Handbook of the Industrial-Organizational Psychology Doctoral Program at the Graduate Center and Baruch College

2023-2024

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INTRODUCTION TO THIS HANDBOOK

The Student Handbook has been prepared as a guideline for departmental procedures, processes, requirements, and expectations. It is not designed or intended to be a legally binding document. The document is updated at least yearly to reflect changes in the policies and practices of the Graduate Center 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. Students can request the most recent version at any point from the program head.

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 Baruch College and The Graduate Center of the City University of New York. For continuing students, we hope the Handbook will serve as a guide throughout your graduate journey.

Keep in mind that this document cannot replace two of your most valuable resources during your tenure at Baruch and the Graduate Center --- 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 Center student handbook:

[Student Handbook | CUNY Graduate Center](#)

THE PH.D. PROGRAM IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY

The Ph.D. program in I-O psychology was founded in 1982 under the leadership of Joel Lefkowitz. The program has long attracted talented students and faculty. At one point in time, Ed Hollander, Donna Thompson, Judi Komaki, Walter Reichman, Roger Millsap, Jan Cleveland, Loren Naidoo, Kristen Shockley, Erin Eatough, Karen Lyness, Logan Watts, Julie Dinh, and Zhiqing (Albert) Zhou were on the I-O faculty.

The industrial and organizational (I-O) psychology training area provides doctoral-level training in I-O psychology, a field that focuses on the scientific study of the workplace – including both organizations and their employees. I-O psychologists need to develop skills in the design, execution, and interpretation of research in psychology and to apply that research to help address human and organizational problems ([SIOP, 2017](#)).

Since its inception, the principal thrust of the I-O program has been to develop scientists who are able to apply their psychological research skills and knowledge effectively to the solution of human problems in complex organizations. I-O psychologists conduct research and work in a wide range of organizational, consulting and academic settings. The training program in I-O psychology is designed to prepare students for a variety of career paths, by developing key skills and knowledge of psychology as well as more specialized I-O topics. In addition to fundamental I-O courses, students can pursue their individual interests in a variety of areas, such as employee

selection, psychometrics, testing, employee engagement and motivation, performance management, work attitudes and emotions, work stress, work-life interface, diversity, cross-cultural issues, teams, training, and leadership.

Consistent with the model of I-O psychologists as both scientists and practitioners, 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. The program fosters a collaborative culture where students and faculty work together and support one another in the pursuit of student development and research excellence. The program was designed to take 5-6 years. During that time students will take coursework, conduct and present research, and become active members of the I-O community.

The major strength and pride of our program is our people. Our students, alumni, and faculty have achieved some of the highest levels of professional distinction in I-O psychology:

- Our students are regularly authors on posters and papers at national conferences, such as the *Society for Industrial and Organizational Psychology, Academy of Managemen*t, the *International Personnel Assessment Council*, and *American Psychological Association* conferences. Many students are authors on published articles and book chapters by the time they complete the program.
- Our alumni hold academic positions (Seton Hall, Seattle Pacific University, Manhattan College, Fashion Institute of Technology, Southern New Hampshire University, Sacred Heart College) as well as positions in Fortune 500 organizations (e.g., Amazon, Meta, Google, Microsoft, LinkedIn, Pepsi, JP Morgan Chase, Merck, Goldman Sachs, Citibank), government (e.g., Federal Bank of New York, Office of Personnel Management), and consulting firms (e.g., McKinsey, Korn Ferry, BTS, Aon, Mercer-Sirota).
- The program has a strong network of alumni located in New York, the rest of the United States, and internationally who contribute to our program and student development.
- Our faculty regularly publishes in top I-O psychology and related journals, including the *Journal of Applied Psychology*, *Personnel Psychology*, *Organizational Research Methods*, *Journal of Vocational Behavior, The Leadership Quarterly, Group & Organization Management, Academy of Management Journal, Journal of Management, Human Relations, The Industrial and Organizational Psychologist: Perspectives on Science and Practice*, and *Journal of Business and Psychology*.
- Our faculty also has a track record of securing external research grants from funders such as the National Science Foundation, Society for Human Resource Management Foundation, the Society for Industrial and Organizational Psychology Foundation, and the Graduation Management Admissions Council.
- Our faculty has won major awards from the Society for Industrial and Organizational Psychology (M. Scott Myers Award for Applied Research in the Workplace (2x), Adverse Impact Reduction Research Initiative and Action (AIRRIA) Research Grant, SIOP-SHRM HR Impact Award) and the International Personnel Assessment Council (Innovations in Assessment Award (3x)). One of the major awards given by the Society

for Industrial and Organizational Society is named in honor of our program's founder, Joel Lefkowitz (Joel Lefkowitz Early Career Award in Humanistic I-O Psychology).
- Our students have won major awards from the Society for Industrial and Organizational Psychology (Best Student Poster Award, Paul Thayer Award, SIOP Small Grants Award, IPAC best student paper award).
- Our faculty is currently or has been on the editorial boards of top I-O and related journals including the *Journal of Applied Psychology*, *Journal of Business and Psychology, Emotions Review, Organizational Research Methods, Industrial and Organizational Psychology: Perspectives on Science and Practice, Personnel Psychology*, *International Journal of Selection and Assessment*, *Journal of Vocational Behavior, Group & Organization Management*, and *Emotions Review*.
- Our faculty is or has been members and leaders of committees of the Society for Industrial and Organizational Psychology as well as officers of the Metropolitan New York Association for Applied Psychology.

I-O PSYCHOLOGY FACULTY

Yochi Cohen-Charash
Professor
University of California, Berkeley

Harold Goldstein
Professor
University of Maryland

Charles Scherbaum
Professor
Ohio University

Wei Wang
Associate Professor
University of Illinois

Dia Chatterjee
Assistant Professor
Michigan State University

Anna Gödöllei
Assistant Professor
University of Waterloo

Andrea Bazzoli
Assistant Professor
Washington State University

Affiliated Faculty

Joel Lefkowitz
I-O Psychology
Professor Emeritus
Case Western Reserve University

Lisa Saari
I-O Psychology
Adjunct Professor of Psychology
University of Washington

Rob Silzer
I-O Psychology
Adjunct Professor of Psychology
University of Minnesota

Kristin Sommer
Social Psychology
Professor
University of Toledo

HISTORY OF BARUCH COLLEGE

Baruch College began as the School of Business and Civic Administration of the City College of New York (CUNY), established in 1919 by the Trustees of the City College of New York. Bernard Baruch, a Trustee and graduate of City College, was a driving force behind establishing Baruch as a separate entity from City College. In 1953, the name of the School was changed to the Bernard M. Baruch School of Business and Public Administration in honor of the efforts and generous contributions given by Bernard Baruch. In 1968, as part of the formation of the City University of New York from the various independent colleges, the school was reorganized as Baruch College and began offering arts and sciences and education programs in addition to business and public administration. Currently, the CUNY Graduate Center Ph.D. programs in Business and in I-O Psychology are based at Baruch.

THE RELATIONSHIP BETWEEN BARUCH AND THE GRADUATE CENTER

All Ph.D. students at the City University of New York are officially enrolled at the Graduate Center (GC) of the City University of New York. Your degree is from this institution. Your program, however, is located at Baruch College, which is also part of CUNY. With the exception of some foundational psychology courses and advanced statistical courses, the vast majority of your classes will be held at Baruch.

The Ph.D. program in Psychology at the Graduate Center is one of the largest in the country. There are currently 13 other doctoral programs (called "training areas") in psychology at the Graduate Center. Each year, there are around 55 new doctoral students in psychology. The

Graduate Center has a wealth of resources and offers a variety of professional and social opportunities. You are strongly encouraged to take advantage of the many workshops, leadership opportunities, and professional development seminars that are offered.

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 head oversees the day-to-day operations of the program, approves student paperwork for the Graduate Center, and advises on issues involving the Graduate Center. Other major activities of the program -- such as admissions and comprehensive exams -- are led by one or more other faculty members. Most of your questions related to the program can be answered by consulting this handbook or your advisor. Alternatively, your advisor will direct you to the correct person to answer your question. For the 2023-2024 academic year, the primary functions of the program are led by following people.

Program head: ....Charles Scherbaum
Admissions: ....Yochi Cohen-Charash
Comprehensive exams: ....Harold Goldstein
Course Scheduling: ....Daniele Artistico
Campus Representative to the GC: ....Charles Scherbaum
Brownbag/Colloquium Coordinator: ....TBD
Newsletter…………………………....TBD
Website…………………………………TBD

Most of the transactional administrative activities (e.g., registration, degree paperwork, etc.) will be completed through the Graduate Center. You will also have access to all of the support services offered at the Graduate Center (but not at Baruch) including the wellness center and child development & learning center (see the Graduate Center website for a full list of student services). Your financial aid may come from the Graduate Center, Baruch, or both. You will have access to both the Baruch and GC libraries and technology resources (e.g., email, computer labs). You will use different logins to access each. Your workspace will be at Baruch where you will share a cubicle with other I-O students and work in your faculty advisors' lab. New students will receive their workspace assignments at orientation. You will receive ID cards from both the Graduate Center and Baruch College near the start of your first semester.

EXPECTATIONS FOR GRADUATE SCHOOL

Graduate school is considerably different than undergraduate training. The workload and expectations are exponentially higher. 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 long hours and spend the majority of the year working, including the academic breaks. It is not possible to be successful as a graduate student and expect to work 9 to 5, five days a week and completely take off the winter and summer academic breaks. Also, it is unlikely that you will make acceptable progress in graduate school if you are taking on outside employment or internships, especially during the first couple years of the program. Students who do so typically fall behind, do not make

acceptable progress, find themselves on progress plans with the Graduate Center (which means you are at risk of being dropped from the program), and may be removed from the program.

Graduate school in many ways is highly structured, but at the same time requires considerable self-discipline. It requires you to be self-motivated, organized, and an agent of your own learning. 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 will be compensated monetarily, and some of this work will be developmental with the ultimate goal of publication authorship. Some of it will simply be doing your part as a graduate student. It is important to take a holistic view of your education and take advantage of all available opportunities. You will be very busy during your time as a graduate student, so prepare accordingly.

Another skill developed during graduate training is professionalism. This begins the first day you begin the program and never ends 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, judgements 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 brownbags, and doing more than the bare minimums.

ACADEMIC INTEGRITY
All students are expected to know and follow the academic integrity policies of the Graduate Center and Baruch College. The faculty take academic integrity very seriously and will not tolerate violations of academic integrity.

Graduate Center Policies: [Avoiding and Detecting Plagiarism](#)

Baruch College Policies: https://www.baruch.cuny.edu/academic/academic_honesty.html

PATH TO DEGREE

The Ph.D. degree requirements include 60 credits of coursework, presentation at a minimum of two brownbags (more than two presentations are encouraged), a master's thesis, comprehensive examination, and a dissertation. The expected timeline for completing the degree requirements is presented below. Detailed descriptions of each program requirement are provided in later sections of this handbook.

Path to Degree

Year	Semester 1	Semester 2	Summer
1	• Statistics I • Research Methods • Organizational psychology, Employee Selection, or a program-selected foundational course from Group 3 or 4	• Statistics II • A program-selected foundational course from Group 3 or 4 • Independent Reading • Teaching Practicum • Work on thesis	• Work on thesis proposal
2	• Psychometrics • Independent Research • A program-selected foundational course from Group 3 or 4 (or organizational psychology) • Present thesis idea at Brownbag • Work on thesis	• **Three** program-selected courses from group 2, 3, 4 and/or the electives • Work on thesis	• Work on thesis
3	• **Three** program-selected courses from group 2, 3, 4 or the electives • Defend thesis proposal (i.e., 1st doctoral exam). Defense should be completed before end of semester • Notify the program head that you now qualify for level II after completing thesis proposal revisions	• **Three** program-selected courses from group 2, 3, 4 or the electives • Thesis final defense must be completed in the spring or summer to be eligible to take comprehensive exams (i.e., 2nd doctoral exam) • Present thesis results at Brownbag	• Study for comps
4	• Comprehensive exams (i.e., 2nd doctoral exam) • **Two** program-selected courses from group 2, 3, 4 or the electives, which should complete the required coursework and meet all curricular requirements. • Begin work on dissertation after completing the comprehensive exams. • Present dissertation idea at Brownbag	• If coursework is not completed in the fall, courses from group 2, 3, 4 or the electives • Work on dissertation • Submit dissertation topic proposal, including faculty serving as core dissertation committee members, before the end of the semester • Complete paperwork to transition to level III and advance to candidacy before the end of the semester • Present dissertation idea at Brownbag	• Work on dissertation
5-6	• Propose dissertation	• Defend dissertation	• Begin career

Additionally, the Graduate Center has official milestones that students are supposed to achieve to be considered as making satisfactory progress:

- Students are expected to complete the first doctoral exam (i.e., proposing your thesis) by the time they complete at least 45 credits (i.e., by the end of the fall semester in your third year)
- Students are expected to complete the second doctoral exam (i.e., comprehensive exams) by the time they complete 60 credits (i.e., by the end of the fall semester in your fourth year).

Students who fail to meet these milestones will be considered as not making satisfactory progress and have a hold put on their registration. These students will be put on progress plans that must be approved by the program and the graduate center in order to remove the registration hold. Students not making satisfactory progress will be reviewed each semester. Students who consistently fail to make satisfactory progress will be removed from the program.

1. Curricular Requirements

The course curriculum for the industrial-psychology training area is organized into 4 groups of required courses and 1 group of elective courses:

Group 1: I-O Psychology Foundation Courses (23 credits):
- PSYC 77302 Organizational Psychology (3 credits)
- PSYC 70500 Stat Methods in Psychology I (3 credits)
- PSYC 70510 Stat Methods in Psychology I – Lab Section (1.5 credits)
- PSYC 70600 Stat Methods in Psychology II (3 credits)
- PSYC 70610 Stat Methods in Psychology II – Lab Section (1.5 credits)
- PSYC 70310 Research Methods and Design I (3 credits)
- PSYC 80400 Independent Readings (thesis) (3 credits)
- PSYC 80200 Independent Psych. Research (thesis) (3 credits)
- PSYC 76000 Psychometric Methods (3 credits)

(Note that students who want/need to teach for their financial aid are required to take a Practicum on Teaching in Psychology, but the credits do not count toward their degree.)

Group 2: General Psychology (12 credits):[1]
- PSYC 77100 Ethical/Legal Issues for Psychologists (3 credits)
- PSYC 74600 Social Psychology (3 credits)
- Cognitive Psychology: (PSYC 71103 Cognition and Affect or PSYCH 73800 Cognitive Psychology) (3 credits)

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[1] There may be instances where a student cannot take the specific course numbers listed in Group 2. In those cases, alternative courses will only be allowed if permission is given by your advisor and program head in writing and in advance of the start of the semester. A syllabus for the alternative course will be required and reviewed by the I-O faculty to determine the equivalence of the course to those listed in Group 2. Taking courses without approval in writing prior to the course starting will not qualify for credit toward the degree requirements.

- Individual differences: (e.g., PSYC 74003 Personality and Individual Differences <u>or</u> PSYC 86700 Diversity & Cross-cultural Issues in Organizations[2] <u>or</u> a program approved individual difference course[3]) (3 credits)[4]

<u>Group 3: Industrial Psychology Courses (minimum of 6 credits):</u>
- PSYC 77301 Staffing (3 credits)
- PSYC 80500 Employee Performance Assessment & Management (3 credits)
- PSYC 77000 Training (3 credits)
- PSYC 74003 Personality and Individual Differences (3 credits)[5]

<u>Group 4: Organizational Psychology Courses (minimum of 6 credits):</u>
- PSYC 74500 Employee Motivation (3 credits)
- PSYC 82600 Leadership in Organizations (3 credits)
- PSYC 86700 Diversity & Cross-cultural Issues in Organizations[6] (3 credits)
- PSYC 87000 Emotions in Organizations (3 credits)
- PSYC 72400 Career Development (3 credits)
- PSYC 80100 Organizational Justice (3 credits)

<u>Elective Courses (Minimum of 15 credits; these may include Group 3 or Group 4 courses, above the minimum Group requirements; Four of the five electives must be psychology electives).</u>[7]
Examples of recent I-O electives:
- PSYC 75400 Organizational Development (3 credits)
- PSYC 75000 Personnel Assessment in Organizations (3 credits)
- PSYC 80100 HR Analytics (3 credits)
- PSYC 80100 Occupational Health Psychology (3 credits)
- PSYC 80103 Individual Psychological Assessment (3 credits)

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[2] These courses can only be used to fulfill one of the course requirements for the degree.

[3] Alternative individual difference courses will need to be approved by the advisor and program head in writing and in advance of the start of the semester. A syllabus for the alternative course will be required and reviewed by the I-O faculty. Taking courses without approval in writing prior to the course starting will not qualify for credit toward the degree requirements.

[4] If a student chooses to apply both of the individual differences courses toward Group 3 and 4 requirements. Alternative individual difference courses will need to be approved by the advisor and program head in writing and in advance of the start of the semester. A syllabus for the alternative course will be required and reviewed by the I-O faculty. Taking courses without approval in writing prior to the course starting will not qualify for credit toward the degree requirements.

[5] This course can only be used to fulfill one of the course requirements for the degree.

[6] This course can only be used to fulfill one of the course requirements for the degree.

[7] Other elective courses are possible, but must be approved in writing in advance by your advisor and the program head. Students will need to present a rationale for why a non I-O course should count as an elective and is related to his or her research or career plans. Taking courses without approval in writing prior to the course starting will not qualify for credit toward the degree requirements.

Advanced GC statistics courses that may be counted as electives:[8]
- PSYC 86001 Structural Equation Modeling (3 credits)
- PSYC 86002 Hierarchical Linear Modeling (3 credits)

While working on their dissertations, students will register for PSYC 90000 - Dissertation Supervision.

Students take 18 credits in years one, two, and three, and 6 credits in the fourth year. Note that seven credits is considered full time, so additional weighted instructional units (WIU) should be taken if coursework is less than seven credits in a semester. Previously earned credits in an I-O psychology Ph.D. program may be transferred in some situations, pending the approval of the I-O psychology faculty. Credit from a terminal masters program will not be transferred or considered toward the Ph.D. program requirements.

In order to graduate, all students must maintain an overall grade point average of 3.0 ("B") per Graduate Center requirements.

2. Brownbag Presentations

The program holds regularly scheduled program meetings called brownbag. Brownbag can be student presentations, professional development sessions, external speakers, faculty presentations, program topic discussions, or program meetings. Often, brownbags are devoted to student research presentations. The goal of brownbag presentations is to provide students with an opportunity to present research and receive feedback from faculty and peers. This is an important learning experience both with regard to speaking eloquently about your own research and thinking quickly on your feet. The feedback from these presentations is invaluable.

Students are required to give at least two brownbag presentations during their tenure in the program, typically within their 2nd through 5th years. The first presentation must be pre-thesis proposal (i.e., presenting the idea as it is in development). We strongly urge students to make this presentation in the Fall semester of their 2nd year. The second presentation must include thesis results and can occur any time a student has reached this point of progress, though the expectation is that this will occur within the 3rd or 4th year. Additional presentations are welcomed (such as one's dissertation idea or any other research on which the student wishes to get feedback).

Students are expected to attend all brownbag presentations *until they have passed comprehensive exams **and** presented two brownbags of their own*.

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[8] Given the dynamic nature of statistics course offerings, it is possible that alternative advanced statistics courses can be used as an elective. Alternative courses will only be allowed if permission is given by the advisor and program head in writing and in advance of the start of the semester. A syllabus for the alternative course will be required and reviewed by the I-O faculty. Taking courses without approval in writing prior to the course starting will not qualify for credit toward the degree requirements.

Brownbag assignments are made by the brownbag coordinator. Students will indicate their preferred dates within a survey sent during the summer. Date-assignments will be set in advance of the start of the Fall semester each year. Preference for dates will go to students who are making satisfactory progress in the program, and at the discretion of the brownbag coordinator. When completing the brownbag survey, students are strongly encouraged to give serious forethought to when they will realistically be at a point in their research that facilitates presenting. This will help avoid cancellations and rescheduling, which are strongly discouraged. Requests to reschedule or cancel will not automatically be honored.

3. Thesis Proposal

The Graduate Center regulations state that the First Examination must be passed before a student completes 45 course credits (most often your fourth semester). The goal of the First Doctoral Examination is to develop and assess students' research skills. In the case of the I-O program, the First Doctoral Examination is equivalent to passing your thesis proposal meeting and completing all required revisions.

The thesis process starts with selecting an area or a specific topic and a thesis advisor (which need not necessarily be your RA advisor; see Research Assistantship section for more on this). Selection of a thesis advisor is a mutual decision between a student and a faculty member. In selecting a thesis advisor, it is recommended that you consider the following:
- The faculty member's subject matter expertise in the area you are interested in. It is generally best to work with an advisor who is has expertise in your topic area.
- The fit of the faculty member's work style and expectations with your work style and expectations.

Before selecting a faculty member to be your thesis advisor, it is recommended that you speak with other students and the faculty member to understand the faculty member's work style and expectations.

The thesis process starts on day one of the program, with the student considering possible thesis ideas and advisors. In the spring term of year 1, students will register for Independent Reading with their thesis advisor, which is a 3-credit course designed to give time to begin work on the thesis project. Students will also enroll in Independent Research with their thesis advisor, a 3-hour course designed for the same purpose, in the Fall of the 2nd year. Students are encouraged to take advantage of this time to make significant thesis progress. There may be instances where the direction of a thesis project changes and there is no longer good fit between the student and advisor. While it is possible to change advisors after starting the thesis, this inevitably creates delays for the student, so it is best to give strong consideration to the advisor and issues of fit in advance of beginning work on the project. Students who wish to change advisors are encouraged to meet with the program head to discuss the issue. If the program head is the existing or proposed new advisor, then students should feel free to discuss the issue with another member of the faculty.

The thesis is a challenge, as it is the first project for which most students have taken a leadership role in executing a research project. Do not be discouraged if the focus of your study changes several times in the development phase – this is the norm! Likewise, most students go through

many drafts with their advisor before receiving approval to disseminate the proposal among the thesis committee. You will receive a substantial amount of feedback from your thesis advisor during the thesis process. The feedback is intended to help you develop a strong research proposal and learn the ways in which research is conceived, evaluated, and communicated in I-O psychology.

The process of choosing a thesis idea starts by considering your interests in IO. As working on this project will consume most of your resources for as long as you work on it, we highly suggest you start with a topic that is interesting to you. Ideas for projects can come from various sources, such as your personal experience, courses you have taken, and conversations with faculty and other students. The process of developing a thesis proposal starts with a discussion with the advisor. In conjunction with the advisor, the student formulates a research idea and outlines the general structure of the paper. Depending on the preference of the faculty advisor, the student will work section by section or on the complete paper. Students will submit drafts of their writing to his or her advisor for feedback. The student can generally expect feedback from the advisor within 5 weeks of submitting the proposal. However, if a draft of the paper is submitted during holidays (e.g., winter break, spring break), it may take longer. Students should expect multiple rounds of drafts and feedback before the proposal is finalized. The final proposal will typically consist of an introduction, a literature review, a method section, references, copies of research materials (e.g., measures), and any relevant tables or figures. Depending on the nature of the research and advisor, other section could be required.

Once a thesis idea is significantly developed, a committee must be chosen. This consists of your thesis advisor (i.e., the chair) and two other committee members. *Students should consult with the chair about selecting committee members.* The committee members must be members of the Graduate Center doctoral faculty unless given written permission by the program head in advance. The faculty members listed earlier in this document are all Graduate Center doctoral faculty. Two of the three members of the thesis committee must be I-O psychologists.

Upon approval of the thesis proposal by the advisor, the student will schedule a 2-hour oral defense meeting with the three committee members. Students must give committee members the final thesis proposal document at least 2 weeks in advance of a proposal defense meeting, unless the committee members explicitly agree to another arrangement. Once the proposal is distributed, students can work with the committee to find a mutually agreeable date for defense. Students should provide faculty members with an electronic and, upon request, a paper copy. Students are responsible for securing a room to hold the meeting.

Oral Defense of the Paper

1. Goal: The goal of the oral defense is two-fold. First, the committee members are assessing the student's knowledge of his/her project and ability to respond to questions about the topic. These may include questions about the theoretical rationale for the thesis, studies cited within the proposal, the methods, the statistical analyses, the theoretical and practical implications of the proposed project, and the strengths and weaknesses of the project. Second, the oral defense is an opportunity for students to receive feedback from other faculty members in an effort to enhance the quality of the project.

2. <u>Duration</u>: The oral examination should be scheduled for 2 hours.

3. <u>Criteria for Evaluating the Paper and Oral Defense</u>: In evaluating the performance of the student, the committee must form a global opinion incorporating an evaluation both of the written performance displayed in the paper itself, and the verbal performance reflected in the quality of the defense. Certain criteria are considered by the committee in reaching its judgment. These include the extent to which the student demonstrates the ability to:

   o understand and integrate the scholarly literature in a field;
   o conceptualize theory at a level expected of a doctoral student;
   o conceptualize and define a relevant research problem that reflects the substance of the literature review;
   o design, implement, and interpret the results of research that is adequate to address the research problem and meets professional standards.

4. <u>Procedure</u>: An oral defense is a discussion between the student and the committee members about the research. Typically, a meeting begins with the student providing a 5-10 minute summary of the project. Next, the committee members discuss the research with the student and ask questions of the student. The discussion will take most of the scheduled two hours. At the end, the student will be asked to leave the room for discussion among committee members regarding the outcome of the meeting.

Although all thesis proposal meetings are different, there are a couple pieces of general advice that can be offered.

- It is important to remember that the faculty wants to help you improve your research. You want to avoid becoming defensive when they ask you questions or ask you to justify your choices. It is very possible that they may disagree with your choices. If you believe you have made the best choices possible, the committee members welcome your thoughts and explanations. It is normal and expected that you would engage in healthy scientific debates on the literature and your research design during the meeting.
- Try to anticipate areas where you think the faculty may ask you questions and prepare to respond to them.
- This is a professional meeting. It is expected that students and faculty conduct themselves in a professional manner.
- Proposal meetings can be an emotional experience. It is important to not take the feedback personally. Remember that the faculty want you to succeed and the feedback is intended to improve your research and likelihood of success.

5. <u>Outcome</u>: The committee by majority vote will decide whether the student has:

   a) Passed the proposal defense with no revisions
   b) Passed with minor revisions to be approved by the chair only
   c) Passed with major revisions to be approved by the full committee
   d) Failed

It is exceedingly rare for a thesis proposal to end with option 'a' (no revisions), as nearly all research can be improved. In cases of options 'b' and 'c' (by far the most common), students will be given a list of changes that the committee members have asked for and will be expected to make those changes within a reasonable time period. Students should create a response document that describes in detail how they have responded to each requested change (this document will be similar to the responses to reviewers on a journal submission and should be approved by your adviser). Once the revisions are approved by the chair (option b) or the committee (option c), the student has passed the First Doctoral Examination. In the very rare cases in which no revisions are requested, the First Doctoral Examination is passed at the meeting. In cases of failure, the student must repeat the oral defense process.

4. Thesis Final Defense

Students must complete the thesis project as outlined at the thesis proposal meeting. The Method should be updated, and the Results and Discussion section of the paper must be added. The student should work directly with the chair on drafts of these sections. Upon receiving approval of the full document from the chair, the student should schedule a thesis defense meeting, following similar protocol as described above (i.e., allot 2 hours, give 2 weeks notice to review the document). The meeting will be similar to the thesis proposal meetings in terms of format. Students should be prepared in particular to answer questions about their analyses and the broader implications of the results. The evaluation of the defense is conducted in the same manner as with the thesis proposal defense.

5. Second Doctoral Examination/Comprehensive Exams

Comprehensive exams (i.e., second doctoral exam) are an opportunity to integrate the knowledge you have acquired about I-O psychology, research methodology, and statistics. The exam assesses your mastery of the literature in I-O psychology, your ability to integrate ideas from different areas, and your ability to think critically about core issues in I-O psychology and research designs.

Exam Eligibility
In order to be eligible to take the exam, students must have completed 54 credits that are required for the degree. There can be no incompletes among the 54 credits. Only credits that are required for the degree will count toward the 54 credit requirement (see program curriculum). Students must have successfully completed and defended the master's thesis.

Exam Format and Procedures
The exam is split into two days and lasts for 6.5 hours each day. There are no breaks during the day, so you should bring something to eat and drink. The exam is completed in a computer lab. No outside materials or help from other students can be used in completing the exam. No cellphone usage or Internet access is allowed. Asking students for the content of prior exams or telling students about the content of the exam you have taken are considered unethical and might

result in the student expulsion from the program, as will be decided by the I-O faculty. Please don't put yourself or other students in a situation that might compromise your or their integrity.

Day one of the exam is devoted primarily to industrial psychology and day two is devoted primarily to organizational psychology. However, on either day there may be questions that integrate industrial and organizational topics. On each day, you can expect questions that focus on research methods and statistics. On each day, you will need to answer 5 questions. Some questions will provide two options from which you can choose to answer. Other questions will provide only one option that you must answer.

You should bring a blank flash drive for submitting your electronic files to the coordinator of the exam at the end of the test period. Each answer should be saved in a different file. The coordinator will take your flash drive at the end of the day and return it to you the next day (unless otherwise discussed with the coordinator). The coordinator will delete all information on the flash drive before it is returned to you. You will print one copy of each file (that is, each answer) to turn in (using the paper we provide). At the end of the exam, you will delete all copies of your answers from the PC in the computer lab. **You are not permitted to retain any materials related to this exam, including your notes and responses.**

Please do not request from other students that already took the exam, or give to other students who did not yet take the exam, information on the exam that includes any of its content. By taking the exam you agree to this condition, and any deviation from it will be considered unethical and a violation of the University's academic integrity policies, with the appropriate ramifications.

Sample instructions for comprehensive exams are included in Appendix A.

Scoring of the Exam
The answers are scored High Pass (A), Pass (B), Marginal (C), Fail (F). The letters correspond to the Graduate Center's grading system. The entire faculty partakes in grading the exams, with two faculty members assigned to grade each question, and the final score is the average of the two grades. The question ratings are then averaged within a day.

Each day is scored separately. To pass the exam, students need to achieve a B minus average on both days. If a student's average is below a B minus on either of the days, he or she will need to retake the exam for that day. Students can make two attempts to pass the exam.

Advice on Preparing for the Exam
The actual exam is 2 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 topics and areas in the field of I-O psychology. Then you should create a collection of the most important chapters and articles in the field over the past 10 years (longer in some cases). Class readings are only the beginning of this process. Keep in mind that you are responsible for knowing each of the major areas of I-O psychology and the current literature in each area, regardless of whether or not it was covered in a course.

The second process is by far the more important. You need to be able to think intelligently about the relevant issues that each question evokes. To do this you need to have a strong and accurate mental model of the current (and past) thinking about the central issues in I-O psychology. We suggest that you study by dividing the areas of I-O into the important topic areas. A potential starting point is to review recent textbooks in I-O psychology, Katzell and Austin (1992) paper in JAP on the history of I-O psychology, and the more recent Porter and Schneider 2014 chapter in the Annual Review of Organizational Psychology & Organizational Behavior. You should spend about a week or two reading key articles on each topic. Resources include but are not limited to an *I-O Handbook* chapter, relevant *Annual Review of Psychology* and *Annual Review of Organizational Psychology & Organizational Behavior* chapters, a couple of recent quality journal articles on the topic, one or two articles on the underlying psychological processes involved that might be found in *Personality and Social Psychology Review*, *Psychological Review* or *Psychological Bulletin*, or a book devoted to the topic.

You should plan to spend at least one week looking at the field as a whole and the integration among the pieces. Additionally, reviewing the abstracts of recent articles in the major journals will be helpful for identifying current trends in the field.

Please be advised that the specific questions on the exam will change from administration to administration. You are not to use any materials that may exist from previous exams. We consider sharing the questions from previous exams or using them to study a form of cheating and subject to the Graduate Center's academic integrity policies. Furthermore, knowledge in the field evolves. Using materials prepared by other students from previous exams is likely to be of limited use. You are strongly advised to avoid using unauthorized materials because their accuracy and relevance is highly suspect. Also, deciding which materials to study is an important part of the learning process and will help you prepare to take the exam.

<u>**Sample Questions**</u>
Please note that the questions change every year. The example questions will not appear on any future exams. These two questions are simply illustrations of the type of question that may appear.

<u>Example #1</u>
Identify the major stages in, and contributors to the study of <u>leadership</u>, from the traditional trait approaches to current theories. Indicate how these theories differ from one another and how they are similar. Specify and assess the criteria that have been used to evaluate leader effectiveness in these various theories.

<u>Example #2</u>
A topic that has received considerable attention in personnel psychology in recent years has been the reactions and attitudes toward employment tests and systems. What is the significance of this research for the science and practice in personnel selection? In your response, include the following:
 a. Review the research on applicant attitudes
 b. Discuss the scientific, ethical and legal considerations, as well as the impact of applicant attitudes on the utility of recruitment and selection systems.
 c. What can be done to minimize negative reactions in terms of the procedures and tests used without sacrificing validity?

6. Doctoral Dissertation

The dissertation is a report of original empirical research. It includes an oral defense of the proposal and of the final completed project—similar to the thesis process. In order to begin work on the dissertation, the student must advance to doctoral candidacy, which requires passing all course work with a GPA of 3.0 or higher, passing the First (thesis) and Second (comprehensive exam) Doctoral Examinations, and presenting at two brownbag meetings. See below for information regarding the actual documents to be submitted.

At this point, students should register for Dissertation Supervision Hours (PSY 90000) with their dissertation chair. Students have the option to work with the same faculty member who advised their thesis project or may switch to a new advisor, though the latter should involve an explicit discussion with the previous advisor.

The dissertation process is described in detail below. This is a statement from the Graduate Center with minor edits as applicable to I-O. Please see the Graduate Center website for additional information and copies of the forms.

<u>**POLICIES AND PROCEDURES REGARDING THE DISSERTATION**</u>

OVERVIEW

Listed below is the sequence of steps leading to the completion of the requirements for the doctoral dissertation. Please consult the Graduate Center Psychology Department website for the

most current information and forms: [Psychology | CUNY Graduate Center](). Subsequent sections of this document describe each step in more detail. An asterisk (*) indicates that it is necessary to file the appropriate form with the Executive Officer before going on to the next step.

*1.   Submission of the Dissertation Topic Proposal and Dissertation Committee Approval Form
 2.   Advancement to candidacy
 3.   Dissertation proposal meeting
*4.   Approval of dissertation proposal by Dissertation Advisory Committee
*5   Provisional approval of dissertation by Dissertation Advisory Committee
*6.   Provisional approval of dissertation by "outside readers"
 7.   Dissertation defense (final oral examination)
*8.   Approval of dissertation by five-member Examination Committee
*9.   Minor revisions approved by dissertation advisor
                                      --or--   --
        Major revisions approved by dissertation advisor and two other committee members

10.   Acceptance of dissertation by dissertation librarian for deposit in the library

1.   SUBMISSION OF THE DISSERTATION TOPIC PROPOSAL AND DISSERTATION
        COMMITTEE APPROVAL FORM

The Topic Proposal and Committee Approval Form (see the Graduate Center Psychology website for the form) is a form on which the student provides a description of the proposed dissertation project. The student and advisor also list on this form recommended members of the Dissertation Advisory Committee who have agreed to serve on the committee. After approval by the dissertation advisor (who will serve as chair of the Advisory Committee), the form is submitted to the student's program head (at Baruch College). If the program head approves the committee, the form is then sent to the Executive Officer for authorization (at the GC).

The three-member Dissertation Advisory Committee consists of the dissertation advisor (thesis sponsor) and two other members. The advisor, who serves as chair, is a member of the I-O faculty; however, other doctoral faculty members in Psychology or other disciplines may serve as advisor with the approval of the program Head and Psychology Executive Officer. Faculty from other institutions may serve as co-chair with the student's advisor, but not as sole chair of the committee. In the I-O program, it is expected that at least two of the three advisory committee members are I-O psychologists.

One of the two committee members that are added for the final defense does not need to be a member of the doctoral faculty; however, if they are not, evidence of their competence to serve as committee members must be provided to the program Head and Executive Officer for approval prior to a defense meeting.

Members of the Dissertation Advisory Committee should be selected with due regard to scholarly qualifications and possible conflicts of interest to ensure that the committee can fulfill its dual function of advising and guiding the candidate and providing a legitimate, rather than pro

forma, examination. Qualifications include both knowledge of the topic of the dissertation and experience in research. Possible conflicts of interest could arise when the committee member is a current or former fellow student in the candidate's subprogram, a close personal friend, or a family member. The same considerations also apply to selection of "outside readers" (see below).

The program Head and Executive Officer must approve any changes in the Advisory Committee after it is appointed.

2.   ADVANCEMENT TO CANDIDACY

On receipt of the Topic Proposal, the Executive Officer's office reviews the student's record. If (and only if) all requirements have been met, the student is advanced to candidacy. Advancement to candidacy occurs when:

   a. all course work for the subprogram has been completed with an average grade of B or better and any special requirements have been met;
   b. the First and Second Doctoral Examination have been passed;
   c. the Topic Proposal has been approved and submitted to the Executive Officer.

After a student is advanced to candidacy, s/he is supposed to receive a memorandum from the Registrar entitled "Instructions for Preparation of the Ph.D. Dissertation." This document specifies the Graduate School's requirements for the preparation of the final document, including such things as margins, type of paper, number of copies, binding, etc. Please note that only when advanced to candidacy students may present themselves as Ph.D. candidates. In the period between completing the Second Doctoral Examination and advancement to candidacy, students can present themselves as ABD (All But Dissertation).

3.   PREPARATION OF DISSERTATION PROPOSAL AND MEETING OF
      DISSERTATION COMMITTEE

The next step is the preparation of the dissertation proposal. This is a detailed account of the research to be undertaken, including background, statement of research questions and their rationale, methods (including design, research instruments, sampling, etc.) and data analyses to be performed.

The proposal is written in close consultation with the advisor. Once the advisor approves the proposal, the committee meets to discuss all aspects of the proposal. The meeting offers an important opportunity to clarify conceptual and methodological problems that may have been previously overlooked, and ensures that the candidate and the committee have a clear understanding of the requirements that have been set for an acceptable research project. The same procedures for setting the thesis meeting should be followed with the dissertation proposal meeting, and students are likely to receive a list of revisions to address.

4.   APPROVAL OF DISSERTATION PROPOSAL BY DISSERTATION ADVISORY
      COMMITTEE

The proposal is approved when all three committee members sign the dissertation proposal approval form. This typically occurs at the meeting of the committee. The approved form is then submitted along with a complete copy of the proposal to the Executive Officer.

5.   PROVISIONAL APPROVAL OF DISSERTATION BY DISSERTATION ADVISORY COMMITTEE

After the research is completed, a draft of the dissertation is written and submitted to the student's advisor. When the advisor feels that the dissertation is finalized, copies are given to the other two members of the committee. These members may request additional changes. If these changes are minor, the member may agree to approve the dissertation "except for minor revisions." If the changes are major, the member may refuse to approve the dissertation until the changes are carried out. Each committee member is given a dissertation evaluation form (see the Graduate Center Psychology website for the forms) in which s/he indicates whether or not s/he approves the dissertation and provides comments. These forms are sent directly to the Executive Officer by the committee member with a copy to the advisor.

6.   PROVISIONAL APPROVAL OF DISSERTATION BY "OUTSIDE READERS"

When the three members of the Advisory Committee have approved the dissertation, the advisor recommends to the program Head and Executive Officer two additional individuals to constitute the five-member Dissertation Examination Committee. The additional committee members (sometimes referred to as "outside readers") may be doctoral faculty members, other CUNY faculty, or persons outside of CUNY, subject to the approval of the Subprogram Head and Executive Officer (see "Request for Approval of Non-CUNY-Doctoral Faculty Dissertation Committee Member" form). If the individuals are approved as members of the Examination Committee, the student provides each with a copy of the dissertation and Dissertation Evaluation Form. In the IO program, it is expected the selection of the outside readers will create a committee with at least three IO psychologists. If the outside reader is not doctoral faculty, then a non-doctoral faculty approval form must be complete before scheduling the dissertation defense (see the Graduate Center Psychology website for the form).

7.   DISSERTATION DEFENSE (FINAL ORAL EXAMINATION)

The oral defense cannot take place until all five members of the Examination Committee have returned the Dissertation Evaluation Forms to the Executive Officer, and only if four of the evaluations are approvals. The student takes primary responsibility for contacting the committee members to arrange a time and location for the defense. The Executive Officer must be informed of the time and the room at least FOUR WEEKS before the defense, so that the GC's Provost's office can be notified. The official invitation to the members of the examination committee is then sent from the Provost's office.

8.   APPROVAL OF DISSERTATION BY FIVE-MEMBER EXAMINATION COMMITTEE

The advisor serves as chair of the Examining Committee. The Executive Officer will provide the advisor with the appropriate forms to evaluate the candidate's performance. After conducting the examination, the student and all observers leave the room and the committee records one of the following recommendations on the Report of Final Examination form (see the Graduate Center Psychology website for the form). Note that this form requires original signatures so cannot be sent electronically.

    a. We certify that the candidate has passed the Final Examination. We accept the dissertation as presented.
    b. We certify that the candidate has passed the Final Examination. We will consider the dissertation acceptable after minor revisions are approved by the Chairperson.
    c. In our judgment, the candidate's dissertation requires major revisions. It must be resubmitted for approval by the Chairperson and two members of the examining committee.
    d. We certify that the candidate has failed the Final Examination, and make the following recommendations:

The results and recommendations of the committee will be decided by a majority vote of the five members. The five members sign the Report or Final Examination form and the original is submitted to the Executive Officer.

You must be registered in the semester that you defend the final dissertation.

9.   APPROVAL OF REVISIONS

If revisions are necessary, an Approval of Revised Dissertation form (see the Graduate Center Psychology website for the form) will be sent to the advisor. Only the advisor need sign the form certifying that <u>minor</u> revisions have been made. All three original members of the Dissertation Advisory Committee must sign the form if <u>major</u> revisions are necessary.

10.   ACCEPTANCE OF DISSERTATION FOR DEPOSIT IN THE LIBRARY

When the final version of the dissertation has been accepted, and when all other requirements have been met, the candidate may then arrange with the Dissertation Librarian to submit his or her thesis to the Graduate School Library (see the Graduate Center Psychology website for additional information). The Ph.D. degree is considered completed as of the date the dissertation is deposited in the library and any fees are paid.

A dissertation or thesis may be deposited anytime; but there are deadlines to have your degree conferred in a specific semester. Please check the Graduate Center website for the dates in a given academic year. The deadlines are usually earlier that one would expect.

<u>What this means is that a student who plans on receiving the Ph.D. in a given semester should be aware that the revised dissertation must be deposited in the library and all fees paid well in advance of the graduation date</u>. In effect, this means that the oral defense must be scheduled well before that time so that all required revisions can be made and a final copy of the

dissertation can be ready by the deadline. Anyone completing the requirements after the deadline will receive the degree the next time it is awarded.

OFFICIAL TIME LIMIT FOR DEGREE

The University time limit for completing the requirements for the Ph.D. is <u>eight years</u> after matriculation (seven years if 30 credits are transferred). The Graduate Center may terminate students from the program at the completion of this time. Application for readmission may be made to the Graduate Center and the I-O program.

In some cases, students may find it beneficial to take a leave of absence. The policies outlined by the Graduate Center for doing so are below:

> Leaves of absence will be granted to students deemed to be in good standing who wish to interrupt their doctoral study. No more than four semesters of total leave time will be granted to any student. Each leave request should be made in writing to the student's Executive Officer prior to the semester or academic year during which the leave will be taken. If approved by the program's Executive Officer, requests for leave will be forwarded to the Office of the Registrar. The leave must then be cleared by the Offices of Financial Aid and International Students (if applicable), the Coordinator of Residence Life (if applicable), and the Mina Rees Library, the Bursar, and the Business Office. Leaves of absence are not counted toward the time limit for completion of degree requirements. Any student subject to induction or recall into military service should consult the veterans' certifying officer before applying for an official leave. Any international student with F-1 or J-1 student status should consult the Office of International Grading/Records and Regulations Students before applying for a leave. International students must remain outside the U.S. for the entire semester while on a leave of absence and may need to reapply for a new student status if their absence is longer than five months. A $20 readmission fee will be assessed upon the student's return. During the period of the leave, no changes in academic status, including such matters as the scheduling and taking of qualifying exams, application for en-route degrees, and advancement to candidacy, may be effected - see the Graduate Center website for more information.

> Each leave request should be approved by the student's advisor. Your advisor should send the completed form to the APO for Academic Support and Student Progress for signature and processing prior to the semester or academic year during which the leave will be taken.

COURSE PLANNING & STUDENT REGISTRATION

Prior to registration, the program head will communicate with the students about the courses students will be registering for. The program has careful course planning that allows all students to take the courses they need to make timely progress in the program.

Some courses require instructor permission. Please contact the course instructor to obtain permission to register for the course (i.e., an override).

In general, students will not be permitted to take an "overload" of more than the prescribed number of courses each term. Exceptions could be made to this based on performance in the program and extenuating circumstances. Also, students need to inform the program if they decide to take less than the recommended number of courses and have this approved.

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. Many of your classes will have papers and projects in lieu of exams.

Laptops are permitted in courses but should be used ONLY for note-taking 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.

Your grades for graduate courses will be posted via CUNY First.

TRANSFER OF CREDITS

The decision as to how many credits will be given for Ph.D. courses taken prior to admission is made by the program faculty, subject to approval by the Graduate Center. To have prior course credit from Ph.D. courses transferred, please notify your advisor and the program head prior to registering for your first semester. To determine if your credits are eligible to be transferred, the student will need to provide the syllabus for the course and an official transcript with the grade for a course. Only doctoral courses taken elsewhere with a grade of B or better, which are judged to be equivalent in content to specific courses offered in the program are given credit. The student is not permitted to take these specific courses again, for credit, at CUNY. We do not accept transfer credits from terminal masters programs.

TUITION AND ACADEMIC LEVELS

Tuition fees are based on academic levels, with the fees decreasing as a student moves from one level to another.

LEVEL I - Students who have completed fewer than 45 credits and/or have not passed their First Doctoral Examination (thesis proposal defense)
LEVEL II - From the semester following the completion of 45 credits and passing of the First Doctoral Examination (thesis proposal defense) to advancement to candidacy
LEVEL III - From the semester following advancement to candidacy; that is upon passing the Second Examination (comprehensive exams)

CHANGING ACADEMIC LEVELS:

Once a student has passed their thesis proposal (i.e., passed the defense meeting and had any changes approved), the student may apply to move from level I to level II. The thesis advisor will provide the program head with a copy of approval of the thesis proposal and the program head will initiate the move to Level II.

Once a student has passed all part of the comprehensive exams and completed 60 credits, the program head will initiate the move to Level III. Note that incomplete grades will not count toward the number of credits completed for the purposes of changing levels.

Additional information regarding changing academic levels can be found on the Graduate Center website.

SATISFACTORY ACADEMIC PROGRESS

Students must be making satisfactory progress toward the degree in order to maintain status at the Graduate Center and to be eligible for any student financial assistance. A student is deemed not to be making satisfactory progress if he or she has a grade point average below 3.00, has accumulated more than two open grades (INC, INP, NGR, ABS and ABP), has completed 45 credits without having passed the First Examination, has completed 10 semesters without having passed the Second Examination, has received two "NRP" grades in succession, or has exceeded the time limit for the degree.

The Graduate Center reviews each student's record every semester. When students are not making satisfactory progress, they will receive an official letter from the Graduate Center. If the formal standards have not been met, a student may register (and receive financial aid, if otherwise eligible) only upon petition of the student's Executive Officer to the Vice President for Student Affairs. The petition will need to include the student's plan to re-establish compliance with the Graduate Center's timeframes and it must be approved by the student's advisor. Once the plan is approved by the advisor, it is submitted to the program head for review. If the program head approves the plan, it is forwarded to the psychology executive officer at the Graduate Center for his or her approval. Students whose petitions are approved are considered to be making satisfactory progress toward the degree, able to register for courses, and are eligible to receive financial aid.

CONDUCTING RESEARCH

Human Subjects Research
Before running a single subject, 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 subjects. 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 Human Research Protection Program (HRPP; formerly IRB) at Baruch or the Graduate Center. Please

visit their websites to learn about policies and procedures. All IRB applications are submitted online via IRB Manager (https://cuny.my.irbmanager.com/).

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), https://www.citiprogram.org/. You will need to complete the Basic Human Subject Research (HSR) training modules for the *Social-Behavioral-Educational (SBE)* track. When preparing your submission to the HRPP office, work with your advisor and the HRPP liaison (http://www.baruch.cuny.edu/hrpp/IRBLiasion.htm) to develop a satisfactory submission.

Research Integrity
You will also need to complete Responsible Conduct of Research (RCR) training. This training consists of an on-line course offered at https://www.citiprogram.org/ (the same site you used for completing your HSR training) and an RCR workshop. The on-line training should be completed within 6 weeks of initiating research. Please send your certificate to the Research Integrity Officer (currently, Kristin Sommer at rio@baruch.cuny.edu). The RCR workshop should be completed within your first year of graduate school.

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 the Baruch College Psychology and Management departments. All undergraduate students in Introductory 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. Students participate in research voluntarily and it is expected that research participants will be treated in a manner consistent with the Belmont Principles.

Access to the pool is restricted to faculty members of the Department of Psychology, their graduate advisees and some undergraduate students. It is also open to participating faculty members and students from the management department. The pool is open during the spring and fall semesters. It may also be open during summer sessions but is not guaranteed and is an inherently smaller pool. Researchers must plan accordingly.

Baruch uses SONA, an on-line system to submit applications, recruit participants and award research credits. https://baruch.sona-systems.com. Questions can be directed to the current administrator (psychology.sona@baruch.cuny.edu)

To access the on-line system and submit applications, the researcher's name and email address must be entered into the database. If a researcher is using the system for the first time, he or she will need to contact the administrator to be added to the database.

The coordinator emails researchers with deadlines and other information periodically throughout the semester, but following deadlines is the researcher's responsibility. The coordinator may also contact researchers if conflicts or problems arise.

In order to use the participant pool for a study, you must have IRB approval.

OTHER RECOMMENDED ACTIVITIES THAT CAN ENHANCE YOUR EDUCATION

A Ph.D. is inherently a research degree. Even if you plan to enter a career path outside of academia, research skills are critical and a key component of what will set you apart from other applicants and employees. These are the skills that are in the highest demand given the analytics and Big Data movements that have taken hold in most organizations. In addition to the courses in the curriculum and your thesis and dissertation requirements, below is a list of activities that will facilitate your research development even further.

1. Conference attendance and presentations. Attend professional conferences is a very important developmental experience. Presenting is an important skill in its own right, for both academicians and practitioners. It also helps with visibility in the field. See the Professional Organizations section for information on deadlines for common I-O-relevant conferences. Most employers will expect that you have attended and presented at the major I-O relevant conferences (e.g., SIOP, AOM). It is often used a proxy variable for your capability to speak in front of key stakeholders. Employers will also use presentations at conferences to differentiate candidates for a job. *It is the program's expectation that all students will regularly submit their projects for presentation at professional conferences.* We also expect that you will attend professional conferences and meetings.

2. Submit papers to journals. If you want to be an academic, this is one of the most important activities you can do. No publications = no job (even teaching-oriented jobs often require some publications). You should begin working on this as soon as you can in your academic career. Don't feel you should wait for your thesis if the opportunity arises to do something earlier. Also, don't limit your efforts to just thesis and dissertation. Get your own research program running. Likely, this will be a spin-off of work you do with members of the faculty—don't think you have to invent something entirely on your own from scratch. HOWEVER, be judicious with your time. Getting involved in too many projects can detract you from making significant progress on any of them. (After all the number of publications -- not the number of started projects -- is what counts when you are on the job market) For the practice-oriented student, this is a valuable career-enhancing activity. The process of preparing a paper for publication will facilitate the development of important writing skills, and publications are often valued by potential employers. As an aside, even if students enter the program having one career in mind, this can change as time goes by. Therefore, we suggest that all students, regardless of their career orientation, get involved in the publication process as soon as possible.

3. Develop a Research Interest. Choose a topic that inherently interests you, read the literature to develop expertise in the topic, and then monitor the journals for new articles as they are published. As you read the literature in an area, ideas for research will come. It's a good idea to keep a journal in which you jot down different research ideas.

4. Develop Your Research Perspective. As you become more sophisticated in research methodology, you will begin to view articles more critically. You will see the strengths and weaknesses, and you will be able to see ways to build upon the existing literature. Pay attention

to this side of things. Often practice-oriented students tend to pay attention mainly to the potential applied aspects of studies. However, it is important to strike a balance between looking at applied vs. basic research issues as both are equally important in practice.

5. Take Additional Coursework Beyond the Requirements. One way to further develop your knowledge base is to take courses beyond those that are required for your degree. Ancillary coursework provides you with a structured opportunity to further develop your knowledge and skills. We **<u>strongly</u>** encourage students to take additional course work as their schedule permits.

6. Read the Major I-O Journals. The program expects that students are keeping abreast of developments in the field, especially in their areas of interest. The best way to do this is to read the major I-O journals including *Journal of Applied Psychology, Personnel Psychology, Academy of Management Journal, Academy of Management Review, Organizational Behavior and Human Decision Processes, Journal of Organizational Behavior, Journal of Vocational Behavior, Organizational Research Methods, Administrative Science Quarterly, Journal of Management, Leadership Quarterly, Journal of Occupational and Organizational Psychology, Applied Psychology: An International Review, Journal of Occupational and Health Psychology, Human Relations, and Journal of Business and Psychology*. Because most of the research in organizational psychology is based on more general theories from social, personality, and cognitive psychology (and more), it is also suggested that students will follow major journals in these fields, such as the Journal of Personality and Social Psychology, Psychological Bulletin, Personality and Social Psychology Review, and Psychological Review. Also, reading chapters in edited books sponsored by SIOP (e.g., Frontiers series, Professional Practice series) is advisable. A good way to keep up with these is to subscribe to content alerts from the journal publishers. These are free. Maintaining a good working knowledge of the literature will reduce the anxiety associated with preparing for comprehensive exams. It is also advisable to start using a citation management program, such as EndNote or Zotero. These will help you keep track of the literature, and will make citation work (which can be very tedious) a breeze.

7. **Attend Workshops and Consortiums.** Beyond required coursework and seminars, students are encouraged to participate in workshops and consortiums. Throughout the school year, the Graduate Center offers special topic workshops specific to graduate student interests, including grant writing, teaching, and managing your research projects. In addition, many conferences hold consortiums for students at various stages of their careers.

<u>STUDENT DEVELOPMENT</u>

Throughout the year, students will engage in developmental conversations with their advisor. The advisor will work with the student to create a development plan that targets competencies related to the student's developmental needs and career goals.

<u>MASTER'S DEGREES</u>

There are two types of master's degrees that can be earned by students in the I-O Psychology subprogram at Baruch College. They are the en route M.A. and the M.Phil. offered through CUNY.

En route M.A.
Students in the Doctoral Program may apply <u>to Baruch College through the Graduate Center</u> for the *en route* M.A. when they have met two requirements:

1. Completed their thesis (fully defended and completed all revisions)
2. The completion of 45 credits

Students should note that the awarding of this degree does not occur automatically. One must apply to receive the degree (see the Graduate Center Psychology website for the form).

M.Phil.
Students who have been advanced to candidacy (completed all course and credit requirements for the subprogram, passed the First and Second Doctoral Examinations) may apply <u>to the Graduate Center</u> for the M.Phil. degree. You should receive a letter in the mail from the Graduate Center once you advance to candidacy that includes a form you can submit to receive the M.Phil.

It is important that you resolve any holds and fines at both the Baruch and Graduate Center libraries, else the master degrees will not be processed.

RESEARCH ASSISTANTSHIP

For the first year of the program (and potentially for additional years depending on the funding packing), research assistants (RAs) are required to assist a faculty member with research during the academic year.

Important Considerations of the RA Role

Research assistance
The nature of the research assistantship varies as a function of the stage at which the assigned faculty member's research is when the student arrives. The work involved may be anything from exciting theoretical discussions to routine data entry to data collection to managing the lab, and anything in between.

Faculty style
Faculty members differ in their mode of work and style of interacting with RAs. The experience you have will probably not be identical to those of others. An example is the difference in monitoring hours of work. Some faculty may carefully keep track of the number of hours an RA works each week, while others may focus more on a RAs accomplishments and contributions each week irrespective of the actual time worked. It is <u>very</u> important to immediately and openly discuss expectations and set goals with the faculty member to whom you have been assigned. These discussions include matters such as work hours and location, deadlines for projects, whether authorship on projects is anticipated, frequency and duration of meetings, and so on.

The nature of the research
A major benefit of the RA is that it provides students with valuable research experience. Students should recognize and appreciate the value of the various aspects of research to which they are exposed, even if the topic areas are not those of primary interest. Students may use the RA position partly as a means of beginning their own research with faculty input as needed. This is something you MUST ASK for. You will find that almost without exception, the faculty here is very willing and excited about working with you on your own project(s), but it is up to you to initiate. If you have research ideas or some skills you are particularly interested in developing, discussing this with your advisor is the surest way to make it happen.

Student readiness
Students differ in terms of how independently they can function during their first couple of years. Students fall along a continuum of needing carefully structured research experiences to wanting to embark on their own line of research from the very beginning. Again, consult with your faculty member.

Bridging the gap between RA and Thesis Project
Often students work with their faculty advisor during the RAship for their thesis, as we do our best to match students with faculty with similar interests. However, **THIS IS NOT REQUIRED**. It is completely within your rights as a student to switch from your first year advisor. In fact, we encourage students to get a sense of all faculty members' research and talk to older students regarding mentoring style before making a decision. Students should never feel pressured to work with any faculty member, even if preliminary discussions of a thesis idea have taken place. With the exception of certain types of external grant funding, stipends are NOT tied to which faculty member with whom you work.

FUNDING PACKAGES

Funding for the RA position comes from a variety of different sources. The RA responsibilities described above are applicable to all RAs irrespective of the financial source, but different funds may involve different procedures, including if and where time slips are turned in and where paychecks are distributed. Generally, funds will be administrated through either Baruch College or the Graduate Center depending on the source of funding.

Funding consists of a stipend and a tuition fellowship. The stipend pays you for your work for the University. The tuition fellowship covers the cost of your tuition.

Funding Sources
Funding typically comes from multiple sources (or some combination of them). Students are typically on one of two funding packages. One is a Graduate Center Fellowship. These are five year awards that require a student to work as a research assistant in year 1. Students on this package then teach in years 2, 3, and 4. In year 5, students are required to work as a fellow supporting a unit of the University. These awards come with a tuition fellowship and a stipend. The second is a research assistant package. These awards offer a stipend for working as an RA in years 1 to 4. These packages also come with a five year tuition fellowship. The details on your specific package will be provided individually to students.

For students who have taught 10 consecutive semesters at CUNY, there is partial tuition remission that can be granted by Baruch College. The required form can be found at: http://www.baruch.cuny.edu/hr/documents/TuitionWaiverForms.UpdatedSept2005.pdf

TEACHING

Most students teach courses at Baruch as part of their funding package or for additional income. Teaching is an excellent experience in terms of developing speaking skills and practicing communication knowledge – skills relevant for both academic and applied careers. All 1st year students are required to complete a teaching practicum through the Graduate Center prior to teaching. The faculty will advise students on which particular practicum to register for in a given semester.

Teaching assignments are typically made a year in advance of the semester. Students will receive a short form to complete from the faculty member in charge of teaching assignments. An algorithm that involves performance based on the annual feedback meeting, progress in the program, and qualifications is used for assigning students to classes. Efforts will be made to allow students to teach the same course for multiple semesters, minimizing new preparations (which are very time consuming). Students are encouraged to ask the faculty and other graduate students for teaching materials. Sharing is very common and greatly reduces the workload.

The first time a student teaches a new course, he/she must have the course syllabus approved by the faculty member in charge of teaching assignments. This must be done at least two weeks before the start of the semester. It is NOT permissible to cancel classes with the exception of medical emergency or if planned well in advance and alternative arrangements were made to provide the students with the classes they deserve to get. For example, if you need to be at a conference and must miss a class, either find someone who will cover the class for you when building your original syllabus. Simply cancelling classes because you have other commitments or family obligations could result in you being barred from teaching future courses.

Also, it is inappropriate to assign a bulk of the class to student presentations. Be sure to review the CUNY academic calendar, as there are many schedule shifts made, particularly in the Fall semester, to accommodate religious holidays. Also, please review the Baruch College Adjunct Handbook for the College's expectations on teaching at the College and the many administrative procedures involved when teaching.

Students will be audited by a Psychology faculty member each semester. Audits are intended to provide constructive feedback. However, if teaching audits and student course evaluations are continually unsatisfactory, students may not be allowed to teach future courses at Baruch.

Most students on research assistant financial aid packages will teach after completing their first year in the program. Student on the Graduate Center Fellowships start teaching in their second year.

MISCELLANEOUS FINANCIAL RESOURCES

This section describes various sources of financial assistance available to help students accomplish specific academic tasks. Students should contact the financial aid office at the Graduate Center for literature on receiving tuition support in the form of loans, stipends, federal Work Study and other awards. Be persistent if you do not receive an immediate answer.

Research and Travel Support Funds

The Student Travel and Research Fund

The graduate program in psychology offers limited funds to support student conference travel and research. The specific application processes change from year to year. Information about these funding opportunities will be send to your Graduate Center email address and by the IO program.

Doctoral Student Research Grant (DSRG)

The mission of the Doctoral Student Research Grant Program is to foster a research-oriented academic culture among Ph.D. students by: (a) providing incentives for students to model and meet, early in their careers, the requirements for succeeding in the competition for funds by clearly defining a problem, a project, and a realistic budget; (b) providing an occasion for faculty-student mentoring relationships that are oriented around the concrete problems of proposing, planning for, and executing research; and (c) furthering student professional progress by providing funds for pre-doctoral research publications, presentations, and professional networking.

Historically, applicants have been allowed to submit a budget of up to $1,500. If selected, the applicant may receive either a full or partial award of the requested amount.

Students are eligible to apply if they:
- Are in good academic standing
- Are in their 2nd to 6th year at The Graduate Center
- Have not received a Doctoral Student Research Grant in the previous DSRG cycle (you can apply after two cycles)
- Plan to register for classes in the following academic semester

Eligible expenses include:
- Attending professional conferences to present research results or meeting with colleagues in the field — including travel, registration fees and accommodations
- Visiting other research facilities to obtain knowledge relevant to the student's research, including the cost of travel and accommodations
- Traveling for the purpose of conducting research
- Paying for recruitment and compensation of research subjects
- Paying for publication costs not normally paid for by the student's research facility
- Paying fees to use professional libraries or databases

- Purchasing research-related books, materials, or software not available at CUNY
- Paying for transcription fees for interviews

More information about the DSRG can be found at:
[Finding Funding | CUNY Graduate Center](#)

The Graduate Center Dissertation Fellowship

Dissertation Fellowships and awards are available on a highly competitive basis for advanced doctoral candidates who are close to completing their dissertations. Students who are at Level III may apply for a Dissertation Fellowship through a yearly competition. Many Dissertation Fellowships provide a Level III tuition scholarship. Award amounts vary between $5,000 and $22,000. Several students in the program have been successful in receiving this funding in the past.

[Finding Funding | CUNY Graduate Center](#)

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. Therefore, it is essential to communicate with your advisor about any applications you plan to submit to. A common source for such funding is SIOP, which accepts applications for various scholarships and grants once a year. A list of SIOP's funding is proved on their website (http://www.siop.org/siopawards/).

FIELDWORK OR INTERNSHIP EXPERIENCES

Applied work experience is not an official requirement for the doctoral degree. However, students may wish to gain such experience, particularly if they have applied career goals. Obtaining an internship is not a highly formalized or regulated process. Essentially, it's up to you to find an internship, although faculty members often receive and pass on requests from friends and colleagues in organizations who currently are looking for interns. Be mindful that it is important to maintain good standing in the program to be recommended by a faculty member for an internship or consulting work. Students who do not meet program expectations are unlikely to be endorsed by faculty for such positions (and it's a small world in I-O psychology, so this endorsement is often very important).

Another avenue to finding internships is by asking more senior students about their experiences; students in our program tend to be very helpful in this regard. The program keeps an updated directory of alumni including information about where they are interning or working; use it to make contacts. Finally, it helps to network, so be sure to join organizations like METRO and SIOP and go to the meetings. The best advice is to make it widely known that you are looking. In the past, students have generally found that something always comes up in a reasonable amount of time.

But beware: internships will consume more time than you expect and will slow your progress in the program. Thus, the faculty generally advises against working during the summer in your first 3 years of graduate studies so that you can complete your degree in a timely manner. Also, completing an internship later in the program means that you have more skills and will be able to pursue more advanced and developmental internships. Also, it is unlikely that you will make acceptable progress in graduate school if you are taking on outside employment or internships, especially during the first couple years of the program. Students who do so typically fall behind, do not make acceptable progress, and find themselves on progress plans with the Graduate Center (which means you are at risk of being dropped from the program).

Some places where Baruch students have had internships include:

Aon
American Express
BTS
Citibank
Google
Guardian Healthcare
IBM
JetBlue Airways
Johnson & Johnson
JP Morgan Chase
McKinsey
Merrill-Lynch
Metropolitan Life Insurance Company
NASA
PepsiCo
Port Authority of New York/New Jersey
Prudential Securities
Tiffany & Co.
Verizon

INFORMATION TECHNOLOGY

CUNY First
CUNYFirst is the enterprise resource platform that CUNY uses to manage its operations. CUNYFirst stands for Fully Integrated Resources and Services Tool. CUNYFirst handles all Student Administration, Human Resources and Finance data and transactions.

You will use CUNYFirst to access your grades and student information. You will use it when you teach to list your book order, post your grades, and validate your course roster.

More information on CUNYFirst can be found at:

https://home.cunyfirst.cuny.edu/oam/Portal_Login1.html

EmplID
Upon applying at the Graduate Center, you were assigned a CUNYFirst EmplID. This ID is used to access your student records and the on-line resources at the Graduate Center and CUNY.

Email
You will be assigned a Baruch and GC email address upon enrollment.

Domain Username and Passwords
You will also be issued log in information that will allow you to access Baruch computers and several other resources (e.g., Qualtrics).

ListServ
The I-O program maintains a listserv (IOPSYCH-L@BARUCH.LISTSERV.CUNY.EDU) for communication. The program head is the administrator and should be contacted for email changes.

Baruch IT Help Desk
https://www.baruch.cuny.edu/bctc/helpdesk/
646-312-1010
Information about computer labs and software licenses is listed on Baruch's IT website.

Graduate Center IT Help Desk
https://www.baruch.cuny.edu/bctc/helpdesk/
646-312-3849
Information about computer labs and software licenses is listed on Baruch's IT website, http://www.baruch.cuny.edu/bctc/software/Softwareforstudents.htm

SECOND YEAR SOCIAL AND ADMINISTRATIVE DUTIES

Second year students have several social function duties to perform: planning the holiday party, scheduling social hours, assisting with orientation and visitation day, end of the year party and assisting with colloquia/alumni events. It is best that the second year students collectively assign one second year student to be the "social chair". While he or she should take the lead (i.e., sending out emails, figuring out the best time for parties/social hours), the other second year students are equally responsible for planning and executing the second year responsibilities.

One duty is to plan the holiday party at the end of the Fall semester. There is no set way of doing this but it normally involves collecting some money and providing some sort of food and beverages, both alcoholic and non-alcoholic. It is best to schedule this event *at least* two months in advance. The holidays are busy times with events at the university and other commitments. The social chair should send out an email with a link to a doodle poll. This will allow all IO members to note their availability. Through the Doctoral Student Council at the Graduate Center, departmental funds may be available for both the new student reception and the holiday party. Keep in mind that you have to stretch this budget to cover both events. Details on this can be found at www.dsc.gc.cuny.edu.

Another duty is the end of the year party. The same process as the holiday party should be followed for the end of the year party

The 2nd year students are in charge of organizing social hours periodically during the semester. Scheduling social hour typically involves making reservations at a nearby bar/restaurant.

The faculty in charge of visitation day and orientation day will assign specific duties as needed including providing a campus tour or assisting students with a new id.

Second year students also serve on the Doctoral Students' Council (DSC) and other Graduate Center governance committees. The I-O representative to the DSC serves an important function as the student liaison to the GC. DSC reps meet monthly on Friday night (dinner and wine provided). Representatives obtain information to pass onto constituents, vote on resolutions, and provide feedback regarding program concerns. The DSC represents all doctoral and masters students at CUNY, and provides many services. In addition to allocating program funds, it sells discounted movie tickets, disseminates GC-related updates (e.g., technology, health & wellness events, grant funding, administrative information, parties), provides appointments for legal consultation, and allows GC room reservations.

OTHER LEADERSHIP OPPORTUNITIES

The Graduate Center Psychology Executive Committee is primarily responsible for establishing policies for the Psychology Ph.D. program. Decisions are made based on recommendations from standing committees. Additionally, the Executive Committee is responsible for handling matters pertaining to students such as disciplinary action cases and applications for admissions. The Executive Committee requires that each campus elect a student representative to serve for a period of two consecutive school years. Representatives are typically elected in the spring and are required to attend monthly meetings during the school year. Having representation on the Executive Committee is beneficial for the I-O program for several reasons. It keeps the program informed about important policy decisions that may affect our curriculum, funding, admissions decisions, degree requirements, and faculty. It also allows the I-O program to provide input before decisions are made and address concerns our program has with existing policies. Students are encouraged to take advantage of this representation.

STUDENT PEER MENTORING PROGRAM

The purpose of the mentoring program is to help incoming students transition into the graduate program and have a successful first year in the program. The primary components of the mentoring program include student mentoring conversations and relationship building. Participation in the student mentoring program is voluntary. Those wishing to participate will be asked to provide a biography with background information, which will then be used to pair the student with an appropriate peer mentor or mentors. Once mentoring pairs have been made, mentors reach out directly to their mentees at the beginning of the year in order to provide them with a Graduate Onboarding Guide that explains the mentoring process in detail and agree on the specifics of their mentoring relationship. The mentoring program is organized by current students in years 2-5 who are part of the Student Mentoring Committee.

This program serves an important function for the I-O program. The support and camaraderie among students is one of the factors that make Baruch such a great program!

MISCELLANEOUS

Student mail
Students are provided with individual mailboxes in the mail/photocopier room. Student mail is distributed once each day. Students are responsible for all information transmitted via mail so mailboxes should be checked frequently. To receive mail here, use the following address:

Student's Name
Psychology Department, Box B8-215
Baruch College,
1 Bernard Baruch Way
New York, NY 10010

Writing style
Students are advised that all written scholarly materials submitted to faculty, unless otherwise stipulated by individual faculty, follow the guidelines contained in the latest edition of the Publication Manual of the American Psychological Association (APA). The Manual includes information on how to organize reports, how to reference published materials, and how to solve a myriad of technical problems that arise in the preparation of manuscripts. *Students are advised to purchase their own copies of the Manual and to master these guidelines.*

Inter-University Doctoral Consortium
The Graduate Center is a member of the Interuniversity Doctoral Consortium, which provides for cross-registration among member institutions. Advanced Graduate Center doctoral students may cross-register for doctoral study in the graduate schools of arts and sciences of the following institutions: Columbia University (including Teachers College), Fordham University, New School University, New York University (including Steinhardt School of Education), Princeton University, Rutgers–New Brunswick (State University of New Jersey), and Stony Brook (State University of New York).

Any registration questions regarding the consortium should be addressed to the Office of the Registrar at the Graduate Center. Academic or policy questions should be directed to the Office of the Vice President for Student Affairs.

Health Insurance
Health Insurance is not included in Baruch's stipend, however heavily subsidized health insurance is provided through The Empire Plan (NYSHIP) with all Graduate Center assistantship positions (GAA, GAB, GAC, GAD) and through most teaching positions. See Health Services at the Graduate Center for this information. In addition, if you are under 26, you may be eligible to be on your parent's health insurance.

CUNY has an opt-in system to notify students and faculty via text of emergencies or weather related closing on campus. To sign up, visit http://www.cuny.edu/news/alert.html

PROFESSIONAL ORGANIZATIONS

Society for Industrial and Organizational Psychology (SIOP)
http://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.

Association for Psychological Society (APS)
http://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)
http://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)
http://aom.org/

AOM is the preeminent professional association for management and organization scholars. Our worldwide 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.

Metropolitan New York Association for Applied Psychology (METRO)
http://metroapppsych.com/ .

METRO was founded in 1939 as a not-for-profit professional association. METRO was the first and continues to be one of the largest associations of Industrial/Organizational and other psychologists, and of professionals and students engaged or working in the applied behavioral

sciences professions. Their mission is to (1) promote and maintain high standards among professionals in this field; (2) help the advancement of applied psychology as a science and profession and (3) further educate their members, colleagues in adjacent disciplines, and the public at large.

METRO is the only association listed here that holds regular meetings (outside of conferences). This association is well recommended for all who are interested in keeping up with current organizational issues and trends.

Conference Presentation Opportunities

Presenting at professional conferences is a great way to build up your vita. Below is a list of the most popular conferences for I-O students. However, other conferences with a specific domain of interest are also available.

Name	Abbreviation	Website	Submission deadline (exact dates vary by year)	Conference
Academy of Management	AOM	www.aomonline.org	January	August
American Psychological Association	APA	www.apa.org	November	August
American Psychological Society	APS	www.psychologicalscience.org	January	May
Industrial Organizational /Organizational Behavior	IOOB	www.ioob.org	December or January	March
Society of Industrial and Organizational Psychology	SIOP	www.siop.org	September	April
International Personnel Assessment Council	IPAC	https://www.ipacweb.org/	March	July

RELEVANCE OF SCIENCE-PRACTITIONER MODEL TO ALL CAREER PATHS
(Adapted from Spector, 2001)

A Ph.D. is a research degree. The same basic skill set is needed by both academics in doing research and practitioners in their day-to-day activities. You must be able to analyze a situation, formulate answerable questions, collect information to address those questions, derive potential solutions, and evaluate the effectiveness of solutions, all by means of the scientific inquiry process. In other words, you base conclusions on systematically collected information or data. The same basic analytical/methodological skills are needed whether you are testing a theory with complex structural equation modeling for a scientific paper or dealing with the employee retention problem. Of course, there are additional skills that are used mainly in academic or nonacademic settings, but the core is the same.

1. Conducting Research Is the Best Way To Build Analytical Skills. Classroom training is a good way to impart knowledge and information, but it is not always the best setting to develop the analytical skills that are needed. This is best accomplished with hands on experience in conducting research. The nature of the research is not particularly important, although studying topics of current interest in the field will also enhance your knowledge in an I-O domain. Furthermore, doing some work in more than one area helps you generalize principles beyond the context in which you learned them.

2. Skills Generalize. Most students in the field of I-O psychology conduct investigations of organizational issues regardless of their work setting (i.e., applied or academic). Although not all studies conducted in academia are immediately relevant to organizational contexts, the intellectual skills you hone in doing these studies will generalize to very applied problems in organizations. Moreover, there is an increasing interest in fact-based and data-based decision making in organizations. In this context, there is a premium on skills that do generalize across domains. This is the set of skills you will gain in the program.

3. Today's Employers Value Research and Analytics. Of course, publications are required for academic jobs, but they are also relevant to applied jobs. If you are interviewing for a job with an I-O psychologist, don't be surprised to be asked about that journal article you listed as having published in your vita. It might not be a requirement, but it helps distinguish you from the competition who haven't published, and it is an indication that you have good research skills. Also don't be surprised to be quizzed about research methodology. Although as a practitioner you won't likely be briefing the VP for HR on the latest structural equation modeling methods, in an interview, someone might ask what you know about SEM. This tells them you are well trained and sophisticated, and that you are able to read and understand the current literature. They recognize that research is an important part of your training and need people with these skills.

4. It Is Important To Contribute To the Knowledge Base of the Field. Many practitioners conduct research, present at conferences (e.g., SIOP), or publish in journals. Without a steady flow of high quality research, the field will stagnate and lose its usefulness. Many psychologists feel it is important to share knowledge with one another in both formal and informal ways. This strengthens the field and the practice side helps keep the academic side grounded in the reality of

contemporary organizational life. Perhaps the most exciting part of our field is that it is relevant (and becoming increasingly relevant), and that our research has the potential to make an impact on the world.

HOUSING

Attending school in New York City provides for a number of options in living arrangements. While some students do commute from places outside the city limits (Long Island, Westchester County, or New Jersey), many reside within the five boroughs. There are certainly trade-offs to be considered among the different alternatives, such as the cost of transportation, rent, proximity to libraries/theaters/clubs, and safety issues. But such elements are part of the excitement, and challenge, of living in New York. Fellow graduate students are a great resource for helping in this arduous process.

Finding a Place to Live

While finding an apartment is almost always a daunting task, there are some resources available to make it a little easier.

The Office of Residence Life at the Graduate Center
Room 7201; Telephone: 1-212-817-7471; Fax: 1-212-817-1624
Email: hmiller@gc.cuny.edu
Coordinated by the Assistant Director of Admissions: Mr. Haslyn Miller

The Assistant Director of Admissions coordinates matters pertaining to residence life, including helping students locate affordable housing within the New York City area. The Assistant Director maintains listings of available rooms within households, apartments for rent or sublet, and spaces for students in shared lodgings, and can suggest techniques for finding an apartment.

Graduate Center Apartments – The graduate Center has limited housing at 165 East 118th Street
See http://www.gc.cuny.edu/Prospective-Current-Students/Student-Life/Housing.

Websites/Newspapers
Craig's List – be aware of scams
NY Times
New York Free Press,
Manhattan Resident, and
The Village Voice
Nakedapartments.com
Hotpads.com
Trulia.com
Zillow.com

Hire a broker
This is expensive but takes out some of the pain of the process. There are many brokerage firms, and it's best to ask faculty and students for specific recommendations.

Apartment hunting in NYC is a competitive sport. Keep in mind that it's difficult to get housing very far in advance (i.e., more than 2 months).

Appendix A

Sample Instructions for Comprehensive Exam

Example of Instructions for Day One and Day Two of the Exam.

Ph.D. Program in I-O Psychology
Comprehensive Exams
Day One

For questions 1-4, please answer one of the two options for each of the four questions. Please answer question 5 (i.e., it is <u>required</u>). In total you will answer **FIVE** questions.

You have 6½ hours to write five essays. No outside materials or Internet access can be used. You may write on the exam but must turn it in at the end of the test period.

Relax and budget your time appropriately. Even if you take as much as 30 minutes to read the questions, you will have an average of over an hour and ten minutes to write each answer. Do not plan on being allowed any extra time.

Support every answer with references to relevant literature if appropriate, regardless of whether the question specifically asks you to do so. Give equal attention to all parts of each question you choose in order to receive full credit.

Please prepare a separate file for each question. Clearly mark each answer with the last four digits of your SSN and the number of the question you are answering. You do not need to retype the questions as part of your answers.

You are to submit the electronic files to the test administrator at the end of the test period. Also, print one copy of each file to turn in (using the paper we provide). At the end of the exam, delete all copies of your answers from the PC and empty the trash folder. **You are not to keep any materials related to this exam or your responses.**

GOOD LUCK!

Ph.D. Program in I-O Psychology

Comprehensive Exams
Day Two

For questions 1-4, please answer one of the two options for each of the four questions. Please answer question 5 (i.e., it is <u>required</u>). In total you will answer **FIVE** questions.

You have 6½ hours to write five essays. No outside materials or Internet access can be used. You may write on the exam but must turn it in at the end of the test period.

Relax and budget your time appropriately. Even if you take as much as 30 minutes to read the questions, you will have an average of over an hour and ten minutes to write each answer. Do not plan on being allowed any extra time.

Support every answer with references to relevant literature if appropriate, regardless of whether the question specifically asks you to do so. Give equal attention to all parts of each question you choose in order to receive full credit.

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GOOD LUCK!