific area of interest. The specialty area will be graded by the Major Professor as well as one other member of the core comprehensive exam committee. In extenuating circumstances (i.e., core 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 MP. Students are encouraged to choose topics that multiple faculty members have expertise to grade to avoid these situations.

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 judged on the following scale:

9 - Excellent
8
7 - Very Good
6
5 - Satisfactory (Pass)
4
3 - Unsatisfactory (Fail)
2
1

At least two committee members will grade each question. In order to score a passing grade on a preliminary exam question, the average score assigned by the raters on the item must exceed or equal a score of 5. If an average of 5 or more is achieved on each item, the student passes the preliminary exam. In the event a student fails to achieve a satisfactory score on one or more items, the major professor will determine whether a student averaged a passing score across the items in the content area (e.g., MMS). The student is required to pass three of the four content areas in order successfully pass the written exam. If the student fails one content area, the core committee and Major Professor will determine what, if any, remediation is necessary. In the case where there is a discrepancy of more than two scale points in the scores of a failed exam question, the graders will discuss to rectify differences and may adjust scores accordingly. Failing two or more content areas will result in the student re-taking the full exam the following semester. Should the student fail two content areas after the second administration, the student will be dismissed from the program.

Students will be notified of their scores and the pass/fail decision 1 month after completion of the written comprehensive examination. If the decision is "Fail," then the student is given their scores, and must retake the written examinations. 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 you 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 set faculty committee for comps plus your Major Professor) in GradStatus.

Ph.D. Oral Comprehensive Examination

After passing written comprehensive exams, the student must then schedule an oral defense date with their committee. The oral defense must occur in the same semester as the written examination. **Students must be enrolled in three credit hours during the semester in which the oral defense takes place. It is student's responsibility to do this without reminder from their MP or core committee chair.**

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, and that the oral portion of the examination will pertain to those questions.
- For example, if a student passed all questions, then their oral examination will pertain to their two lowest-scored questions. Alternatively, if a student failed one (1) question, then their oral examination will pertain to the one failed question AND the two lowest-scored (but passed) questions. In the event that there are more than two "lowest" scored questions (e.g., student receives a score of exactly 6 on three questions), the major professor will determine which two will be discussed in the oral examination and inform the student accordingly.

At this point, it is imperative to announce that you 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 discussion around those questions. The student is expected to have studied these topics and to be ready to address any problems with their written responses during the orals phase.

All core comprehensive committee members and the Major Professor will independently evaluate the student's response to each respective topic, and the scores will be discussed among committee members to arrive at a pass/fail conclusion while the student is not in the room. The pass/fail decision for the oral portion will be delivered 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. 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 about some specific issues. 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 be able to go beyond the literature and demonstrate independent thought and the ability to integrate materials from various areas in the field. The only way to think beyond the literature is to be well grounded in it and have it readily accessible mentally.

You are expected to provide for each question 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 referencing 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 prosocial must be publicized. There is a form on the Psychology website for how to publicize this meeting.

The dissertation proposal process is similar to the thesis proposal process, and 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.

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 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.

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 a dissertation defense. 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 announced.
- This can be done by emailing 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 Formatting in advance of the defense meeting.
- **Note**: There are deadlines for this submission that are rather early in the semester. 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.

❖ 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 advisor.

Doctoral students are strongly advised against leaving campus (other than to complete internships) 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 the University, all requirements for the degree, except the dissertation and comprehensive oral examination, must be completed within a period of six years. This time requirement dates from the first registration for graduate courses on a student's program of study. A candidate for a doctoral degree 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.

A student may petition for an exception to this 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 write a letter to the Vice Provost and Dean stating approval or disapproval of the petition. The graduate coordinator and department head

must review the major professor's recommendation and indicate their concurrence by writing an additional letter. If they do not concur with the recommendation, further information should be provided by them 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 here: https://gradweb01.cc.uga.edu/index.php/current-students/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 M.S. Thesis, 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 conferences involving the student and their Major Professor.

If the faculty of the Industrial-Organizational Psychology Program evaluates a student's performance as less than satisfactory, the student will be notified that they have been placed on probation. The Industrial-Organizational Psychology Program faculty will communicate to the student the terms under which deficiencies must be addressed in order to be removed from probation and returned to good standing in the Program. Failure to correct deficiencies under the terms specified by the Industrial-Organizational Psychology Program faculty are grounds for dismissal from the Program. Refer to the Psychology Department manual for additional information

The annual 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.

The process of this evaluation follows:

1. The student completes the form and provides a self-evaluation.
2. The student submits the form to their major professor, along with their CV, cc'ing the I-O 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 Program Administrative Assistant prior to the faculty evaluation meeting.
5. The faculty hold a meeting to discuss evaluations of all students.
6. After the faculty meeting, the student and Major Professor meet for the provision of feedback and to create a personalized developmental action plan.
7. The Major Professor and student sign the evaluation and the student sends to the I-O

Program Administrative Assistant to keep on file.

VI. <u>ACADEMIC INTEGRITY</u>

All students are expected to know and follow the academic integrity policies of the University of Georgia. 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: <u>UGA Academic Honesty Policy</u>

VII. <u>CONDUCTING RESEARCH</u>

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. This is true no matter how innocuous your study may seem or whom you are using as your participants. The only time you do not need approval is if the faculty member with whom you are working has already obtained approval.

- 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 their 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 Pool of Research Participants

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 Psychology department. All undergraduate students 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 Julian Wright at rp@uga.edu or visit https://psychology.uga.edu/research-participant-rp-pool-information

VIII. <u>TEACHING ASSISTANTSHIPS</u>

Many students will TA as part of their funding package. Teaching is an excellent experience in terms of developing speaking skills and practicing communication 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 of a course rather than a teaching assistant. Students are encouraged to ask the faculty and other graduate students for TA (if applicable) and teaching materials. Sharing is very common and greatly reduces the workload.

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.

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 the students with the classes they have paid for. It is also inappropriate to assign a bulk of the class to student presentations. Be sure to review the UGA academic calendar when creating your syllabus.

IX. <u>RESEARCH AND TRAVEL SUPPORT FUNDS</u>

<u>Graduate School</u>

The Graduate School offers domestic and international travel support for students presenting at conferences and professional meetings after the student has completed five 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).

<u>I-O Psychology Department Travel Funds</u>

There may be a pool of funds available to fund travel to the 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.

SIOP Fellowships and Scholarships

In addition to internal funding opportunities, students are 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 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 (June 30).
- Lists of SIOP funding can be found here: https://www.siop.org/Foundation/Awards and here "Which SIOP Award is for You"

X. <u>INFORMATION TECHNOLOGY</u>

UGA Email
- You will be assigned a UGA email address upon enrollment.

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 program maintains multiple Listservs for communication:
  - ° IOPSYCH-L@UGA.LISTSERV.EDU - current students and program alumni; used for job posting or broader issues in the field of I-O.
  - ° activeiofacultyandstudents-l@listserv.uga.edu – current I-O students and faculty for communication; used to communicate about ongoing program issues and events
  - ° PSYGRADSTU@LISTSERV.UGA.EDU – all Psychology department graduate students; used to communicate about department-wide issues relevant to students
- The program head is the administrator of the I-O specific Listserv 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 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

XI. <u>PROFESSIONAL ORGANIZATIONS</u>

- *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.

- *American Psychological Society (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 scholars in a more intimate setting.

XII. <u>ADDITIONAL SERVICES AND INFORMATION</u>

- *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.

- o 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.
  - o To register for services, please visit the DRC website listed above or call (706) 542-8719
- *University Health Center*
  - o https://healthcenter.uga.edu/ - Main Page
  - o https://healthcenter.uga.edu/graduate/ - Information for Graduate Students
  - o For questions about the services, please email contact@uhs.uga.edu or call (706) 542-1162

XIII. NON-DISCRIMINATION AND ANTI-HARASSMENT POLICY
- *UGA NDAH Policy*
  - o 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."
  - o 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

APPENDIX A:

Annual Student Evaluation Form

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 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 faculty can do to help you in this decision?

3. What can the I-O 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 form 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. **<u>Progress toward degree</u>**:

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 to nearly read to propose your thesis, in which case you can select superior performance.
For 2nd Years
<u>Examples of Superior Performance</u>: Ready or nearly ready to propose thesis; keeps regular contact with professor regarding thesis progress, or is at a more advanced stage in this process.
<u>Examples of Performance that Meets Expectations</u>: Made significant advancement on thesis, such as having already given a quality first draft to the major professor.
<u>Examples of Unacceptable Performance</u>: Made no progress on thesis and/or has not kept major professor updated on progress.
For 3rd Years
<u>Examples of Superior Performance</u>: Has defended thesis, and is preparing to take comps
<u>Examples of Performance that Meets Expectations</u>: Has proposed thesis. Ready or nearly ready to defend thesis. Keeps regular contact with major professor regarding thesis.
<u>Examples of Unacceptable Performance</u>: Has not yet proposed thesis. Is not in regular contact with major professor regarding thesis.
For 4th Years or Greater
<u>Examples of Superior Performance</u>: Ready or nearly read to propose dissertation.
<u>Examples of Performance that Meets Expectations</u>: Passed comps and preparing for dissertation proposal.
<u>Examples of Unacceptable Performance</u>: 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 community?

Examples of Superior Performance: Holds a high responsibility office in IOPSA (e.g., president, reception chair, recruitment chair), leads student goals meetings and/or 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. **<u>Assistantship Performance:</u>**

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 meets 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	