

Graduate Student Handbook

DOCTOR OF PHILOSOPHY IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

University of Georgia (UGA)

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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 program's 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-policies/>. 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 Editor-in-Chief, the first woman to do so in the journal’s 100+ year history.

Today, the Psychology Department has four areas: I-O Psychology, SDH (social, developmental, health), Cognitive Neuroscience, 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 emphasizes developing students’ research and analytical skills. Research and quantitative methods are at the core of our training program. Students actively participate 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.

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.

Faculty and 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, Professional Development Series, 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		
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Richard Slatcher Graduate Student Coordinator Richard.Slatcher@uga.edu		

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 professional development meetings.

Degree Requirements

Overall Snapshot of Coursework

The following are requirements of the **Masters**:

- Complete 24 hours of required classroom hours for the M.S. degree.
- Enroll in two 1-credit hour GRSC course, research hours (including at least 3 hours of PSYC 7300).
- Enroll in 1-credit PSYC 9100 (Special Problems: IO Prosem) each fall and spring semester until admitted to candidacy.
- Complete a Master's thesis, which includes a proposal and defense meeting.

The following are requirements of the **Ph.D.**:

- Complete 24 hours of required classroom hours for the M.S. degree.
- Complete 18 hours of additional classroom hours for the Ph.D. degree. Additional requirements include a minimum of 12 research/internship hours (including at least 3 credits of PSYC 9300).
- 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. Exceptions can be made to substitute for the internship if approved by your Major Professor.
- Students who have been admitted to candidacy are strongly encouraged to still attend Professional Development Series events.
- All students are strongly encouraged to regularly attend department-wide events such as research talks outside the I-O program and job talks.

- Present a research project during your 2nd or 3rd year as part of PSYC 9100 (Special Problems: IO Prosem)
- 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 enter the program by transferring to UGA with a new faculty member. The Graduate School and I-O Program have specific policies related to transferring and exempting courses. Graduate School limits on transferring hours can be found here: <https://policy.uga.edu/policies/#/programs/By-h7LoKp> (for M.S.) and here: <https://policy.uga.edu/policies/#/programs/Hycl4UoKa> (for PhD). You should contact the I-O Program Chair to discuss your specific situation.

The required Master's core courses are as follows:

A total of **24 classroom credit hours** in Group A and Group B combined are required for the M.S. Additional requirements include two 1 credit hour GRSC courses and research hours (including at least 3 hours of PSYC 7300).

Group A (all required): 15 hours

- 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)

Group B (3 courses): 9 hours

Graduate-level psychology classes outside of Group A, including (in any combination):

- General psychology classes (e.g., PSYC 6200 Advanced Social Psychology, PSYC 6500/8000 Psychology of Prejudice)
- Methodology courses in psychology not in Group A (e.g., PSYC 8000 Multilevel Modeling, PSYC 8000 Meta-Analysis)
- Other I-O graduate classes not listed in Group A (e.g., PSYC 8980 Leadership, PSYC 8980 Professional Development, Research Skills & Publishing)

Additional Requirements

All required and do not count toward 24 classroom hours required for M.S.

- PSYC 7000 Master's Research (3 hours min)
- PSYC 7300 Master's Thesis Research (3 hours min)
- GRSC 7001 (UGA requirement) (1 hour)
- GRSC 7770 (Psychology Department requirement) (1 hour)

- PSYC 9100 (Special Problems: Proseminar in I-O Psychology) (1 hour) – all students must register for this Professional Development Series course each fall and spring semester until admitted to candidacy

Note: All incoming students, except those admitted with a Master's degree including a thesis, must register for PSYC 7000 in their first two semesters. The purpose is to prepare the student for thesis research. Students must also enroll in a minimum of three credit hours of PSYC 7300 after enrolling in PSYC 7000 and before or during the semester they defend their Master's thesis.

Required Coursework for the Ph.D.

An additional **18 classroom credit hours** beyond the M.S. are required for the Ph.D. This includes 3 Graduate Seminars in I-O Psychology, 2 Graduate Seminars in Methodology, and 1 Graduate elective. Additional requirements include a minimum of 12 research/internship hours (including at least 3 credits of PSYC 9300).

Graduate Seminars in I-O Psychology (3 courses required): 9 hours

- PSYC 8980 Seminars, including but not limited to
- PSYC 8980 Diversity in Organizations
- PSYC 8980 Leadership in Organizations
- PSYC 8980 Performance Appraisal
- PSYC 8980 Personnel Selection
- PSYC 8980 Employee Development
- PSYC 8980 Workplace Motivation
- PSYC 8980 Work and Family
- PSYC 8980 Teams
- PSYC 8980 Occupational Health/Employee Well-Being
- PSYC 8980 Professional Development, Research Skills & Publishing

Graduate Seminars in Methodology (2 courses required): 6 hours

8000- or 9000-level seminars in statistics or research methods, including but not limited to:

- PSYC 8000 Multilevel Modeling
- PSYC 8990 Meta-Analysis
- PSYC 8990 Agent-Based Modeling
- PSYC 8990 Structural Equation Modeling
- MGMT 9010 Management Research Methods
- MGMT 9630 Advanced Research Methods
- MGMT 9610 Structural Equation Modeling

Graduate Elective (1 course required): 3 hours

- 8000- or 9000-level course in any department on campus (including the Psychology Department). This course should be professionally relevant and must be approved by the Major Professor. Examples include but are not limited to the following:
- PSYC 8000-level Graduate Seminars (e.g., PSYC 8980 Personnel Selection, PSYC 8980 Teams, PSYC 8990 Meta-Analysis)
- MGMT 8970 Motivation
- MGMT 9810 Organizational Behavior Seminar (macro)
- MGMT 9850 Affect
- MGMT 9860 Organizational Behavior Seminar (meso)

Additional Requirements (these courses do not count toward 18 coursework hours required for Ph.D.): 12 hours

- At least 12 hours of graduate credit are required for the Ph.D. program of study, including a minimum of 3 hours of PSYC 9300.
- PSYC 9000 Doctoral Research
- PSYC 9300 Doctoral Dissertation (3 hours minimum)
- PSYC 9250 Internship in I-O Psychology
- PSYC 9100 (Prosem in I-O Psychology) (1 hour) – all students must register for this Professional Development Series course each fall and spring semester until admitted to candidacy

Students are strongly encouraged to complete coursework in the Psychology department or other departments on campus (e.g., Sociology, Public Health) related to diversity, equity, and inclusion as part of their graduate training. A non-exhaustive list of courses outside Psychology can be found here:

[Recommended IO Diversity Courses](#)

The Graduate School requires that the student have 10 graduate hours between admission to candidacy and graduation. By the Graduate School's definition, students cannot enter doctoral candidacy until they've at least passed both written and oral comprehensive examinations, maintained at least a 3.0 on their Ph.D. program of study, and have met the 30-hour residency requirement for the PhD (30 consecutive Ph.D. hours). When students submit their doctoral program of study prior to oral comps, the program of study must show 30 consecutive hours, at least 16 of which are classroom hours at the 8000/9000 level, and at least 3 of which must be PSYC 9300.

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>). 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.

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, 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 student 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.

Data Collection and Analysis for Thesis/Dissertation

Graduate students should not collect data prior to the successful completion of their thesis or dissertation proposal, except under the following circumstances:

- The use of external archival data set (Census, O*Net, MIDUS, data scraped from internet)
- The use of private archival data set (e.g., existing data set from faculty member collected for a different purpose, pre-existing consulting firm data)

If archival data are used for a thesis or dissertation, graduate students should not analyze data related to hypotheses/research questions prior to successful completion of the proposal (including for a conference submission). Preliminary data analyses to demonstrate study feasibility (e.g., determining whether there are sufficient studies available for a meta-analysis; determining whether there is a sufficient sample size for subgroup comparisons, pilot testing study manipulations) may be allowable with permission of the Major Professor. Students should be aware that any archival data collection completed prior to the approved proposal (e.g., web scraping, meta-analysis search) may need to be re-done after receiving feedback from committee during the proposal meeting.

Students should obtain written permission (email is acceptable) from all committee members if they would like an exception considered (e.g., availability of grant funds precludes proposing before data collection).

M.S. Thesis Process

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 failure, 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 failure, 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.

- In consultation with their Major Professor, the student 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/>). 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

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. Examinees may prepare individually or form a study group with others 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. Doing so means that you will need to review material beyond what was covered in your formal courses.

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. Written Comprehensive Examination

Examinees should plan to take the written comprehensive examination one or two semesters following the successful defense of their master's thesis and once all master's coursework has been completed. The purpose of the comprehensive examination is to assess breadth and integration of knowledge across the major domains of industrial-organizational psychology. 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 examinees.

Comprehensive Examination Committee

The comprehensive examination is administered by a standing three-member committee consisting of a committee chair and two additional faculty members. The committee serves as the doctoral advisory committee for required Graduate School paperwork associated with the preliminary examination. All committee members will evaluate all questions for which they possess sufficient expertise to provide an informed assessment. Each question will be evaluated by at least two committee members.

Written Examination Structure

Examinees are assessed in three content areas:

- Industrial
- Organizational
- Methods, Measurement, and Statistics (MMS)

All examinees taking the examination in a given semester will receive the same questions. Written comprehensive examinations are administered during the sixth full week of the semester. The examination consists of three days of testing conducted on Monday, Wednesday, and Friday. Each day contains two 2.5-hour sessions separated by a 30-minute break.

The content areas are divided across days as follows:

- Monday: Industrial
- Wednesday: Organizational
- Friday: Methods, Measurement, and Statistics

Each day consists of two sessions. During each session, examinees will receive three questions and answer two. Thus, examinees will answer a total of twelve questions across the examination.

Scoring and Written Examination Outcomes

Each written response will be graded on a scale from 1 to 9, with higher scores indicating greater mastery of the material. At least two committee members will grade each question. In order to earn a passing grade on a question, the average score for that question must be equal to or greater than 5. An average score below 5 constitutes a failing grade on that question. An average score will also be calculated across questions within each content area (Industrial, Organizational, and MMS). A content area average of 5 or greater constitutes a passing score for that area. An average score below 5 indicates failure of the content area. To successfully pass the written comprehensive examination, the examinee must pass all three

content areas.

Within four weeks following completion of the written examination, the committee chair will notify the examinee whether they passed or failed the written examination. The notification will indicate only whether the examinee passed or failed the written examination. An examinee who fails the written examination must retake the entire examination the next time it is offered. The retake will consist of a new set of questions across all content areas. A second failure of the written comprehensive examination constitutes grounds for dismissal from the program. Examinees must pass the written comprehensive examination before becoming eligible for the oral comprehensive examination.

Immediately upon receiving notification of a passing score on the written comprehensive examination, the examinee must:

- Notify the Psychology Graduate Office (currently gradpsyc@uga.edu) that they have passed written comprehensive examinations.
- Submit their doctoral program of study in GradStatus (including only courses counting toward the Ph.D.). All courses included on the program of study must have grades of B– or higher.
- Submit their doctoral advisory committee in GradStatus. The comprehensive examination committee serves as the doctoral advisory committee for preliminary examination purposes.

Ph.D. Oral Comprehensive Examination

The oral comprehensive examination is intended to serve as a developmental and professional exercise. It assesses the examinee's ability to revisit and improve upon prior responses, defend and clarify their reasoning, and engage in a scholarly conversation concerning core topics in industrial-organizational psychology. The oral examination must occur in the same semester as the written examination unless extenuating circumstances exist and approval is obtained from the committee chair. Examinees must be enrolled in at least three credit hours during the semester in which the oral examination takes place. Oral examinations are typically scheduled approximately six weeks after the written examination. The committee chair will coordinate with committee members and the examinee to identify a mutually agreeable date and time. A 90-minute block should be scheduled.

Exactly two weeks prior to the scheduled oral examination, the committee chair will provide the examinee with:

- Their complete set of scores on the written examination;
- The two lowest-scoring questions;
- Any additional failed questions;
- Any additional questions or portions of questions identified by the committee for discussion; and
- The examinee's original responses to the questions selected for discussion.
 - The oral examination will focus on these questions, although discussion may naturally extend to related concepts and issues.

Faculty members will not provide guidance regarding how to answer the designated questions in advance of the oral examination, nor will they disclose committee deliberations or feedback prior to the examination. Questions concerning procedures should be directed to the committee chair.

The examinee is required to announce the oral comprehensive examination to the Graduate Coordinator and Psychology Graduate Office at least two weeks in advance, as the oral examination is open to all members of the University of Georgia faculty.

The committee chair will lead the oral examination. Examinees may not use prepared notes, presentation slides, or external materials during the examination. Blank paper and a writing utensil may be used to organize thoughts during the examination. Following the examination, the committee will jointly

determine a pass/fail outcome. The decision will be communicated to the examinee at the conclusion of the meeting.

In the event of a failure, the examinee may be re-examined within six months. A second failure of the oral comprehensive examination constitutes grounds for dismissal from the program.

Upon successful completion of the oral comprehensive examination, the examinee is eligible to advance to doctoral candidacy. This process is initiated by the examinee in GradStatus. If the dissertation committee differs from the comprehensive examination committee, the examinee must submit the appropriate committee change request in GradStatus.

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 the information 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 the 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. In addition, students cannot hold departmental teaching assistantships if they are living out of state.

Official Time Limit for Masters Degree

Time limit to complete all requirements for the MS is 6 years total. At the end of the 6th year the MS must be completed and the final thesis must be approved by the Graduate School (Graduate School deadlines apply). In addition, classes expire after the end of year 6. Students should refer to the Graduate School policy regarding a request for a time extension.

Official Time Limit for PhD Degree

For students matriculating prior to Fall 2024. Students must complete coursework (first course on the doctoral program of study which could be taken prior to completion of the MS; 8000- or 9000-level course, excluding PSYC 9100 Prosem in IO), successfully completion of both the written and oral comprehensive exam, and be admitted to candidacy by the end of year 6. After admission to candidacy, the student has 5 more years to complete the PhD degree (successful defense of dissertation, approval of the final dissertation by the Graduate School (Graduate School deadlines apply). Once admitted to candidacy, the "course clock" stops regarding course expirations.

For students matriculating after Fall 2024. Must complete all requirements by the end of the 8th year (*starting with first semester of enrollment, not the first course on the PhD program of study*). This includes all classes, MS degree, successful completion of both the written and oral comprehensive exam, successful defense of dissertation, and approval of the final dissertation by the Graduate School (Graduate School deadlines apply). Classes also expire after 8 years. There is no longer a separate post-candidacy clock for degree completion. The eight-year time limit does not include approved periods of leave.

Also, per Graduate School policy (<https://policy.uga.edu/policies/#/programs/Hycl4UoKa>) 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.

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-policies/>

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 about 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 regardless of whether or not they are seeking funding.

Process of the Annual Performance Evaluation

- The student completes the form in Appendix A.
- The student submits the self-evaluation form to their Major Professor, along with their CV, cc'ing the I-O Psychology Program Administrative Assistant.
- The Major Professor completes their evaluation of the student by filling out the form.
- The Major Professor sends the completed form to the I-O Psychology Administrative Assistant prior to the student evaluation meeting.
- 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).
- After the meeting, the student and Major Professor meet to review the evaluation form and to create a personalized developmental action plan.
- The Major Professor and student sign the evaluation. The student sends the signed form to the I-O Psychology Administrative Assistant, cc'ing their Major Professor.

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 policy of the UGA Graduate School can be found under the following link:
<https://integrity.uga.edu/academic-honesty-policy/>

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.

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 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/> 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 Human Subject Research (HSR) Basic and Social &

Behavioral Research – Internet training courses for the Social and Behavioral Research (S&BR) track. There are also specific S&BR courses if your research involves children, foreign countries (international), 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/research-participant-rp-pool-information>
- For questions, please email rp@uga.edu

Transparency and Openness Practices

Students are strongly encouraged to preregister their dissertation on the Open Science Framework (<https://osf.io/>) or on AsPredicted (<https://aspredicted.org/>)

Use of Generative AI in Theses and Dissertations

The use of generative AI in theses and dissertations is considered unauthorized assistance per the Academic Code of Honesty and is prohibited unless specifically authorized by members of the advisory committee for use within the approved scope. If approved by the advisory committee, the extent of generative AI usage should be disclosed in a statement within the thesis. The program has also created additional guidance related to the appropriate use of Generative AI more broadly in terms of teaching, research and coursework and it is the student's responsibility to be familiar with these [guidelines](#).

Teaching Assistantships (TA) & Research Assistantships (RA)

Many students will work 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 the 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.

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 are eligible to receive two travel awards during their enrollment at UGA.

- Students must meet the eligibility criteria specified on the Graduate School website <https://grad.uga.edu/funding/travel-grants/>
- 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. 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 (unless they have already received Graduate School travel funding two times, in which case they are ineligible).

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/foundation-initiatives/foundation-awards-recognition/>.

Information Technology

UGA Email

- You will be assigned a UGA email address upon enrollment. You are expected to check your UGA email daily because this is the official 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., QuestionPro) upon enrollment.

LISTSERVS

The I-O Psychology program maintains multiple Listservs for communication:

- ACTIVEIOFACULTYANDSTUDENTS-L@LISTSERV.UGA.EDU: current IO PhD students and faculty
- UGAIOALUM@LISTSERV.UGA.EDU: only UGA PhD Program Alumni
 - The UGAIOALUMNI listserv *cannot* be use to solicit data collection of any kind (e.g., thesis, dissertation, faculty research project).

The Psychology Department Administrative Associate 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 the Psychology Administrative Assistant. 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.

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.

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, email at uhccontact@uga.edu or schedule online through your personal UHC Patient Portal.
- **Accessibility and Testing**
 - <https://accessibility.uga.edu/> - The mission of Accessibility and Testing (formerly the Disability Resource Center) is to assist the University of Georgia in educating and serving students with disabilities who qualify for admissions and provide centralized testing and evaluation services for all students, faculty, and the surrounding community. We ensure equal educational opportunities as required by the ADA, and strive to promote a welcoming environment for students with disabilities at UGA.
 - To register for services, please email uga.access@uga.edu 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 uhccontact@uga.edu or call (706) 542-1162.
- **The Writing Center**
 - <https://www.libs.uga.edu/mlc/study-research/writing-center> Supports graduate students in their academic writing with workshops and individual consultations.

Non-Discrimination and Anti-Harassment Policy

UGA NDAH Policy

- NADH - <https://policy.uga.edu/policies#/programs/Skc7ETvS6>
 - “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/report/> or call (706)542-7912

APPENDIX A

Annual Student Evaluation Form

Name: **Advisor:**

• Do you wish to be considered for funding for the upcoming academic year?	☐ YES	☐ NO	
○ How many semesters of funding have you received from the department previously, including the current semester?			☐ N/A
○ What semesters are you seeking funding? (Select all that apply)	☐ FALL	☐ SPRING	☐ N/A
• Are you currently an out-of-state student?	☐ YES	☐ NO	
○ Will you become a GA resident by Fall? [OBJ]	☐ YES	☐ NO	☐ N/A
• What year did you enter the I-O Psychology PhD program?			
• Do you have a Master's degree?	☐ YES	☐ NO	
• Have you completed all of your coursework?	☐ YES	☐ NO	
• Have you successfully completed written comprehensive exams?	☐ YES	☐ NO	
• Have you successfully completed oral comprehensive exams?	☐ YES	☐ NO	
• Have you successfully defended your dissertation prospectus?	☐ YES	☐ NO	

Goals

- What are your goals for the upcoming academic year?
- 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?
- What can the I-O Psychology faculty do to help you progress in the program?

Evaluation 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.

I. 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.

Ratings:

Student Self-Rating					
Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	☐
Faculty Rating					
Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	☐

Accomplishments:

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

II. Performance in Coursework:

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

Examples of performance expectations at different levels in the program:

- 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.

Ratings:

Student Self-Rating					
Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	☐
Faculty Rating					
Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	☐

Accomplishments:

List all courses taken to date and the grade received in each; also include your cumulative GPA.

III. 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 read to propose dissertation.
 - Examples of Performance that Meets Expectations: Passed comps and preparing for dissertation proposal.
 - Examples of Unacceptable Performance: Have not taken or failed comps. No progress made on dissertation.

Ratings:

Student Self-Rating					
Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	☐
Faculty Rating					
Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
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.

IV. Service:

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

Examples of performance expectations at different levels in the program:

- 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.

Ratings:

Student Self-Rating					
Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	☐
Faculty Rating					
Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	☐

Accomplishments:

V. 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”

Ratings:

Student Self-Rating					
Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	☐
Faculty Rating					
Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	☐

Accomplishments:

VI. Assistantship Performance:

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

Ratings:

Student Self-Rating					
Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	☐
Faculty Rating					
Superior	Exceeds Expectations	Meets Expectations	Below Expectations	Unacceptable	Not Applicable
5 ☐	4 ☐	3 ☐	2 ☐	1 ☐	☐

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.

VII. Student Developmental Goals and Action Plan

In the space provided below or on a separate sheet of paper, 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.

VIII. Signatures

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

	Name Printed	Signature	Date
Student			
Major Professor			