

The University of North Carolina at Charlotte

**Ph.D. in
Organizational Science**

Request for Authorization to Establish

THE UNIVERSITY OF NORTH CAROLINA
Request for Authorization to Establish a New Degree Program

INSTRUCTIONS: Please submit five copies of the proposal to the Senior Vice President for Academic Affairs, UNC Office of the President. Each proposal should include a 2-3 page executive summary. The signature of the Chancellor is required.

Date _____

Constituent Institution: The University of North Carolina at Charlotte

CIP Discipline Specialty Title: Multi/Interdisciplinary Studies, Other

CIP Discipline Specialty Number: 30.999 Level: B M 1st Prof D

Exact Title of Proposed Program: Organizational Science

Exact Degree Abbreviation (e.g. B.S., B.A., M.A., M.S., Ed.D., Ph.D.): Ph.D.

Does the proposed program constitute a substantive change as defined by SACS? Yes No

a) Is it at a more advanced level than those previously authorized? Yes No

b) Is the proposed program in a new discipline division? Yes No

Proposed date to establish degree program (allow at least 3-6 months for proposal review):

month January year 2006

Do you plan to offer the proposed program away from campus *during the first year of operation*?

Yes No

If so, complete the form to be used to request establishment of a distance learning program and submit it along with this request.

Table of Contents

TITLE PAGE	1
TABLE OF CONTENTS	3
EXECUTIVE SUMMARY	5
I. DESCRIPTION OF THE PROGRAM.....	7
II. JUSTIFICATION FOR THE PROGRAM	12
HEADCOUNT ENROLLMENT.....	26
III. PROGRAM REQUIREMENTS AND CURRICULUM.....	28
IV. FACULTY	36
V. LIBRARY	40
VI. FACILITIES AND EQUIPMENT	40
VII. ADMINISTRATION	41
VIII. ACCREDITATION	43
IX. SUPPORTING FIELDS.....	43
X. ADDITIONAL INFORMATION.....	43
XI. BUDGET.....	45
XII. EVALUATION PLANS	45
XIII. REPORTING REQUIREMENTS	50

Appendix A: The Needs Assessment and Evaluation Survey

Appendix B: Program Supporters

Appendix C: Bio Sketches/CVs

Appendix D: Library Evaluation

Appendix E: Letters of Support from Chairs

Appendix F: Budget projections for the first three years of program operation

Executive Summary

Organizational Science is an emergent interdisciplinary field of inquiry and practice focusing on human well-being and performance in work settings. It assumes that a thorough understanding of organizations requires an interdisciplinary focus that crosses levels of analysis and incorporates theory from such diverse fields as psychology, management, sociology, and communication studies. As Organizational Science is both a science and a practice, enhanced understanding leads to applications and interventions that benefit the individual, the organization, the customer, and the larger community in which the organization operates. The specific topics of study in Organizational Science include, but are not limited to: *Team and Organizational Effectiveness; Selection, Testing, and Promotion; Training and Development; Performance Evaluations; Workplace Health; Employee Attitudes and Satisfaction; Compensation and Benefits; Communication Effectiveness; Employee Motivation; Change Management; Employee Citizenship and Deviance; and Work–Life Programs.*

Goals of Proposed Program

The establishment of a Ph.D. program in Organizational Science is intended to serve two key objectives:

- 1) To nurture a future cadre of scholars committed to the study of work-related issues from a systemic interdisciplinary perspective. Graduates of the program will be prepared to assume leadership roles as organizational scholars, researchers, and educators in academic institutions and as practitioners in a wide range of public and private settings. Graduates of the program will help to ameliorate a critical shortage of doctoral-prepared educators/practitioners in the Organizational Science core disciplines.
- 2) To produce and promote application of interdisciplinary research in Organizational Science to the world of work.
 - i) Positively impact the scientific understanding of workplace phenomenon.
 - ii) Improve the practice of Organizational Science thus leading to applications and interventions that benefit the individual, the organization, the customer, and the larger community in which the organization operates.

Program Description

The student body will contain a mixture of recent graduates with an undergraduate degree, students with a master's degree in highly related fields, and professionals with significant work experience. This academic diversity, coupled with the demographic diversity the University presently enjoys, creates the ingredients for a highly stimulating intellectual environment. The program will require 78 credits (post baccalaureate). Training in the Organizational Science Ph.D. program will be based on the scientist-practitioner model. Besides extensive coursework on the content areas comprising Organizational Science, students will take multiple courses in statistics and research methods, including: qualitative methods, laboratory methods, field methods, and tests and measures. Two additional curriculum features are noteworthy. First, a student may choose to pursue a disciplinary “emphasis” (e.g., an emphasis in Psychology, Management, Sociology, or Communication Studies). Second, to help develop the research and measurement skills necessary to address the problems of business, government, non-profit organizations, and industry and to promote the ideal that our graduate students can function

effectively as scholars in both academic and practical settings, our students will participate in an approved, research-intensive, doctoral-level internship that will last from six to twelve months. The course of study will culminate in a doctoral dissertation that generates new knowledge in Organizational Science.

Demand for the Program and Graduates

As indicated by a needs assessment survey, examination of the job market, analysis of the attractiveness of Organizational Science graduates for job openings, and critical assessment of the admissions and placement statistics of closely related existing programs, we anticipate the proposed program to be highly vital, in demand, and productive. The individuals identifying themselves as “supporters” of the program represent some of the leading Organizational Science scholars and practitioners in the world (e.g., present and past editors of the most prestigious journals in each of the core disciplines; incoming and past presidents and chairs of the largest (core-discipline) professional associations; fellows; chairs and directors of psychology, management, sociology, and communication studies; and business leaders of some of the largest and most well respected companies in the United States.

Program’s Relationship to the University Mission

By developing a graduate degree program that has previously been unavailable at UNC Charlotte, in the surrounding region, or in the state, the proposed Organizational Science Ph.D. will contribute to UNC Charlotte’s commitment to extending educational opportunities. The proposed program will also specifically contribute to the University’s goal of serving the metropolitan region in the areas of Business and Finance (among other areas). In addition, we anticipate that the proposed program will strengthen and complement existing graduate and undergraduate programs at UNC Charlotte by providing additional course, research, mentoring and practice opportunities.

I. DESCRIPTION OF THE PROGRAM

A. Describe the proposed degree program (i.e., its nature, scope, and intended audience).

The Nature and Scope of the Discipline

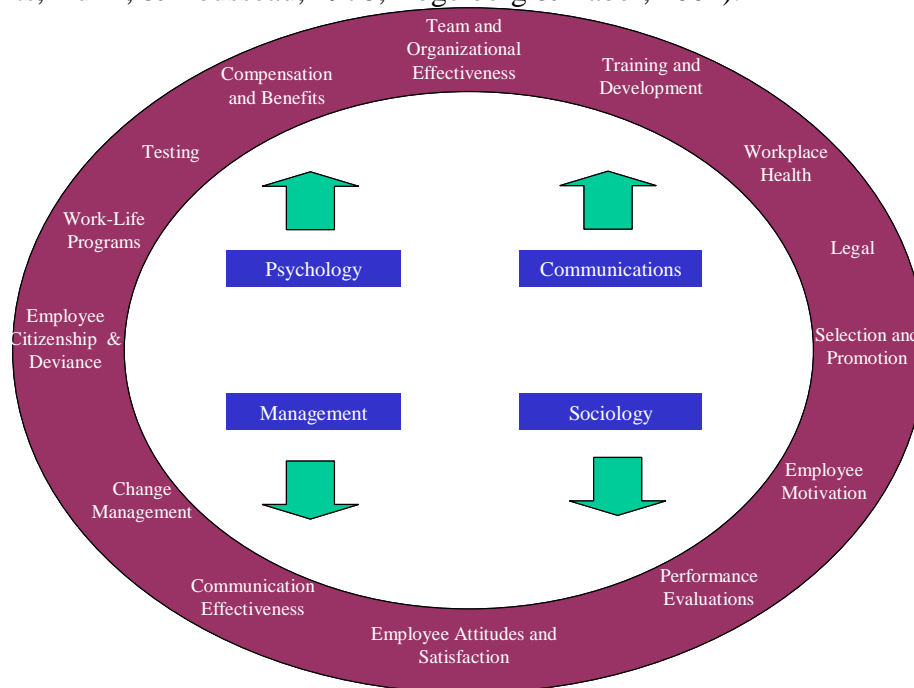
Organizational Science is a field of inquiry and practice focusing on human well-being and performance in work settings. As an area of study, it assumes that a thorough understanding of organizations requires an interdisciplinary focus that crosses levels of analysis and incorporates theory from such diverse fields as psychology, management, sociology, and communication studies. As Organizational Science is both a science and a practice, enhanced understanding leads to applications and interventions that benefit the individual, the organization, the customer, and the larger community in which the organization operates.

Organizational Science is an emergent interdisciplinary field that addresses topics traditionally addressed from discipline-specific perspectives interested in a wide range of work-related topics. The specific topics of study in Organizational Science include, but are not limited to:

- *Team and Organizational Effectiveness:* organization culture and climate; group dynamics; cross-cultural issues; customer service; labor relations
- *Selection, Testing, and Promotion:* recruiting; test development; assessment centers; test fairness; hiring; consultation and expert testimony on EEO/AA, ADA, OSHA
- *Training and Development:* executive coaching; management development; training
- *Performance Evaluations:* design of job performance measurement systems for feedback and performance improvement, performance appraisal and management
- *Workplace Health:* ergonomics, human factors, and safety; overcoming stress
- *Employee Attitudes and Satisfaction:* empowerment; retention; job satisfaction; conflict and stress management; aging and retirement; turnover; organizational commitment
- *Compensation and Benefits:* pay; perks; rewards; recognition
- *Communication Effectiveness:* organizational communication design, processes and effectiveness; technology facilitated communications
- *Employee Motivation:* factors that motivate employees; job design and evaluation
- *Change Management:* mergers and acquisitions; process reengineering; productivity and quality improvement; downsizing
- *Employee Citizenship and Deviance:* harassment; bullying; pro-social behavior; violence
- *Work-Life Programs:* quality of work life; work-life balance; telecommuting

Organizational Science has its origin in four core disciplines:
Industrial/Organizational Psychology, Organizational Behavior/Human Resources

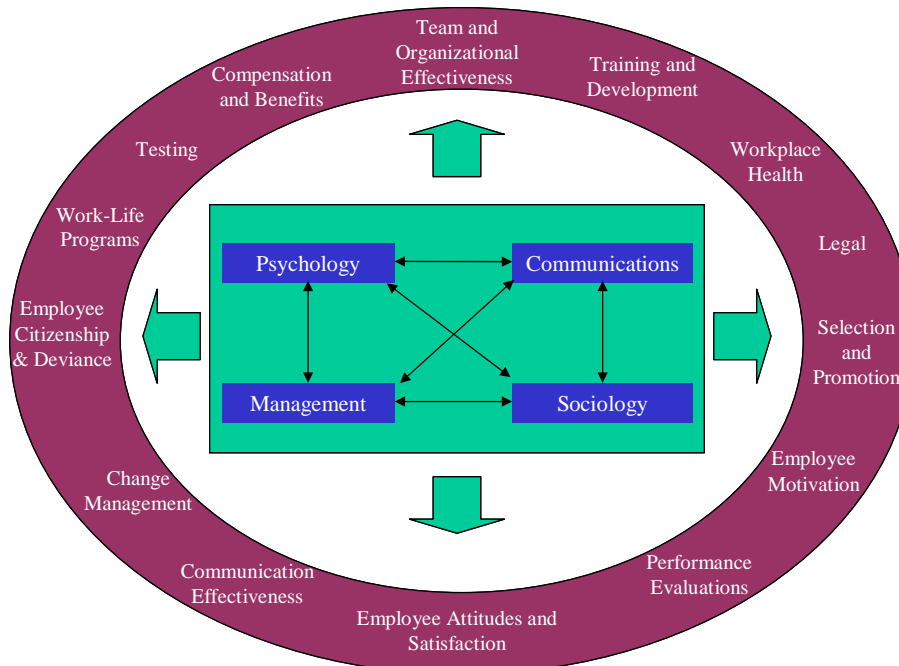
Management, Organizational Sociology, and Organizational Communication. Despite the congruence of interests in the afore-listed topics, for the most part, the disciplines act fairly independently, as illustrated in Model 1 (Kozlowski & Klein, 2000; March, 1996; Roberts, Hulin, & Rousseau, 1978; Rogelberg & Laber, 2002).



Model 1

What differentiates Organizational Science from its core disciplines, then, are not the topics of study but, instead, the interdisciplinary perspective with which the topics are studied. Organizational Science views the world of work from multiple perspectives and paradigms. It is richly interdisciplinary in both philosophy and practice, examining workplace topics from the perspective of each of its core disciplines. Consider, for example, the study of group behavior and effectiveness. Researchers from Human Resource Management and Industrial Psychology might look at the selection and training of team members. Researchers with Organizational Behavior and Organizational Psychology backgrounds may focus on interpersonal processes in groups such as norms, roles, cohesiveness, and conformity. Organizational Sociologists may examine how the greater context (e.g., society, sector, and culture) in which the group is embedded impacts the group. Organizational communication researchers may focus on the communication processes (e.g., persuasion) that facilitate/inhibit group effectiveness.

An interdisciplinary Organizational Science approach should integrate the four perspectives to more fully understand the organizational phenomenon in question, thus positively impacting both science and application (see model 2). It is important to recognize, however, that in its own right, each of the core disciplines comprising Organizational Science is thriving. Despite the success of the four respective disciplines, scholars in each discipline acknowledge that the potential impact of any one field on the world of work is mitigated to the extent that researchers and practitioners do not engage in systemic and integrative thinking and research.



Model 2

To the best of our knowledge, the earliest impassioned call for interdisciplinary approaches was made by Roberts, Hulin, and Rousseau (1978) in their seminal book, Developing An Interdisciplinary Science Of Organizations. They write, "...each major discipline is generally characterized by a dominant paradigm....the paradigms that researchers and theorists from different disciplines carry in their heads can be identified by noting the variables that each thinks control responses in organizations. In allowing researchers to focus on only a few relevant factors, these paradigms seriously limit the number and kinds of variables studied or even considered." (p.26) More recently, Rogelberg and Laber (2002) lament that as Industrial/Organizational Psychology grows as a field, it looks less and less outside of its discipline for ideas, thoughts, theories, and related empirical evidence. They further suggest that to assure the future health of the discipline, topics must be examined from diverse perspectives, using diverse methodologies, while drawing from diverse literature sources. In Multi-level Theory, Research, and Methods in Organizations, Klein and Koslowski (2000) write that "despite the historical and contemporary relevance of organizational systems theory, its influence is merely metaphorical...the system is sliced into organization, group, and individual levels, each level the province of different disciplines, theories, and approaches...the organization may be an integrated system, but organizational science is not" (p. 3). Finally, commenting on trends in management theory in a special issue of *Administrative Science Quarterly* (one of the premier journals in each of the four core disciplines), James March (1996) wrote, "as the field has grown and elaborated new perspectives, it has continually been threatened with becoming not so much a new integrated discipline but a set of independent, self-congratulatory cultures of comprehension" (p. 280).

An interdisciplinary perspective, therefore, should not only be an ideal in Organizational Science, but rather a fundamental necessity without which this emerging field of inquiry simply will fail to reach its potential. Overall, Organizational Science

should capitalize on the individual success of its component disciplines, but at the same time fill an important integrative gap that exists in the broader discipline.

Intended Audience

Two main groups will be served by this doctoral program. The common denominator among these groups is a strong interest in learning about, researching, and working to improve human well-being and performance in organizations with an aim toward application.

- Principally, highly qualified students with undergraduate degrees will be eligible for admission into the program. These individuals may be recent graduates or returning professionals. Discipline-based prerequisites do not exist.
- Secondly, highly qualified students with master's degrees in highly related fields (e.g., I/O psychology) will be eligible for admission into the program. These individuals may be recent graduates or returning professionals.

Ideally, our student body will contain a mixture of recent graduates with an undergraduate degree, students with a master's degree in a highly related field, and professionals with significant work experience. This academic diversity, coupled with the demographic diversity the University presently enjoys, creates the ingredients for a highly stimulating intellectual environment.

B. List the education objectives of the program.

The Organizational Science program is designed so that students will achieve the following educational objectives:

- Demonstrate competence in planning, conducting and evaluating research related to human well-being and performance in work settings
- Acquire a comprehensive and integrated body of Organizational Science knowledge ranging from micro issues concerning employee selection and socialization to more macro issues concerning organizational structure and design
- Demonstrate competence in synthesizing interdisciplinary perspectives in order to generate robust understandings of work-related phenomena
- Demonstrate competence in teaching, communicating and disseminating Organizational Science knowledge to others in an effective and pedagogically appropriate manner
- Demonstrate competence in collaborating with other professionals, students, research participants, and consumers of Organizational Science services
- Demonstrate competence in applying research in Organizational Science to practice leading to applications and interventions that benefit the individual, the organization, the customer, and the larger community in which the organization operates

By meeting these objectives, graduates of the program will be prepared to assume leadership roles as organizational scholars, researchers, and educators in academic institutions and as practitioners in a wide range of public and private settings.

C. Describe the relationship of the program to other programs currently offered at the proposing institution, including the common use of: (1) courses, (2) faculty, (3) facilities, and (4) other resources.

There are no doctoral programs at UNC Charlotte in fields that would be considered to be related (e.g., Organizational Behavior). The proposed program, however, is complementary to a number of other on-campus Ph.D. programs that explicitly include a dimension of organizational study. For example, there are considerable collaborative possibilities with the Public Policy Ph.D program. The study of policy and policy development entails understanding political and social organizations. Students in the Public Policy program may therefore benefit from taking courses offered in the Organizational Science program. Likewise, courses in the Public Policy program, with their strong applied focus and interdisciplinary approach to policy, may well be attractive to those students studying Organizational Science whose interests are in *the public or not-for-profit sectors*. There are also several other doctoral programs being planned at UNC Charlotte where meaningful connections can be formed. For example, the proposed Health Services Research doctoral program explicitly recognizes the organizational level in its multi-level, systems approach to health. There will be strong synergies between that program's social ecological perspective and the courses offered and research conducted in the Organizational Science program. Rather than duplicate our focus, students from that Ph.D. program will benefit from our offerings. Likewise, students in Organizational Science who have a particular interest in health organizations will be able to take courses offered in the Health Services Research program. Other Ph.D. programs in the planning stages that have obvious connections include the doctoral programs in Interdisciplinary Health Psychology (for example, teaching and research on Occupational Health) and the Ph.D. in Business Administration.

The proposed program is most notably connected to three existing M.A. programs (Industrial/Organizational Psychology, Sociology, and Communication Studies). This program connects with, gives support to, and draws support from these prominent programs as outlined below.

Courses

Although some new courses will be created to support Organizational Science, a good number of existing graduate-level courses have been identified in supporting departments that are highly relevant to the proposed program. After some adaptation, these courses will serve both the Ph.D. program and master's programs, thus promoting synergy and efficiency. Students in the extant master's programs and the proposed Ph.D. program will each have greater access to educational resources (courses, faculty advisement) than they would have if the complete set of programs did not exist.

Faculty

Across the four core departments, a large number of faculty members have been identified as candidates to support the program. Of this group, 18 are interested and committed to serving as the primary faculty for the proposed program. This primary faculty will serve the program through teaching, advising, mentoring, research collaboration, governance, and chairing.

The primary faculty members have a track record of interdisciplinary activity there is already in place a thriving, interdisciplinary foundation. Faculty have

collaborated on cross-disciplinary research projects, reviewed submissions to journals outside their home discipline, assisted other departments in faculty recruiting, sought and received adjunct faculty appointments in partnering departments, participated in cross-disciplinary teaching exchanges, and served on and chaired thesis committees for graduate students in other departments. Furthermore, most participating faculty members have a history of publishing in journals outside their home discipline. As an example, Dr. Beth Rubin, tenured Professor of Management, has published over one dozen refereed articles in sociology journals. These publishing records reflect general commitment on the part of participating faculty to conducting research that crosses the usual disciplinary lines.

Based on a history of successful collaboration, it is expected that the creation of the Ph.D. program will nurture and expand the interdisciplinary foundation that exists. This new doctoral program will serve to further enrich the work of scholars in other academic disciplines and other master's programs and may lead to additional opportunities for all. For example, The Cross-Directorate Program within the SES division of the National Science Foundation offers *Integrative Graduate Education and Research Traineeship Grant* (IGERT) to support innovations in graduate education and training. Central to IGERT Grants is supporting "new models for graduate education and training in a fertile environment for collaborative research that transcends disciplinary boundaries." IGERT-funded programs are research based, interdisciplinary and involve "a diverse group of faculty."

Facilities and other resources

Core Organizational Science faculty have office and lab space in their respective home departments. For the Organizational Science program to succeed, it must have its own space so the program can forge an identity and students and faculty can function as a scholarly community. The Department of Psychology, which will expand its space on the third floor of the Colvard building, will designate sufficient space to house the Organizational Science program. This new space will be shared by M.A. students in I/O psychology and doctoral students in Organizational Science. As a result, facilities will be available for the startup of the doctoral program, with appropriate office, classroom and research space in the Colvard building. This shared space may serve to foster research collaboration among M.A. and Ph.D. students. At the same time, senior doctoral students are positioned to provide additional (informal) mentoring, teaching, and advising experiences to M.A. students.

II. JUSTIFICATION FOR THE PROGRAM

A. Describe the proposed program as it relates to:

1. The institutional mission and strategic plan

By developing a graduate degree program that has previously been unavailable at UNC Charlotte, in the surrounding region, or in the state, the proposed Organizational Science Ph.D. will contribute to UNC Charlotte's commitment to extending educational opportunities. The proposed Ph.D. in Organizational Science will most centrally contribute to the University's goal of enhancing the Charlotte region in the area of

Business and Finance. The growth of the Charlotte region is driven, in large part, by the expansion of the financial and information services sector. Not only does the additional Ph.D. program support the expansion of education in this area, but the substantive focus of this Ph.D. provides a unique contribution to regional needs. Many topics of interest to Organizational Science are of critical importance to the health and success of the financial and information services industry (e.g., training, selection, managerial leadership), as well as to the individuals who take positions in those organizations (e.g., career development, compensation and benefits). Consequently, faculty participants in the Organizational Science Ph.D. program are well suited to provide practical assistance to these information-driven organizations, and graduates of the proposed program will be well trained for research-oriented careers in these organizations, should they decide to pursue that track. Given this theme, it is noted that Senior Vice President Eric Elder of Bank of America and Senior Vice President Maria DeRitis of Wachovia Corporation each asked to be listed as “supporters” of the proposed program

The Ph.D. in Organizational Science will both create knowledge about organizations and produce scholars who can apply that knowledge to help address the economic, developmental and social needs not only of the financial and information service industries, but of the greater Charlotte region. The interdisciplinary program brings together faculty from across the campus with expertise in a wide variety of issues including employee selection, testing, compensation and benefits, stress management, training and development, organizational development, change management, job design, team building, downsizing, leadership, communication, local and regional employment trends, unions, and labor relations. Through faculty and student research, the proposed program will contribute to the growth and development of a wide range of profit and non-profit organizations in the metropolitan region. Expanding academic research and contributing to regional growth and development are core goals of the College of Arts and Sciences and the Belk College of Business Administration.

The UNC Charlotte Academic Plan 2004-2009 notes that the theme of Urban and Regional development is responsive to needs of a region characterized by diverse and conflicting groups and interests in the context of a growth environment. Other central issues in the Plan are crime, urban planning, transportation, and metropolitan infrastructure. Successful development within any of these areas depends on creating and maintaining effective organizations and relationships among these organizations. The technical expertise required for managing and developing strategies for growth may well entail creating new organizations and devising mechanisms for effective organizational communication. Creating solutions to urban problems centered on housing and poverty, for example, often entails coordinating the activities and communication among various local agencies and labor market actors. Similarly, coordinating the activities of different agencies for productive problem solving often entails negotiating very different organizational cultures (e.g., the culture of business organizations versus social service organizations). Experts in Organization Science will have the skills and expertise to facilitate such relationships. Likewise, urban growth is typically associated with organizational growth, new businesses, service agencies, and social networks that, at their best, are able to work in a coordinated and coherent manner – tasks that Organizational Scientists will be well suited to research, study and facilitate.

Similarly, the proposed program contributes to the theme of Health Care and Health Policy, because both the provision of health care and the development of health policy occur within organizational contexts and require effective organizational practices. Faculty and students associated with the proposed program will contribute to our knowledge and understanding of those organizational practices that best serve the region's health care organizations. Educational organizations can similarly benefit. In this way, the interdisciplinary program in Organizational Science, drawing on the expertise of I/O psychologists, organizational sociologists, management faculty and organizational communication scholars, can improve the organizational practices and structures that would benefit children and families, another of the development themes in the Academic Plan 2004-2009.

2. Student demand

Three strategies were used to estimate student demand for the proposed program. First, we examined graduate admissions statistics at the few similar programs. Second, we contacted and surveyed faculty members and administrators from across the core disciplines to gauge their perceptions of and willingness to encourage student interest. Third, we examined graduate admissions statistics within each of the core disciplines comprising Organizational Science.

Similar Program Admission Statistics

Program directors of the six doctoral programs most similar in interdisciplinary orientation to the one proposed were contacted: Harvard, Stanford, Northwestern, SUNY Albany, Carnegie Mellon, and the University of Tennessee. All of these programs report high levels of student interest as indicated by large numbers of applications each year (usually around 35 to 50 applications for three to four slots). Admissions tend to be extremely competitive with average GMAT or GRE scores in the 90th percentile.

Perceptions of and Willingness to Encourage Student Interest

The needs assessment and evaluation survey (see Appendix A) completed by leaders across disciplines contained two questions that provide insight into the anticipated level of student demand for the Organizational Science program. First, we took the perspective that faculty have keen insight into student interest in graduate education programs and disciplines. After providing an extensive and detailed description of the proposed program, we asked whether "undergraduate students concerned with the study of work and organizations would be interested in the proposed Organizational Science doctoral program?" Seventy-nine percent responded "Yes" (19% reported that they did not know; "DK"). Next, we asked whether faculty would encourage "undergraduate students to consider a doctoral program that stressed an interdisciplinary approach to the study of work and organizations." Eighty-two percent responded "Yes" (18% indicated "DK") to this question. To the extent that students seek the counsel of their professors when choosing a course of graduate study, the data from this item are encouraging because they suggest that faculty from across the core disciplines will speak favorably about Organizational Science as a career path. Additional open-ended comments from the needs assessment survey further illustrate faculty support and encouragement for the proposed program. For example, Elizabeth Shoenfelt from Western Kentucky University writes, "I believe the proposed program looks very sound. I would anticipate a large

number of students interested in this approach to studying organizations and their people.”

Core Discipline Admissions

Despite the fact that I/O Psychology programs, Management programs with an OB/HRM emphasis, Sociology programs with an Organizational Sociology emphasis, and Communication Studies programs with an Organizational Communication emphasis are fundamentally different from the proposed Organizational Science program, enough of a relationship exists that warrants examination of each of the core disciplines’ graduate admissions trends.

Admissions in each of the core discipline graduate programs are extremely competitive. We isolated, to the best of our knowledge, all the I/O doctoral programs located in the Southeastern region of the United States and most of the OB programs. For I/O psychology programs, we show admissions data collected and compiled by the American Psychological Association. For OB programs, we contacted program directors. The statistics and programs are outlined in Table 3 below.

Ph.D. Programs in I/O Psychology	Applicants	Students Accepted	Students Enrolled
George Mason	57	13	6
Georgia Tech	43	8	5
North Carolina State University	46	5	1
University of Maryland	99	5	4
Clemson	110	9	8
University of South Florida	123	19	6
Virginia Tech	79	4	2
George Washington	121	5	2

Doctoral Programs in OB	Applicants	Students Accepted	Students Enrolled
University of North Carolina at Chapel Hill	60	4	4
University of Maryland	50	5	3
University of Mississippi	50	10	2
Tulane University	30	3	3
University of Arkansas	20	4	3
University of South Carolina	30	3	2
University of Georgia	20	3	2
University of Kentucky	35	4	2

Table 3

These admissions data indicate significant student interest in the disciplines that compose Organizational Science. Student demand, coupled with the aforementioned faculty encouragement, suggests that the proposed program would fill an important need for regional and national doctoral education.

3. Societal need (For graduate, first professional, and baccalaureate professional programs, cite manpower needs in North Carolina and elsewhere.)

Societal need can be indexed on many levels. On an abstract, theoretical level, the proposed program appears to be in demand. Consultation of the mission and vision statements of profit, non-profit, and government institutions at the national, state, regional, and local levels suggest that there is a near universal call for healthy and productive workplaces. Our program's mission is consistent with this societal need. Namely, the proposed program focuses on the scientific understanding of workplace phenomena with the ultimate goal of improving the practice of Organizational Science, leading to applications and interventions that benefit the individual, the organization, the customer, and the larger community in which the organization operates.

More pragmatically, societal need and demand for a proposed program can be assessed by answering three questions: 1) Is Organizational Science perceived as a viable concept? 2) Would Organizational Science graduates be seen as compelling candidates for prominent positions? and 3) Do appropriate jobs exist?

Is Organizational Science Perceived as a Viable Concept?

Concept viability refers to external perceptions of program value and importance. To assess concept viability for the proposed Organizational Science program, we administered a needs assessment and evaluation survey by email (see Appendix A). Survey respondents were overwhelmingly positive toward the program's concept. Ninety-two percent of our respondents indicated that the proposed "Organizational Science program will be a valuable addition to the field" (6% indicated "don't know" and 1% did not endorse the statement). Ninety-five percent of the respondents indicated that "There is a need for programs stressing an interdisciplinary perspective on the study of employees and organizations" (5% indicated "don't know"). It is also noteworthy that 99 percent of the respondents indicated "that they feel as if the Organizational Science doctoral program we are planning is a worthwhile endeavor." These people also classified themselves as "supporters" of our efforts. A partial listing of supporters can be found in Appendix B. Included in these supporters are:

- Present and past editors of the most prestigious journals in each of the core disciplines (i.e., *Journal of Applied Psychology*, *Academy of Management Journal*, *Organizational Research Methods*, and *Personnel Psychology*)
- Incoming and Past Presidents of the largest association of Industrial/Organizational Psychologists (Society for Industrial and Organizational Psychology)
- Immediate Past Chair, Training and Development Division, National Communication Association
- Past Chairs of Education and Training for the Society for Industrial and Organizational Psychology
- Fellows (e.g., American Association for the Advancement of Science, Academy of Management, American Psychological Association, American Sociological Association and the National Communication Association)
- Chairs and Directors of Psychology, Management, Sociology, and Communication Studies

- Business leaders including Senior Vice Presidents, Vice Presidents, and Directors of Human Resources of some of the largest and most well respected companies, including Pepsi, Ingersoll Rand, Wachovia, Bank of America, IBM, and HumRRO

Would Organizational Science Graduates be Viewed as Compelling Candidates for Prominent Positions?

Students will be trained and able to pursue scholarly research-based careers in both academic and applied settings. Prospective job titles of graduates include:

- *Corporate Vice President, Director, Manager, Staff Member of OD, Management Development, Human Resources Research, Employee Relations, Training and Development, Communications, and Leadership Development*
- *President, Vice President, Director of private research, consulting companies, government research agencies, and organizations*
- *Full, Associate, Assistant Professor of Psychology, Management, Industrial Relations, Communication Studies, Organizational Studies, and Sociology*

We examined whether graduates of an Organizational Science program would compete favorably in discipline-specific job markets. We assessed this by including on the needs assessment/evaluation survey items that captured perceptions of candidate marketability. Specifically, we presented respondents with a job-choice scenario involving both a traditionally trained candidate from a single discipline and a candidate from an Organizational Science program. For each scenario, respondents indicated their candidate preference for an available academic position. The data below are from respondents, across all four core disciplines, who classified themselves as academics (n = 53).

Scenario 1

Which candidate would you prefer? Candidate A has been trained exclusively in the discipline for which you are hiring (e.g., I/O). Candidate B has been trained in an interdisciplinary Organizational Science program? Please assume that the two candidates have equivalent CVs (e.g., same number of publications in your discipline's top journals).

- Candidate A was preferred 22% of the time
- Candidate B was preferred 26% of the time
- The candidates were perceived to be equally viable 52% of the time.

Scenario 2

Which candidate would you prefer? Candidate A has been trained exclusively in the discipline for which you are hiring (e.g., I/O). Candidate B has been trained in an interdisciplinary Organizational Science program and has an "emphasis" and dissertation chair in the discipline you are hiring for? Please assume that the two candidates have equivalent CVs (e.g., same number of publications in your discipline's top journals).

- Candidate A was preferred 6% of the time
- Candidate B was preferred 49% of the time
- The candidates were perceived to be equally viable 45% of the time.

Scenario 3

Which candidate would you prefer? Candidate A has been trained exclusively in the discipline for which you are hiring (e.g., I/O) but does not have any publications in your discipline's top journals. Candidate B has been trained in an interdisciplinary Organizational Science program and has a first author publication in your discipline's top journal. Please assume that other than the publication record differences; the two candidates have equivalent CVs.

- Candidate A was preferred 7% of the time
- Candidate B was preferred 89% of the time
- The candidates were perceived to be equally viable 4% of the time.

Taken together, 78 percent indicated that a job candidate trained in an interdisciplinary Organizational Science program was just as viable, indeed often preferable to a job candidate who has been trained exclusively in a single discipline. This percentage increased to 94 percent when the Organizational Science graduate was described as having an “emphasis” or “concentration” with the student's dissertation chair from the discipline for which they were hiring. Finally, 89 percent of the respondents indicated that they would prefer an Organizational Science graduate with a publication in their respective field's top journal compared to a graduate who lacks the publication, but who has been trained exclusively in the discipline for which they were hiring. Additional open-ended comments support the quantitative findings. Peter Totterdell from the University of Sheffield, England writes, “The concept represents a welcome and indeed essential move away from narrow single domain perspectives. The kind of interdisciplinary training being proposed is most likely to meet the future needs of both academia and business.” Robert W. Kolodinsky from James Madison University agrees, “As we seek to hire over the next year, we would actually prefer candidates from a more balanced (not narrow) doctoral program.” Finally, David Maume from the University of Cincinnati writes “Graduates of the program should be marketable in social science or business programs.”

These data suggest that, in the “eyes” of individuals who make hiring decisions in traditional Psychology, Management, Sociology, and Communication Studies departments, Organizational Science graduates will be favorably received and that they will be able to compete successfully with traditionally trained Ph.D.s.

The data from individuals employed in non-academic settings (n = 26) suggests similar preferences for Organizational Science graduates. Three job-choice scenarios were presented to practitioners. For each scenario, respondents indicated their candidate preference for an available Ph.D.-level applied position.

Scenario 1

Which doctoral job candidate would you prefer? Candidate A has been trained exclusively in the discipline for which you are hiring (e.g., I/O). Candidate B has been trained in an interdisciplinary Organizational Science program? Please assume that the two candidates have equivalent CVs (e.g., same applied experiences).

- Candidate A was preferred 9% of the time
- Candidate B was preferred 24% of the time
- The candidates were perceived to be equally viable 67% of the time.

Scenario 2

Which doctoral job candidate would you prefer? Candidate A has been trained exclusively in the discipline for which you are hiring (e.g., I/O). Candidate B has been trained in an interdisciplinary Organizational Science program and has an “emphasis” and dissertation chair in the discipline you are hiring for? Please assume that the two candidates have equivalent CVs (e.g., same applied experiences).

- Candidate A was preferred 4% of the time
- Candidate B was preferred 59% of the time
- The candidates were perceived to be equally viable 36% of the time.

Scenario 3

Which doctoral job candidate would you prefer? Candidate A has been trained exclusively in the discipline for which you are hiring (e.g., I/O), but has not done an internship. Candidate B has been trained in an interdisciplinary Organizational Science program and has done a one-year doctoral internship in a position relevant to your discipline. Please assume that other than the internship differences; the two candidates have equivalent CVs.

- Candidate A was preferred 4% of the time
- Candidate B was preferred 86% of the time
- The candidates were perceived to be equally viable 9% of the time.

Taken together, 91 percent of these respondents indicated that a job candidate trained in an interdisciplinary Organizational Science program was just as preferable as, if not more preferable than, a job candidate who has been trained exclusively in the discipline for which they were hiring. This percentage increased to 95 percent when the Organizational Science graduate was described as having an “emphasis” or “concentration” and the student’s dissertation chair is from the discipline for which they were hiring. Finally, 86 percent of the non-academic respondents indicated that they would prefer an Organizational Science graduate with a relevant doctoral internship compared to a graduate who lacks the internship, but who has been trained exclusively in the discipline for which they were hiring. Additional open-ended comments support the quantitative findings. Joel Vaslow, HR Manager from Sprint writes, “Based on my experience, I believe that a graduate of an Organizational Science program would be better positioned to succeed in an internal industry position than a graduate of single discipline program.” Allan Church, Vice President at PepsiCo, Inc. concurs, “I like the mix of perspectives. My background is Social and Org Psych with an emphasis on OD interventions. I also doubled majored in college in Psychology and Sociology - so to me this is a natural fit and will produce better practitioner-scientists than traditional I/O programs.” Finally, Maria DeRitis, Senior Vice President, Wachovia Corporation writes “I think it is a wonderful concept - I believe what happens is that people get pigeon-holed into one discipline, and it is very difficult to move in other directions - it also provides one with a broader perspective and appreciation of other disciplines other than one's own. In the business world of today and tomorrow, it will be required to possess a broader and deeper perspective and expertise.”

As was the case with the items completed by the academic sub-sample, these survey data suggest that practitioners in the respective disciplines will be receptive to

Organizational Science graduates. Having presented data suggesting that academics and practitioners would look favorably on graduates of the proposed program, we now turn to a consideration of the availability of jobs for these graduates.

Do Appropriate Jobs Exist?

Our research suggests that there will be strong demand for program graduates. The data from similar interdisciplinary programs reveal outstanding placement rates. Harvard, Carnegie Mellon, Stanford, Tennessee, and Northwestern all report placement rates of 100 percent for graduates of their respective interdisciplinary programs. Furthermore, the job market conditions in each of the core disciplines is fertile.

Job Market Conditions: Organizational Behavior/Human Resources Management

In August 2002, the AACSB-International Management Education Task Force (METF) issued the report, *Management Education at Risk*. In this report, the Task Force identified the shortage of doctoral faculty in business as one of the most pressing issues facing management education. To study this problem, the AACSB created the Doctoral Faculty Commission (DFC), which issued the report, *Sustaining Scholarship in Business Schools* in September 2003. The report is available on-line at www.aacsb.edu/dfc.

The DFC report was prompted by concerns raised in the 2002 METF study. The METF report notes: "Leaders of AACSB member business schools view doctoral shortages as a critical concern...because such shortages negatively affect the research productivity and intellectual vibrancy of existing faculty....Many top schools are attempting to alleviate these shortages by recruiting experienced doctoral faculty from other schools – a raiding strategy that creates domino effects across the industry." The DFC report identifies the problem of one of demand outstripping supply. Data from the National Science Foundation show that in the period of 1991-1995 there were 6,302 doctorates in business and management, and in 1996 that figure dropped to 5,865, a decline of 6.9 percent. By contrast, most other fields held steady or increased over the same time period. For example, the humanities showed an 18.9 percent increase in doctorates, and the life sciences had a 12.5 percent increase. More dramatically, in the 1994-1995 academic year 1,327 doctorates in business and management were produced, and in 1999-2000 that number was 1,071, a 19 percent drop.

While production of Ph.D. s is falling, demand is holding steady or rising. For example, demographic trends suggest continued increases in undergraduate enrollment in business schools. The DFC report estimates there will be approximately 302,000 business undergraduate students in 2011-2012, up from 253,000 in 1999-2000. Based on an extensive analysis, the commission concludes that a shortage of doctoral faculty is a pressing problem for business schools. The commission report states: "in the US there will be a shortage of approximately 1142 Ph.D.'s within 5 years and 2419 Ph.D.'s within 10 years."

Speaking to sources of the shortage, the commission notes that it does not appear to stem from a lack of interest in the degree. The commission surveyed 220 AACSB-member institutions known to have doctoral programs, and 125 responded. Of the 125 responding schools, 75 percent indicated that applications to their doctoral programs had increased over the last five years. Yet, increased applications do not translate to increased admissions. More than 60 percent of schools reported that admissions of doctoral students will remain the same or decrease. A major reason for this was lack of additional funding to support graduate students. Also contributing to the shortage of

business faculty is evidence suggesting that more and more graduates of Ph.D. programs in business are pursuing positions in industry.

As a result of the imbalance between demand and supply, the commission forecasts rising vacancy rates (they estimate that there will be, conservatively, about 1,000 unfilled faculty positions in 2006). They also suggest a continued trend of salary escalation and inversion within institutions. The commission goes on to recommend four solutions to the problem. Several of their recommendations are salient for the proposed Organizational Sciences program at UNC Charlotte. The report strongly suggests that doctoral students from an interdisciplinary program such as the one proposed would be attractive for business faculty positions. Consistent with this recommendation, the hiring of non-business faculty into business schools is increasing. The current constitution of UNC Charlotte's Department of Management reflects the emerging interdisciplinary emphasis that is warranted in organization research and instruction. The tenure-track faculty in this department now boasts three doctorates in communication, three doctorates in psychology, one doctorate in sociology, one doctorate in organizational behavior, one doctorate in international business, and three doctorates in business administration.

A second source of data on the job market for business school faculty in the management area comes from the Academy of Management placement services. As opposed to the data used with the AACSB report, which covered all business school disciplines, the Academy of Management primarily captures job candidates and institutions seeking positions in departments of management. Management, as defined here, is composed primarily of individuals with concentrations in organizational behavior, human resource management, business policy and strategy, international business, and organizational and management theory. The data indicate that, in 1999 and 2000, the management discipline showed evidence of the shortfall in available faculty to fill positions forecast by the AACSB report. The following table shows the number of positions listed with the Academy of Management placement services, and the number of applicants, during the Fall placement session for the years 1998 to 2001. The Academy of Management annual convention and placement services are the primary recruiting sources for those seeking to fill positions in business school management departments. In two of the four years, the number of positions exceeded the number of applicants by over 40 percent. In total, from 1998 to 2001, the number of positions exceeded the number of applicants by 18 percent.

	Fall 1998	Fall 1999	Fall 2000	Fall 2001
Applicants	455	355	366	427
Positions	426	515	523	434

Table 4

Job Market Conditions: Industrial and Organizational Psychology

There has been a steadily growing demand for the services of industrial and organizational psychologists. Employment surveys have been taken for many years by the Society for Industrial and Organizational Psychology. For the last 25 years, these surveys have consistently indicated near zero unemployment for the Society's membership, a clear indicator of the need for I/O psychologists. In recent years, as

organizations have come to realize the importance of the "human element" of their workforces, the demand for I/O psychologists has accelerated.

The American Psychological Association Report of the Employment Status of 1997 Graduates and the follow-up Report of the Employment Status of 2001 Graduates show that I/O psychologists had the highest proportion of individuals employed full time (lowest unemployment rates), compared to other fields of specialization (Health Service Provider, Social/Personality, Developmental/Educational, Physiological/Experimental). These statistics are consistent with the placement rates of the I/O master's program at UNC Charlotte.

The demand for I/O psychologists is exemplified by the growth of the largest consulting firm in the field, Personnel Decisions International, which has tripled in size in the last seven years (175 Ph.D. psychologists are currently employed), and which forecasts continued growth. Their projection is that they will continue to hire large numbers of Ph.D. graduates of I/O psychology programs for the next ten years in order to meet the demands of their clients. Other consulting firms in the field are growing at similar rates, and the demand from industry for corporate "in-house" I/O psychologists is also strong. Major corporations headquartered in the Charlotte area regularly hire doctoral level I/O psychologists and have expressed interest in hiring graduates of the proposed program.

Job Market Conditions: Organizational Sociology

The ASA's *Employment Bulletin* is a monthly publication with nearly all academic job openings for sociology Ph.D.s. To gauge the demand for organizational sociologists, we examined job listings in its September, October, and November issues from 1998 to 2003 (data from other years are currently unavailable). Issues from these three months contain most of the permanent faculty positions. We limited our attention to tenure-track positions in the United States and Canada. The number of positions advertised each year fluctuated from 342 to 436. The total number of positions during this six-year period is 2,320. We coded all job openings into the following three categories: openings where work/organization is either the sole required area or among the several required ones, those with no area requirements, and those requiring specialties in other areas. The figure below summarizes the result.

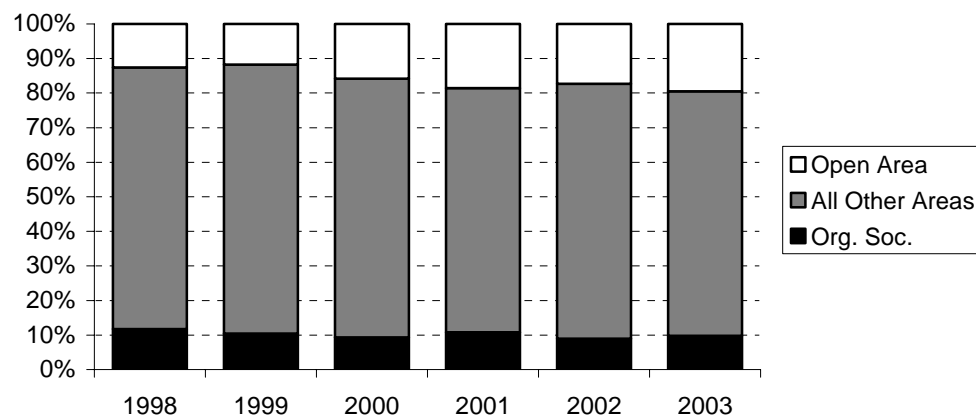


Figure 1

Figure 1 shows two important facts. First, from 1998 to 2003, roughly ten percent of all the tenure-track openings demanded organizational sociologists. Given the large number of competing specialty areas in sociology (the ASA currently recognizes 43 sections organized around broadly defined specialty areas), this percentage is substantial. Second, the demand for organizational sociologists has held constant since 1998 despite the apparent trend that more and more faculty searches were open to all areas. The growing number of open-area searches implies that demands for certain specialty areas had been on the decline, and at the same time the total number of job openings that organizational sociologists could compete for had been on the rise. Overall, Figure 1 shows improving employment prospects for sociologists studying organization-related issues.

Figure 2 presents some recent trends related to the supply of organizational sociologists. The two lines in the figure indicate the total number of Ph.D.s awarded in sociology each year and the number of dissertations within the subject of “sociology” with the keyword “organizational.” Figure 2 shows that even though the total number of sociology Ph.D.s awarded each year had increased somewhat, the number of dissertations addressing organizational issues from a sociological perspective had decreased dramatically since 1996-97. This seems to suggest that, in recent years, fewer and fewer people with doctoral-level trainings in organizational sociology have been produced annually. This trend, coupled with the steady to increasing job market for organizational sociologists, bodes well for Organizational Science graduates.

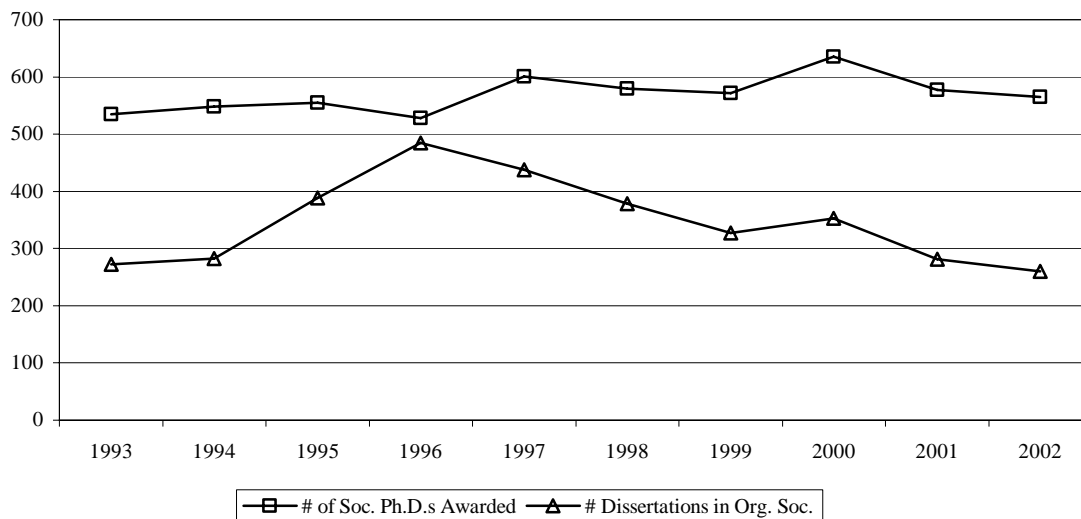


Figure 2

Job Market Conditions: Organizational Communication

National Communication Association’s *Spectra* is a monthly publication that lists nearly all academic job openings for Communication Studies Ph.D.s. The set of jobs listed November 2002 were coded for qualifications being sought in applicants (i.e., requested specialty area). There were a total of 146 job postings in communication

studies. Forty-one (28%) advertised for an organizational communication specialty area. An additional, six openings (4%) advertised were open to any specialty area. Taken together, 32 percent of job openings could be filled by a candidate possessing an organizational communication concentration. To gain additional insight into the organizational communication job market, we administered a short email survey to thirteen communication studies department chairs. These chairs all anticipated hiring in organizational communication in the foreseeable future. Eight of the thirteen chairs indicated that they would consider hiring a Ph.D. in Organizational Science as a faculty member in their department (5 said “DK”, 0 said “no”). When asked if they would consider hiring an applicant with a Ph.D. in Organizational Science as a faculty member in their department where the applicant’s dissertation was grounded in a Communication Studies perspective (i.e., had a communication emphasis), twelve of the thirteen indicated “yes”, and one respondent indicated “DK”.

Overall

Job prospects for Organizational Science graduates appear rich, plentiful and varied. Not only are placement rates from interdisciplinary programs extraordinarily high, it appears that Organizational Science candidates can be extremely competitive in the discipline-specific job markets (which, from a candidate’s perspective, enjoy large numbers of openings and relatively small numbers of applicants).

4. Impact on existing undergraduate and/or graduate academic programs of your institution. (e.g., Will the proposed program strengthen other programs? Will it stretch existing resources? How many of your programs at this level currently fail to meet Board of Governors’ productivity criteria? Is there a danger of proliferation of low-productivity degree programs at the institution?)

Currently Ph.D. programs at UNC Charlotte are meeting Board of Governors’ productivity criteria. The proposed Organizational Science Ph.D. program will complement and strengthen the existing strong undergraduate and master’s-level programs in the four core departments.

Undergraduate Program Benefits

The proposed program will positively impact undergraduate students and programs. First, there will be increased opportunities for undergraduate students to participate in faculty/graduate student research teams. These supervised research activities not only provide an excellent learning opportunity, but increases personal contact with a faculty member (which typically promotes student retention), and improves the academic credentials of those undergraduate students interested in applying to a graduate program. Second, the proposed Organizational Science program can serve as a potential graduate school outlet for students at UNC Charlotte pursuing majors and concentrations in related fields. Consider, for instance, the undergraduate concentrations in organizational sociology and I/O psychology, presently in development. It is highly likely that sociology and psychology students with these concentrations would see pursuing graduate work in Organizational Science as an obvious continuation of their studies.

Graduate Program Benefits

Master's-level students in the core departments will have additional course, research and practice opportunities as a result of the proposed program. Furthermore, senior doctoral students are positioned to provide additional (informal) mentoring, teaching, and advising experiences to M.A. and undergraduate students.

B. Discuss potential program duplication and program competitiveness

1. Identify similar programs offered elsewhere in North Carolina. Indicate the location and distance from the proposing institution. Include a) public and b) private institutions of higher education.

Despite the many calls for the creation of interdisciplinary programs in Organizational Science, there are few examples in the United States and none in North Carolina. The national programs most similar to the proposed Organizational Science programs in scope and core disciplines are at Harvard, Stanford, Northwestern, SUNY Albany, Carnegie Mellon, and the University of Tennessee.

a) public institutions

There are no Organizational Science programs in the state's University system. The proposed program would be a unique addition to the portfolio of graduate programs offered in North Carolina.

b) private institutions

There are no Organizational Science programs in the private institutions located in North Carolina.

2. Indicate how the proposed new degree program differs from other programs like it in the University. If the program duplicates other UNC programs, explain a) why is it necessary or justified and b) why demand (if limited) might not be met through a collaborative arrangement (perhaps using distance education). If the program is a first professional or doctoral degree, compare it with other similar programs in public and private universities in North Carolina, in the region, and in the nation.

Within the state of North Carolina, there are two single-discipline programs that are related to the proposed program. UNC Chapel Hill has a Ph.D. Program in Business Administration (with a concentration in Organizational Behavior) and North Carolina State has a Ph.D. program in I/O Psychology. As discussed above, the proposed program shares some commonality with Ph.D. programs in the disciplines that contribute to Organizational Science (e.g., Business Administration and Psychology), but there are also some important differences. For example, the Ph.D. program at Chapel Hill is a traditional post-MBA program. It does not accommodate students directly out of an undergraduate program. It is also not explicitly interdisciplinary in orientation and is located largely in the Business School. Furthermore, this program is primarily designed

to produce Ph.D.s who will teach and conduct research in academic settings. It does not produce significant numbers of practitioners who are more application-oriented. The training model in the OB program is quite different and topics of study are quite different from the proposed program.

As for the doctoral program at North Carolina State, the proposed program will contain a significant I/O Psychology component, but it will be fundamentally different owing to its orientation and interdisciplinary focus. Moreover, our research suggests that the state of North Carolina is underrepresented with regard to doctoral-level coverage in I/O Psychology. Recent data published by the administrative office of the Society of Industrial and Organizational Psychology (SIOP) indicate that (a) there has been a 47.7 percent increase in the number of I/O programs across the United States in the last eighteen years, (b) attendance at the SIOP national conference has increased by 300 percent in the last eighteen years, (c) overall membership in SIOP has increased by 66.5 percent in the past twelve years, and (d) student membership in SIOP has increased by 124 percent in the last twelve years. Not surprisingly, the most recent American Psychological Association Survey (2001) suggests that I/O is enjoying the highest employment statistics of any area of psychology. Despite these trends, the state of North Carolina has only one doctoral program in I/O Psychology, which enrolls one to five students per year. States with comparable populations (Ohio, Michigan, New Jersey, Georgia, Virginia) have an average of 3.2 Ph.D. programs in I/O Psychology. The proposed program will contribute to North Carolina’s capacity to meet the well-evidenced growing demand for individuals with the training and skills in the area of Organizational Science.

C. Enrollment (baccalaureate programs should include only upper division majors, juniors, and seniors).

Headcount enrollment

Show a five-year history of enrollments and degrees awarded in similar programs offered at other UNC institutions (using the format below for each institution with a similar program); indicate which of these institutions you consulted regarding their experience with student demand and (in the case of professional programs) job placement. Indicate how their experiences influenced your enrollment projections.

Program Title: I/O Psychology or OB

University	Data	Year				
		<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
N.C. State University I/O Psychology	Fall Enrollment	36	26	27	24	25
	Degrees awarded	0	5	4	5	2
UNC Chapel Hill Organizational Behavior	Fall Enrollment	9	9	9	9	9
	Degrees awarded	3	3	3	3	3

The UNC Chapel Hill numbers are just informed estimates

Use the format in the chart below to project your enrollment in the proposed program for four years and explain the basis for the projections:

	Year 1 (2005-06)	Year 2 (2006-07)	Year 3 (2007-08)	Year 4 (2008-09)
Full-time	7	14	21	27
Part-time	0	0	0	0
TOTALS	7	14	21	27

We expect to accept seven full-time students a year. We expect these students to maintain full-time status throughout their tenure. The enrollment projections assume no attrition. The enrollment projections assume that accepted students are not entering into the program with a master's degree (this will be most typical). The projections assume that we graduate one student in Year 4. In the summer after Year 4 we would expect to graduate six additional students.

Please indicate the anticipated steady-state headcount enrollment after four years:

Full-time 28 Part-time 0 Total 28

SCH production (upper division program majors, juniors and seniors *only*, for baccalaureate programs). Use the format in the chart below to project the SCH production for four years. Explain how projections were derived from enrollment projections (see UNC website for a list of disciplines comprising each of the four categories).

Year 1: 2005-06 (Spring)	Student Credit Hours (SCH)		
Program Category	UG	Master's	Doctoral
Category I			84
Category II			
Category III			
Category IV			

Year 2	Student Credit Hours (SCH)		
Program Category	UG	Master's	Doctoral
Category I			336
Category II			
Category III			
Category IV			

Year 3	Student Credit Hours (SCH)		
Program Category	UG	Master's	Doctoral
Category I			462
Category II			
Category III			
Category IV			

Year 4	Student Credit Hours (SCH)		
Program Category	UG	Master's	Doctoral
Category I			546
Category II			
Category III			
Category IV			

Students will take 12 credit hours per semester in the first two years and nine per semester in the third year.

III. Program Requirements and Curriculum

A. Program Planning

- 1. List the names of institutions with similar offerings regarded as high quality programs by the developers of the proposed program.**

Michigan State University, I/O Psychology/Organizational Behavior*
George Washington University, Organizational Science **
University of Missouri St Louis, I/O Psychology/Organizational Behavior *
Tulane University, I/O Psychology/Organizational Behavior*
University of Tennessee, I/O Psychology ***
SUNY Albany, Organization Studies ***
Harvard University, Organizational Behavior ***
Stanford University, Organizational Behavior ***
Northwestern University, Management and Organizations ***
Carnegie Mellon, Organization Behavior and Theory ***

* These are single discipline programs with heavy collaboration between Psychology and Management.

** They have an interdisciplinary master's program in Organizational Science

*** These are interdisciplinary doctoral programs involving at least two of the four core departments involved in the UNC Charlotte Organizational Science program.

2. List other institutions visited or consulted in developing this proposal. Also list any consultants' reports, committee findings, and simulations (cost, enrollment shift, induced course load matrix, etc.) generated in planning the proposed program.

We gathered feedback/information from faculty and administrators from over 25 universities including: University of Connecticut, Ohio State University, University of Arizona, Florida State University, University of North Carolina-Chapel Hill, North Carolina State University, University of South Carolina, Wayne State University, University of Illinois, University of Kentucky, University of Georgia, Penn State University, James Madison University, North Carolina A&T State University, Wake Forest University, Cornell University, University of Houston, Clemson University, and Bowling Green State University

The feedback/comments we received were extremely helpful and encouraging. Take for instance the following two comments that were quite representative of the viewpoints of those we contacted.

“The authors of the proposal have identified an area where there are multiple disciplinary perspectives, and where combining these in a single program would significantly enrich research and application in all four of the core disciplines. I think this would fill a unique and important niche,” this quote was provided by Kevin Murphy, Chair of Psychology, Penn State University. Dr. Murphy is arguably one of the most respected and leading organizational scholars across multiple disciplines.

Further consider the sentiments of Dr. Anne Tsui, former Editor of the *Academy of Management Journal* which is a premier journal across all four core disciplines: “Great concept. This is a very well conceived idea and much needed. I always think that the large number of small studies on incremental problems is a result of narrow disciplinary focus (in addition to tenure pressure). Your proposed program will produce scholars who are more broad minded and creative. I'm very excited about this idea, and congratulate you for taking on this project”.

B. Admission. List the following:

1. Admissions requirements for proposed program (indicate minimum requirements and general requirements).

- Recommended combined score of 1100 on the verbal and quantitative portions of the GRE and a satisfactory score on the analytical section of the GRE. Alternatively (or in addition) it is recommended that GMAT scores exceed 600.
- Completion of an undergraduate degree.
- Recommended undergraduate Grade Point Average of 3.0 or higher.
- If applicable, recommended 3.5 Grade Point Average in a highly related discipline.

2. Documents to be submitted for admission (listing or sample).

- Graduate application
- Two official transcripts of all academic work attempted since high school including evidence of the completion of a bachelor's degree.
- Official report of score on the GRE and or GMAT.
- A one to two-page personal statement (discuss interest in the program and objectives for pursuing this degree).
- A current resume or vita.
- International students (whose native language is not English) must submit official test scores on the Test of English as a Foreign Language (TOEFL) of at least 550 on the written test or 220 on the computer-based test or a score of at least 85% on the Michigan English Language Assessment Battery (MELAB). All tests must have been taken within the past two years.
- Two or three letters of recommendation from individuals that support the applicant's potential as an educator and scholar.
- A professional writing sample (e.g., published article, manuscript submitted for publication, term paper submitted in prior coursework, thesis).

C. Degree requirements. List the following:

1. Total hours required.

78 hours (post baccalaureate) will be required.

2. Proportion of courses open only to graduate students to be required in program (graduate programs only).

Beyond the 30 hours that students with a master's degree can transfer into the program, all coursework that will count toward the Ph.D. will be at the 6000 level or above and unavailable to undergraduate students. The majority of the coursework will be at the 8000 level.

3. Grades required.

Graduate students must have a 3.0 GPA in the courses on their degree plan of study in order to graduate. More than two grades of C or one grade of U will result in termination from the program.

4. Amount of transfer credit accepted.

Students who have taken graduate coursework but have not earned graduate degrees may transfer in up to six semester hours of coursework. Students who have earned master's degrees may transfer in up to 30 semester hours.

5. Other requirements (e.g. residence, comprehensive exams, thesis, dissertation, clinical or field experience, second major, etc.)

- Master's thesis or Independent Pre-Doctoral Research Project
- Comprehensive examination. There are three phases to this comprehensive exam process. Phase one occurs towards or at the end of year one, phase two occurs

toward or at the end of year two, and phase three occurs toward or at the end of year three. At each phase, the student has an oral examination of Organizational Science knowledge accumulated/integrated to date (e.g., based on coursework completed). Furthermore, to promote student growth and development, at the time of the examination students orally report on what they accomplished the past year (e.g., research activities) and on their goals for the following year (this piece is then written up by the student and submitted to the program director). Students may attempt the comprehensive examination only twice at any phase. Failure to pass the comprehensive examination after two attempts at any one phase or two attempts cumulative across phases will result in termination from the Graduate Program.

- Dissertation
- Organizational Science Practicum
- A student may choose a disciplinary “emphasis” (e.g., an emphasis in Psychology, Business, Sociology, or Communication Studies). An emphasis includes three discipline-specific courses. A disciplinary emphasis would provide an opportunity for a student to combine interdisciplinary training with a core disciplinary specialization. Students preparing for careers in academia may benefit most from having such an emphasis. Students may choose to not have an “emphasis” and instead take electives that span across all disciplines. Program director approval is needed in order to count a course toward an emphasis.

6. Language and/or research requirements.

There is no language requirement in the Organizational Science Ph.D. degree. Each student will take 27 research credits. The research requirements are described below in Section D.

7. Any time limits for completion.

Students must complete their degree, including dissertation, within eight years.

D. List existing courses by title and number and indicate (*) those that are required. Include an explanation of numbering system. List (under a heading marked “new”) and describe new courses proposed.

Doctoral-level courses are numbered at the 8000 level. Courses with an asterisk (*) are required for all students in the program. New courses are identified below. Footnotes provide additional information on the course offering. Credit hours are provided in parentheses.

The curriculum has three major curricular components: (1) Core Organizational Science; (2) Research; (3) Electives/Advanced Seminars.

Core Organizational Science (33 Credits)

ORGS 8XXX Organizational Science Overview (New) (3 cr.) *

ORGS 8XXX Ethics and Professional Issues in Organizational Science (New¹) (2 cr.) *

ORGS 8XXX Writing & Publishing in Organizational Science (New) (1 cr.) *

ORGS 8XXX Micro Organizational Science I (New¹) (3 cr.) *

- ORGS 8XXX Macro Organizational Science I (New¹) (3 cr.) *
- ORGS 8XXX Micro Organizational Science II (New¹) (3 cr.) *
- ORGS 8XXX Macro Organizational Science II (New¹) (3 cr.) *
- ORGS 8XXX Social Psychology (New¹) (3 cr.) *
- ORGS 8XXX Organizational Science Practicum (New¹) (1-6 cr., 6 cr. required, can be repeated) *
- ORGS 8XXX Current Topics and Events in Organizational Science (New¹) (1 cr., 6 cr. Required, can be repeated) *

Research (27 Credits)

- ORGS 8XXX Statistical Methods I (New²) (3 cr.) *
- ORGS 8XXX Statistical Methods II (New²) (3 cr.) *
- ORGS 8XXX Quantitative Research Methods (New²) (3 cr.) *
- ORGS 8XXX Qualitative Research Methods (New²) (3 cr.) *
- ORGS 8XXX Psychometrics (New¹) (3 cr.) *
- ORGS 8XXX Independent Pre-Doctoral Organizational Science Research Project I (New³)(3 cr.) *
- ORGS 8XXX Independent Pre-Doctoral Organizational Science Research Project II (New³)(3 cr.)*
- ORGS 8XXX Organizational Science Dissertation I (New) (3 cr.) *
- ORGS 8XXX Organizational Science Dissertation II (New) (3 cr.) *

Electives (18 Credits)

Each student will choose 18 credit hours from the courses listed below. Choices are dictated by interests, dissertation topics and methodology, and goals for professional employment.

- ORGS 8XXX Micro Seminar in Organizational Science (New) (3 cr., repeated up to 3 times)
- ORGS 8XXX Macro Seminar in Organizational Science (New) (3 cr., repeated up to 3 times)
- ORGS 8XXX Research Methods Seminar in Organizational Science (New) (3 cr., repeated up to 3 times)
- ORGS 8XXX Organizational Science Readings and Research (New¹)(1-3 cr., maximum of 9 cr.)

A student can take up to nine credits in disciplines outside of Organizational Science. To count toward the elective credit, each class must be approved by the Program Director. The course must be at the 6000 or 8000 level. These “outside” courses will typically originate from Psychology, Sociology, Communication Studies and the Belk College of Business Administration.

New¹ The curriculum of the M.A. program in I/O psychology is presently being revised. In the next couple of years this course will replace an existing course in the M.A. program and then be cross-listed.

New² Upon approval of the Program Director, extant advanced quantitative/qualitative methods courses on campus may serve as a substitute for this requirement.

New³ Upon approval of the program director, a completed master's thesis can result in these courses being unnecessary.

Course instructors will originate from any of the four disciplines but must be prepared to effectively cover 80 percent of the topics described in the course descriptions.

Descriptions of New Courses

ORGS 8XXX Organizational Science Overview. (3 credits)

Provides broad overview of the field of Organizational Science including its historical foundations. Each week is a mini-seminar on a particular topic within the field. Graded A to U.

ORGS 8XXX Ethics and Professional Issues in Organizational Science (2 credits)

Discusses ethical standards in professional practice, testing, research; business ethics; expectations and problems confronting Organizational Science practitioners in industrial and professional organizations. Graded A to U.

ORGS 8XXX Writing & Publishing in Organizational Science (1 credit)

Seminar to enhance effective technical/scientific writing (e.g., learning APA style, presentation of statistical analyses) and understanding the publication process (e.g., selecting an appropriate outlet, preparing a manuscript, the review process). Students will actively engage in writing as well as the review process (as both a reviewer and reviewee). Graded A to U.

ORGS 8XXX Micro Organizational Science I (3 credits)

Examines research, theory and application regarding individual differences (e.g., abilities, personality), assessment (e.g., tests, inventories, interviews, assessment centers), criterion development (e.g., job analysis, performance models) and organizational staffing processes (i.e., recruitment, selection, basic legal concepts). Graded A to U.

ORGS 8XXX Macro Organizational Science I (3 credits)

Examines research, theory and application on the following topics: motivation, communication systems and processes, stress, job design, leadership, employee attitudes and emotions, teamwork, and decision making. Graded A to U.

ORGS 8XXX Micro Organizational Science II (3 credits)

Examines research, theory and application regarding post-entry personnel issues such as training, performance management, performance appraisal, compensation, and employee socialization. Graded A to U.

ORGS 8XXX Macro Organizational Science II (3 credits)

Examines research, theory and application on the following topics: organizational development, organizational change, organizational climate, organizational culture,

organizational theory, and relations between organizations and their environment. Graded *A to U*.

ORGS 8XXX Social Psychology (3 credits)

Survey of research and theory concerning social influences on behavior, including group processes, person perception, and attitude formation. Graded *A to U*.

ORGS 8XXX Organizational Science Practicum (1-6 credits)

Practical experience/Internship in an organizational setting. With permission from the program director, a research assistantship on a grant can fulfill this requirement. Course is graded pass/fail. Can be repeated.

ORGS 8XXX Current Topics and Events in Organizational Science (1 credit)

Each student will be required to actively participate in Organizational Science seminars and events delivered/facilitated by student researchers, faculty and invited speakers. These seminars will be advertised to the campus and professional communities. Prior to graduation, each student will make at least two seminar presentations. Course is graded pass/fail. Can be repeated.

ORGS 8XXX Statistical Methods I (3 credits)

Focus is on analysis of variance models including topics such as contrasts among means, trend analysis, analysis of covariance, analysis of factorial designs, and multivariate approaches to analysis of within subjects data. Graded *A to U*.

ORGS 8XXX Statistical Methods II (3 credits)

Focus is on regression models including topics such as bivariate correlation and regression, multiple regression, analysis of variable sets, interactions among continuous predictors, reducing co-linearity between main effects and application of multiple regression to testing procedures of mediation and moderation. Graded *A to U*.

ORGS 8XXX Quantitative Research Methods (3 credits)

Examines quantitative approaches to Organizational Science research such as experimental designs, quasi-experimental designs, organizational surveys, longitudinal models and field research. Graded *A to U*.

ORGS 8XXX Qualitative Research Methods (3 credits)

Examines qualitative approaches to Organizational Science research such as focus groups, verbal protocol, interviewing, naturalistic observation, and content analysis. Graded *A to U*.

ORGS 8XXX Psychometrics (3 credits)

Presents an introduction to classical and modern test theory and methods. Theoretical and statistical bases for the measurement of psychological constructs are covered including Classical True Score Theory, reliability and validity inferences, item response theory, scaling, and an introduction to factor analysis. The SPSS syntax language will be used to analyze data. Graded *A to U*.

ORGS 8XXX Independent Pre-Doctoral Organizational Science Research Project I (3 credits)

Identification of a research question and development of the proposal for a research study appropriate for the Independent Pre-Doctoral Organizational Science Research. Conducted under the direction of a research chair and committee. Course is graded pass/fail.

ORGS 8XXX Independent Pre-Doctoral Organizational Science Research Project II (3 credits)

Research and defense of an Independent Pre-Doctoral Research Project conducted under the direction of a research chair and committee. Course is graded pass/fail.

ORGS 8XXX Organizational Science Dissertation I (3 credits)

Identification of a research question and development of the proposal for a research study appropriate as a dissertation project. Conducted under the direction of a research chair and committee. Course is graded pass/fail.

ORGS 8XXX Organizational Science Dissertation II (3 credits)

Research and defense of an Independent Dissertation Project conducted under the direction of a research chair and committee. Course is graded pass/fail.

ORGS 8XXX Micro Seminar in Organizational Science (3 credits)

Examination of special topic(s) germane to Micro Organizational Science. The seminar may focus on one or a small number of topics that define this area. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics. Graded A to U.

ORGS 8XXX Macro Seminar in Organizational Science (3 credits)

Examination of special topic(s) germane to Macro Organizational Science. The seminar may focus on one or a small number of topics that define this area. Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics. Graded A to U.

ORGS 8XXX Research Methods Seminar in Organizational Science (3 credits)

Examination of special topic(s) germane to research methods in Organizational Science. The seminar may focus on one or a small number of topics that define this area (e.g., a data analytic technique, a methodological approach). Extensive reading and discussion of topics from multiple perspectives. May be repeated for credit for different topics. Graded A to U.

ORGS 8XXX Organizational Science Readings and Research (3 credits)

Research and/or reading on a topic agreed on by a student and a faculty member. May be repeated. Course is graded pass/fail.

IV. FACULTY

- A. List the names of persons on the faculty who will be directly involved in the proposed program. Provide complete information on each faculty member's education, teaching experience, research experience, publications, and experience in directing student research, including the number of theses and dissertations directed for graduate programs. The official roster forms approved by SACS can be submitted rather than actual faculty vita.**

Eighteen faculty members across four departments have been identified as qualified and interested in serving as primary faculty for the proposed program. Approximately half are junior faculty, reflecting the recent growth of Organizational Science as a discipline. The primary faculty has established a substantial scholarly record in the study of organizations. In total, the eighteen faculty have published more than ten books, 250 scholarly articles, and 65 book chapters. They have held two journal editorships, edited five special journal issues and one book series, and served on seven editorial boards of scholarly journals. The primary faculty identified for the proposed program has received substantial external funding in support of their scholarship. More than \$1.2 million in external grants has supported the research and scholarship of this faculty group. The faculty associated with the program has also served as reviewers for granting agencies including the National Science Foundation.

In addition to its research and scholarship experience, the primary faculty of the proposed program has substantial experience in graduate education. All four departments offer master's programs in their respective disciplines, and the primary faculty has been heavily involved in teaching graduate courses, serving on comprehensive examination committees, and serving as chairs and members of master's thesis committees. Collectively, the primary faculty of the proposed program has served on or chaired 55 dissertation committees (both within and outside of UNC Charlotte).

The proposed Director of the Organizational Science program, Dr. Steven Rogelberg, is an Associate Professor of Psychology, Director of the Industrial and Organizational Psychology Program, and Adjunct Associate Professor in the Belk College of Business Administration, all at the University of North Carolina Charlotte. In addition to his academic qualifications (e.g., over 40 publications, 65 presentations, recipient of thirteen external grants, two international guest professor appointments, serving on editorial boards of leading journals, and being named a University Master Teacher), two other qualifications are of note. First, prior to his recent tenure at UNC Charlotte, Rogelberg was an Associate Professor of Psychology and part of the leadership group in the internationally recognized Industrial and Organizational Psychology area at Bowling Green State University. Second, Dr. Rogelberg currently serves as the Chair of Education and Training for the Society of Industrial and Organizational Psychology (SIOP), the largest body of industrial and organizational psychologists in the world. As Chair, his responsibilities are to monitor the state of graduate education in I/O Psychology, represent SIOP nationally and internationally on education and training matters, provide the society with advice and counsel on issues pertaining to the education and training of present I/O Psychology students and prospective I/O Psychology students;

review and revise national guidelines for graduate training, and facilitate educational outreach to underrepresented student populations.

Primary faculty

Dr. Anita L. Blanchard (Assistant Professor, Psychology). Areas of interest include development of successful virtual communities, sense of community at work, and telecommuters.

Dr. Kim Buch (Associate Professor, Psychology). Areas of interest include individual and team development and organization development and change.

Dr. Yang Cao (Assistant Professor, Sociology). Areas of interest include organizational theory, organizations and their environments, labor markets and employment, multinational companies, and organizations in transitional economies.

Dr. Eric Heggstad (Assistant Professor, Psychology). Areas of interest include issues in applied personality assessment, work motivation, and personnel selection.

Dr. David C. Gilmore (Associate Professor, Psychology, and Adjunct Associate Professor, Management). Areas of interest include leadership, organizational politics, job design, and the employment interview.

Dr. Chris Henle (Assistant Professor, Management). Areas of interest include workplace deviance, organizational justice, and employment law.

Dr. Jo Ann Lee (Associate Professor, Psychology, and Adjunct Associate Professor, Management). Areas of interest include special problems facing older workers, personnel selection, work/family issues, and legal regulations of employment practices.

Dr. Shawn D. Long (Assistant Professor, Department of Communication Studies). Areas of interest include organizational dialogue, virtual teams in organizations, organ donation communication and campaigns, and diversity communication in organizations.

Dr. S. Douglas Pugh (Associate Professor, Management, and Adjunct Assistant Professor, Psychology). Areas of interest include organizational climate and culture, customer service, affect and emotion in organizational behavior, layoffs, race and diversity issues in organizations.

Dr. Charlie L. Reeve (Assistant Professor, Psychology). Areas of interest include psychological measurement, intelligence, and organizational entry processes.

Dr. Beth A. Rubin (Associate Professor, Management, and Adjunct Associate Professor, Sociology). Areas of interest include workplace and economic restructuring, time in organizations, labor market structures and practices and work-home-life balance.

Dr. Steven G. Rogelberg (Associate Professor, Psychology, and Adjunct Associate Professor, Management). Areas of interest include organizational research methods, team effectiveness, health and employee well-being, meetings at work, and organizational development

Dr. Teresa L. Scheid (Associate Professor, Sociology). Areas of interest include organization of health services, the work of health-care providers, and the effect of macro level institutional demands on organizational structures and practices.

Dr. William D. Siegfried, Jr. (Associate Professor, Psychology). Areas of interest include workplace leadership, employee selection and motivation, and issues related to education in Psychology.

Dr. Bennett J. Tepper (Professor, Management, and Adjunct Professor of Psychology). Areas of interest include organizational justice, worker health and well-being, and the performance of prosocial and antisocial work behaviors.

Dr. Jennifer Welbourne (Assistant Professor, Psychology). Areas of interest include occupational health communication, workplace stress and coping strategies, and the role of cultural variables in the workplace.

Dr. Kelly L. Zellars (Associate Professor, Management, and Adjunct Associate Professor, Psychology). Areas of interest include workplace stress and coping, work outcomes arising from personality differences, and emotions and moods at work.

Dr. Wei Zhao (Assistant Professor, Sociology). Areas of interest include economic sociology, social stratification and social inequality, globalization and development, and comparative and historical sociology.

Two-page CVs of the primary faculty can be found in Appendix C. Besides the above primary faculty members, the following faculty are also involved in the Organizational Science Program: Drs. Brian Cutler, Arnie Cann, Alan Freitag, Scott Fitzgerald, Stephanie Moller, Joe Whitmeyer, Roz Mickelson, Charlie Brody, John Kello, Scott Tonidandel.

B. Estimate the need for new faculty for the proposed program for the first four years. If the teaching responsibilities for the proposed program will be absorbed in part or in whole by the present faculty, explain how this will be done without weakening existing programs.

As University enrollments continue to rise, hiring in the core departments continues at an assertive pace. Take for instance the Department of Psychology. The Department of Psychology, as of the Fall 2003 term, had 29.5 faculty, and 943 undergraduate majors, minors and master's students. Undergraduate enrollment in Psychology is expected to grow proportionately to University enrollment growth. As a result, the Department of Psychology hired three new faculty for 2005-2006 (annual attrition averages one faculty member per year). Furthermore, the Department of Psychology's 2004-2009 Academic Staffing Plan calls for the hiring of, on average, three new faculty per year through 2009. A proportion of these new hires will directly support the proposed program. Other departments participating in the proposed doctoral program will be experiencing similar growth and hiring as well. For example, Communication Studies is in the midst of hiring two faculty members with Organizational Communication specialty areas. Under this collective plan, the four core departments should have no difficulty in staffing this program, teaching the new courses, mentoring doctoral students, supporting dissertation activities, etc. The impact of the doctoral program on the undergraduate instruction program will be net positive. First, the addition of the doctoral program will not absorb resources from the undergraduate program but will rather draw heavily upon courses already taught at the master's level in the various

disciplines. Additional courses needed for the doctoral program will be offset by a reduction in the courses required for the master's program in I/O psychology (through curriculum revision). Second, the availability of additional Organizational Science faculty and doctoral students will enable the departments to offer new undergraduate concentrations in I/O Psychology and Organizational Sociology and will strengthen the existing concentration in Organizational Communication. As mentioned above, undergraduate students will have more opportunities to participate in faculty- and graduate student-led research programs.

C. If acquisition of new faculty requires additional funds, please explain where and how these funds will be obtained.

Anticipated funding will be provided by the College of Arts and Sciences and the Belk College of Business. Financing to support the proposed program is expected from three sources: state funds for enrollment growth (provided according to the UNC funding formula), the continued use and reallocation of existing resources, and new external grant and contract funding.

D. Explain how the program will affect faculty activity including course load, public service and scholarly research.

The Ph.D. program will not adversely affect faculty teaching loads given:

- Continued deans' and chairs' support (e.g., re-allocating faculty time so that involvement in the Ph.D. program is coupled with decreased undergraduate and graduate responsibilities in the home department)
- Anticipated hiring growth in core departments
- Senior-level qualified doctoral students can engage in undergraduate teaching activities in the core departments

Consistent with practices in other Ph.D. programs both within and outside of UNC Charlotte, faculty who are assigned to teach doctoral courses, chair dissertation committees, become members of dissertation committees, and are highly productive scholars engaging in external funding activities will have teaching loads commensurate with these activities. Most typically, these primary faculty members will teach three to six hours of formal coursework and supervise master's theses and doctoral dissertations

It is also expected that having and collaborating with doctoral students will enhance the scholarly and research productivity of faculty in Organizational Science. Taken together the establishment and support of the doctoral program will serve to further enable faculty to engage in professional service, external funding, and scholarly research activities.

V. LIBRARY

- A. Provide a general statement as to the adequacy of present library holdings for the proposed program.**

See Appendix D

- B. State how the library will be improved to meet program requirements for the next five years. The explanation should discuss the need for books, periodicals, reference materials, primary source materials, etc. What additional library support must be added to areas supporting the proposed program?**

As indicated above, the Library's holdings should be able to meet the needs of the new program without specific, additional resources. See Appendix D

- C. Discuss the use of other institutional libraries**

The Library provides access to those materials not owned by the Library through a national Inter-Library Loan Network. Additional, online resources offer student access to full text resources not available within Atkins Library.

VI. FACILITIES AND EQUIPMENT

- A. Describe facilities available for the proposed program.**

The Department of Psychology currently has 18,781 square feet of teaching, laboratory, office, and administrative space. The Department will obtain an additional 1900 square feet in May of 2005 and an additional 5,768 square feet in January 2006. A portion of this space will be made available to Organizational Science for graduate student space, research labs, and meeting rooms.

- B. Describe the effect of this new program on existing facilities and indicate whether they will be adequate, both at the commencement of the program and during the next decade.**

The current space plus the additions expected in 2005 and 2006 should adequately meet the needs of the new program.

- C. Discuss any information technology services needed and/or available.**

The IT equipment and support available through the core departments and colleges are sufficient. The space to be assigned to the Organizational Science program will require several networked computers and related technology for use by doctoral students.

D. Discuss sources of financial support for any new facilities and equipment.

Computers and related technology would be supported by allocations to the Department of Psychology or the program for operating funds and/or one-time funds.

VII. ADMINISTRATION

Describe how the proposed program will be administered giving the responsibilities of each department, division, school, or college. Explain any inter-disciplinary or inter-unit administrative plans. Include an organizational chart showing the “location” of the proposed program.

As an interdisciplinary program, the Ph.D. in Organizational Science will be administered outside the traditional departmental structure. There will be a Director of the Organizational Science program. As the concentration of the program is in the College of Arts and Sciences, the Director will report directly the Dean of the College of Arts and Sciences. However, a consultative (dotted line) reporting relationship will exist with the Dean of the Belk College of Business Administration. (see Figure 3.)

An internal advisory committee will be created (by the Director in consultation with the Deans of the Colleges of Arts and Sciences and Business Administration) to provide counsel to the Director on program and student matters. This committee will meet regularly with the Director and will initially be composed of two faculty members each from the Departments of Psychology and Management, one faculty member each from the Department of Sociology and Anthropology and the Department of Communication Studies, and one graduate student in the doctoral program. The composition of the internal advisory committee will be re-evaluated every three years and can be reconfigured based on engagement and involvement in the proposed program.

There will be an external advisory committee composed of highly respected business leaders, practitioners, and academics. This six to ten member committee will meet once or twice a year to discuss macro strategic issues associated with the sustained health and growth of the Organizational Science program. Objectivity and an external perspective on issues directly and indirectly related to Organizational Science are two particular strengths that make this committee a useful piece of our proposed governance model.

The Director will meet regularly with the chairs of the four core departments about program matters. When necessary, the entire program faculty will be convened to review and develop policies and procedures for the program.

The Dean of the Graduate School is responsible for monitoring the quality of the graduate program, the final admission of graduate students, and appointment to the Graduate Faculty. The Graduate Dean acts in collaboration with the Deans Panel, which is administratively responsible for personnel, resource allocation and evaluation, and other issues related to the administration of the academic program.

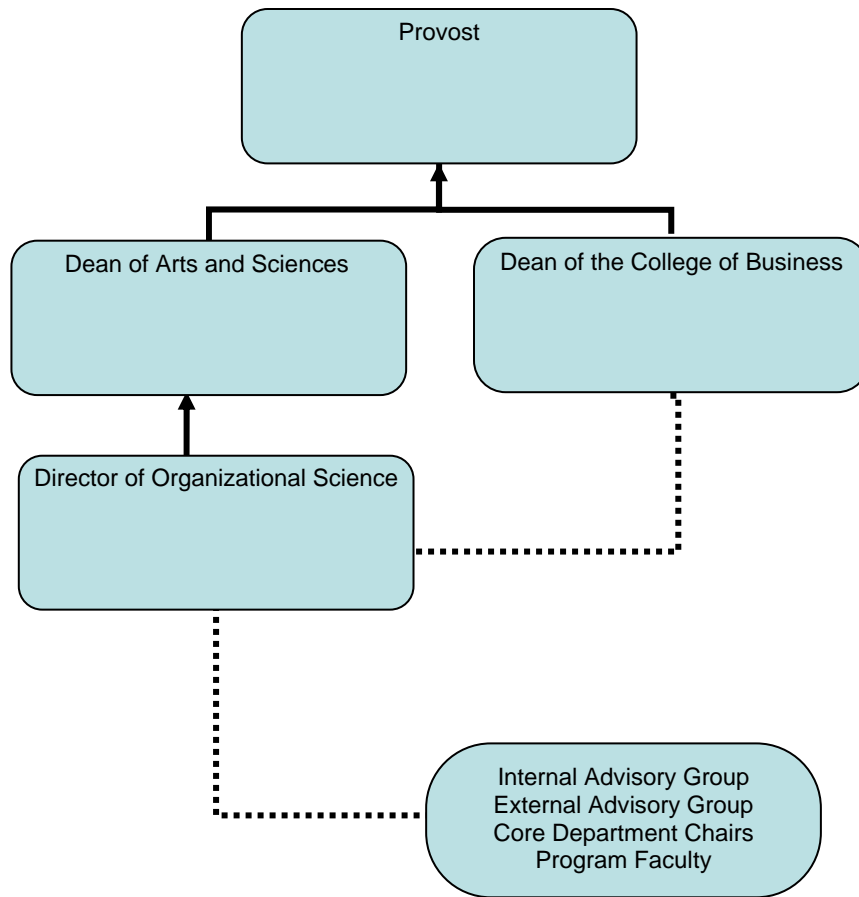


Figure 3

The Director of the program will assume day-to-day responsibilities for the graduate program. With consultation from the advisory groups, and department chairs, and the assistance of the doctoral faculty, the Director will be responsible for:

- Oversight of program administration, activities and materials
- Curriculum and conduct of the program. Course allocation and scheduling
- Recommending operating budgets and supervising expenditures; Budgeting and managing allocations for travel, equipment, graduate support, faculty support, communication and supplies
- Communicating assessment of the program and personnel to the chairs of all participating departments and Deans of the Colleges of Arts and Science and Belk College of Business Administration; Chairing meetings with the advisory groups and program faculty
- Student services (advising, special requests, graduation checks, routine student forms, misc. student problems).; Graduate student recruitment and evaluation; Assigning assistantships to students
- Thesis, comprehensive exam, dissertation, and internship processes

- Creation of subcommittees (e.g., Graduate Student Selection) on an as needed basis to effectively administer the program
- Representing the graduate program outside the core departments and University
- Program evaluation and monitoring
- Alumni Relations and Development
- Promoting scholarship in the program

VIII. ACCREDITATION

Indicate the names of all accrediting agencies normally concerned with programs similar to the one proposed. Describe plans to request professional accreditation. If the proposed new degree program is at a more advanced level than those previously authorized or if it is in a new discipline division, was SACS notified of a potential “substantive change” during the planning process? If so, describe the response from SACS and the steps that have been taken to date with reference to the applicable procedure.

There is no agency/organization that accredits Organizational Science programs.

IX. SUPPORTING FIELDS

Are other subject-matter fields at the proposing institution necessary or valuable in support of the proposed program? Is there needed improvement or expansion of these fields? To what extent will such improvement or expansion be necessary for the proposed program?

No improvement or expansion is needed.

X. ADDITIONAL INFORMATION

Include any additional information deemed pertinent to the review of this new degree program proposal.

Ability to Generate External Funding

The primary faculty affiliated with the proposed program has received substantial external funding in support of scholarship (more than \$1.2 million in external grants). Sustaining external funding is a high priority for the proposed program, thus faculty will continue activity to secure additional grant funding in the form of government grants and external contracts. Consultation with NSF and NIH program directors suggests that a large number of Organizational Science topics are “fundable.” Notable areas of funding in which faculty are presently engaged include group effectiveness, work-life issues, quality improvement initiatives, tele-working, technology in the workplace, and

employee health and well-being. The proposed program's primary faculty has already demonstrated its commitment and ability to pursue support for research in this area. Dr. Kim Buch, for example, has received five NSF grants over the past 10 years. Dr. Beth Rubin has not only secured funding from NSF in the past, but is serving a two-year term as Program Director for the Sociology program within NSF's Division of Social and Economic Sciences (SES). This invitation and appointment demonstrates that Dr. Rubin's funding qualifications are recognized on a national level because the program officer is responsible for long-range planning and development of the area of science represented, administration of the proposal review process and proposal recommendation, preparation of press releases, and serving as a liaison to other programs within the National Science Foundation, as well as other federal agencies and organizations.

Besides government funding for specific faculty research initiatives, we have identified an NSF funding opportunity to support the establishment and implementation of the Organizational Science program. The Cross-Directorate Program within the SES division of the National Science Foundation offers *Integrative Graduate Education and Research Traineeship Grant* (IGERT) to support innovations in graduate education and training. Central to IGERT Grants is supporting "new models for graduate education and training in a fertile environment for collaborative research that transcends disciplinary boundaries." IGERT-funded programs are research based, interdisciplinary and involve "a diverse group of faculty." Conversations with Bonney Sheahan, IGERT Program Director, suggest that the proposed Ph.D. in Organizational Science is a good candidate for funding. Thus, we will seek an IGERT grant to support the development of this program. The IGERT award, if obtained, will provide funding for students to pursue education full-time, as well as support curricular development of new courses the program requires. IGERT awards provide up to "\$3.0 M per award over 5 years, plus, for new awards, up to \$200K additional in the first year for appropriate purposes, and up to \$200K total per award for projects that include strongly integrated international research activities in years 2 - 5." The National Science Foundation also has a source of support, the program in Innovation and Organizational Change (IOC) that is concordant with the proposed program's characteristics. The IOC program supports the creation of new knowledge geared towards improving design effectiveness, administration and management of organizations. The program encourages an interdisciplinary approach that combines scholarly and applied activity. In addition, proposals that reflect a "real partnership between researchers and one or more organizations" receive funding priority. Desired modes of dissemination include not only publications in scholarly and practitioner journals but also workshops and conference presentations. Given the expected internships and connections with non-academic organizations as an integral part of the Organizational Science curriculum, we view IOC as tailor-made for supporting a variety of research initiatives by Organizational Science faculty and their students.

As an applied science, the topics studied in Organizational Science have direct applications to actual problems and issues confronting leaders and employees in the workplace. Consequently, the program faculty is in a unique position to receive grant funding in the form of external contracts with public and private organizations found locally, regionally, and nationally. External contracts enable faculty/student teams to provide outreach and needed services to organizations. At the same time, the faculty/student teams obtain both field data and financial support (e.g., assistantships,

summer funding, travel funding). The faculty associated with the program has an impressive history of successfully obtaining external contracts. The proposed Program Director, Steven Rogelberg, was the past director of the *Institute of Psychological Research and Application* at Bowling Green State University. Over his five-year tenure as institute director, he was directly involved in bringing in approximately 20 external contracts and \$500,000. These contracts (from small local organizations to large national organizations such as Proctor and Gamble) were all in support of research into the topics that define Organizational Science. It is our intention to propose an Organizational Science Center upon implementation to facilitate the establishment of external contracts and support the doctoral program.

XI. BUDGET

Provide estimates (using the attached form) of the additional costs required to implement the program and identify the proposed sources of the additional required funds. Use SCH projections (section II.C.) to estimate new state appropriations through enrollment increase funds. Prepare a budget schedule for each of the first three years of the program, indicating the account number and name for all additional amounts required. Identify EPA and SPA positions immediately below the account listing. New SPA positions should be listed at the first step in the salary range using the SPA classification rates currently in effect. Identify any larger or specialized equipment and any unusual supplies requirements.

For the purposes of the second and third year estimates, project faculty and SPA position rates and fringe benefits rates at first year levels. Include the continuation of previous year(s) costs in second and third year estimates.

Additional state-appropriated funds for new programs may be limited. Except in exceptional circumstances, institutions should request such funds for no more than three years (e.g., for start-up equipment, new faculty positions, etc.), at which time enrollment increase funds should be adequate to support the new program. Therefore it will be assumed that requests (in the “New Allocations” columns of the following worksheet) are for one, two, or three years unless the institution indicates a continuing need and attaches a compelling justification. However, funds for new programs are more likely to be allocated for limited periods of time.

Please see Appendix D for budget projects for the first three years of the program.

XII. EVALUATION PLANS

All new degree program proposals and degree program track descriptions must include an evaluation plan which includes: (a) the criteria to be used to evaluate the quality and effectiveness of the program, (b) measures to be used to evaluate the program, (c) expected levels of productivity of the proposed program/track for the first four years of

the program (numbers of graduates), (d) the names, addresses, and telephone numbers of at least three persons...qualified to review this proposal and to evaluate the program once operational, and (e) the plan and schedule to evaluate the proposed new degree program prior to the completion of its fifth year of operation once fully established.

A. Criteria to be used to evaluate the proposed program (not in an order of priority).

- (1) Success in extending educational opportunities and recruiting high quality students;
- (2) Success in helping the students to achieve high academic performance and professional development;
- (3) Success in promoting productive work relationships between students and faculty;
- (4) Success in retaining students with satisfactory performance;
- (5) Success in placing students in appropriate employment

B. Measures to be used to evaluate the program:

- (1) Measures to evaluate the program's success in extending educational opportunities and recruiting high quality students include:
 - a. Total number of applications received;
 - b. Quality of applicants in terms of standardized test scores (GRE/GMAT) and undergraduate Grade Point Averages;
 - c. Diversity of applicants in terms of geographic regions and demographics relative to other highly related disciplines;
 - d. Educational backgrounds of applicants in terms of undergraduate majors in related disciplines and percentage with bachelor's degrees vis-à-vis master's degrees;
 - e. Number of students enrolled;
 - f. Quality of students enrolled in terms of standardized test scores (GRE/GMAT) and undergraduate Grade Point Averages;
 - g. Diversity of students enrolled in terms of geographic regions and demographics
- (2) Measures to evaluate the program's success in helping students to achieve high academic performance and professional development include:
 - a. Funding levels for students;
 - b. Grades achieved in coursework;
 - c. Timely completions of courses, exams, and other required progresses as specified by program curriculum;
 - d. Individualized annual performance evaluations based on inputs from all faculty who have contact with the student, including primary mentors, assistantship supervisors, other advisors, and course instructors;
 - e. Student participations in professional organizations and presentations at professional conferences;
 - f. Student participations in professional publications and proposal development;
 - g. Annual student satisfaction survey and other feedbacks on program design, academic support, and quality of mentoring

- (3) Measures to evaluate the program’s success in promoting productive work relationships between students and faculty include:
 - a. Student participation in faculty research projects;
 - b. Student participation in grant proposal development;
 - c. Co-authored research papers, conference presentations, and publications between students and faculty;
- (4) Measures to evaluate the program’s success in retaining students with satisfactory performance include:
 - a. Student retention rate among those with satisfactory performance
- (5) Measures to evaluate the program’s success in placing students in appropriate employment include:
 - a. Average time to obtain relevant employment;
 - b. Type of employment, with special emphasis on percentage of graduates who obtain academic appointments;
 - c. Quality of employment (degree to which employment is appropriate for degree and degree level);
 - d. Employer feedback

C. Projected productivity levels (numbers of graduates):

	Year 1 (2006-2007)	Year 2 (2007-2008)	Year 3 (2008-2009)	Year 4 (2009-2010)	TOTALS
B					
M					
I/P					
D				1	

D. Recommended consultants/reviewers: Names, titles, addresses, e-mail addresses, and telephone numbers. May not be employees of the University of North Carolina.

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Wake Forest University
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E. Plan for evaluation prior to sixth operational year.

The internal advisory committee in consultation with the external advisory committee will conduct periodic systematic reviews of the program's goals and objectives, training model, and curriculum to ensure their appropriateness in relation to:

- (a) The University's mission and goals;
- (b) Local, regional, and national needs;
- (c) National standards of professional practice;

- (d) The evolving body of scientific and professional knowledge; and
- (e) Its graduates' job placements and career paths.

As part of the review, students will be formally surveyed on a yearly basis to identify their perceptions of program strengths and growth areas in relation to the training model and curriculum implemented. The results of all internal and external reviews will be shared with the faculty and student body of the program.

Year One – Evaluation efforts will focus on quality of applicants, admission procedures, and student qualifications. At the end of the first semester, the faculty will review the outcome of the first round of admissions and student progress to date to determine if changes are needed in recruitment and screening for the next round of admissions. Faculty will also obtain student and faculty feedback on the courses and portfolio requirements as implemented to date. Any changes will be developed through faculty planning and included in a revised doctoral handbook.

Year Two – The internal advisory committee will collect and review information on student quality, performance, participation in research, satisfaction, and retention. Admission procedures and results will continue to be monitored.

Year Three – The evaluation focus will be on the students' academic performance and professional development. The faculty will consider student progresses toward the first dissertations, as well as participations in faculty research and other professional activities. Information on student achievement will be reviewed to consider if faculty mentoring is providing mutual benefit to students and faculty.

Year Four – Students in the dissertation stage will be the focus. The main issues include progress in dissertation research, active participation in research, proposal development, and publication, employment preparation, and job search. By the end of the fourth year, the faculty will evaluate each graduating student as an independent organizational scientist and examine employment data to determine the program's success in placing students in academic and practical positions.

Year Five – Information can now be collected on all of the quality variables. A report will be prepared to evaluate program effectiveness, to summarize new measures implemented during the first four years and their results, to identify possible trends by comparing students in different cohorts, and to recommend changes for further improvement.

XIII. REPORTING REQUIREMENTS

Institutions will be expected to report on program productivity after one year and three years of operation. This information will be solicited as a part of the biennial long-range planning revision.

Proposed date of initiation of proposed degree program: January 2006

This proposal to establish a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor

A handwritten signature in black ink, appearing to read "J. A. Torfueal", is written over a horizontal line.

Date 4/27/2005

References

Klein, K. & Kozlowski, S.W.J (2000). Multilevel theory, research, and methods in organizations: Foundations, extensions, and new directions. San Francisco, Jossey-Bass/Pfeiffer.

March, J.G. (1996). Continuity and change in theories of organizational action. Administrative Science Quarterly, 41, 278-287

Roberts, K.H., Hulin, C.L, & Rousseau, D.M. (1978). Developing an interdisciplinary science of organizations. San Francisco, Jossey-Bass.

Rogelberg, S. G. & Laber, M. (2002). Securing our Collective Future: Challenges Facing Those Designing and Doing Research in Industrial and Organizational Psychology. In Rogelberg, S. (Ed.), Handbook of Research Methods in Industrial and Organizational Psychology. 479-485. London: Blackwell.

Appendices

Appendix A: The Needs Assessment and Evaluation Survey

Appendix B: Program Supporters

Appendix C: Bio Sketches/CVs

Appendix D: Library Evaluation

Appendix E: Letters of Support from Chairs

Appendix A

The Needs Assessment and Evaluation Survey

Seventy-nine (79) of 89 individuals who were invited to complete the survey returned usable responses. The sample was diverse with respect to geography, gender, discipline, type of university, and tenure. The sample was not random; rather, we sampled a diverse group of academics and practitioners, many of whom are leaders and influential figures in their respective fields. After providing an extensive discussion of the Organizational Science program, the survey assessed whether respondents perceived Organizational Science to be a viable discipline, whether they would hire a graduate from such a program, and whether they perceived a need for interdisciplinary training in Organizational Science, among other things.

Appendix B

Program Supporters

Supporters cross academic disciplines and represent some of the key leaders in Organizational Science.

Supporters include:

- Present and past editors of the most prestigious journals in each of the core disciplines (e.g., Journal of Applied Psychology, Academy of Management Journal, Organizational Research Methods, Personnel Psychology)
- Incoming and past presidents of the largest association of Industrial/Organizational Psychologists in the world (SIOP)
- Immediate past chair, Training and Development Division, National Communication Association
- Fellows (e.g., American Association for the Advancement of Science, Academy of Management, American Psychological Association, American Sociological Association and the National Communication Association)
- Chairs and directors of Psychology, Management, Sociology, and Communication Studies
- Business leaders including Senior Vice Presidents, Vice Presidents, and Directors of Human Resources of some of the largest and most well-respected companies in the United States including Pepsi, Ingersoll Rand, Wachovia, Bank of America, IBM, and HumRRO.

Peter Bachiochi, Associate Professor and Assistant Chair, Department of Psychology, Eastern Connecticut State

Bill Balzer, Dean, Bowling Green State University

Janet Barnes-Farrell, Associate Professor of Psychology, Director, I/O Graduate Program, Department of Psychology, University of Connecticut

Jerry Biberman, Department Chair, Professor of Management, Department of Management and Marketing, University of Scranton

Scott Brooks, Gantz Wiley Research, Minneapolis, MN

Dukjin Chang, Assistant Professor, Department of Sociology, Seoul National University

Allan H. Church, Vice President, Organization & Management Development, PepsiCo, Inc. Purchase, NY

Jeff Conte, Assistant Professor, Department of Psychology, San Diego State University

Russell Cropanzano, Professor, Department of Management and Policy, Eller College of Business, University of Arizona, Tucson, AZ

Maria DeRitis, Senior Vice President, Wachovia Corporation
Marcus Dickson, Associate Professor, Area Chair, I/O Psychology, Wayne State University

Fritz Drasgow, Department of Psychology, University of Illinois at Urbana-Champaign, Urbana-Champaign, IL

Michelle Duffy, Gatton Endowed Research Prof, School of Management, University of Kentucky, Lexington, KY

Lillian Berry, Associate Professor, Psychology Department, University of Georgia, Athens, GA

Eric Elder, Senior Vice President, Bank of America, Charlotte, NC

Jill Ellingson, Assistant Professor, Department of Management and Human Resources, Fisher College of Business, Ohio State University

Gerald R. Ferris, Professor of Management, DeSantis Professor of Business Administration, Director of the DeSantis Center for Executive Management Education, Dept. of Management Florida St. University

Lisa Finkelstein, Associate Professor of Psychology, Northern Illinois University,

Tom Giberson, Assistant Professor of Education, Oakland University
Rochester, MI

Rob Guardiola, Director, Project Development, The Workplace Group

Dan Hawkins, Vice President, Human Resources, Ingersoll Rand, Davidson, NC

David Holman, Institute of Work Psychology, University of Sheffield, Sheffield, UK

Arne Kalleberg, Kenan Professor, Department of Sociology, University of North Carolina - Chapel Hill

Jennifer Kaufman, Customer Leader, DeCotiisErhard, Inc., Colorado Springs, Colorado

John Kello, Department of Psychology, Davidson College, Davidson, NC

Deirdre Knapp, Program Manager, Human Resources Research Organization, Alexandria, VA

Robert W. Kolodinsky, Management Department, College of Business, James Madison University

S. Laborde, Manager, Team Development, Kelsey-Seybold Clinic, Houston, Texas

Des Leach, Institute of Work Psychology, University of Sheffield, Sheffield, UK

Alexandra Luong, Assistant Professor, Department of Psychology, University of Minnesota – Duluth

Anita McClough, Independent Consultant, Ohio

Daniel P. O'Shea, Leadership/Assessment Consultant, The Hartford Financial Services

Fred Oswald, Assistant Professor, Department of Psychology Michigan State University, East Lansing MI

Pamela Perrewe, Professor of Management, Florida State University, Tallahassee, FL

Rick Pollak, Partner, Provation, LLC, Stamford, CT

Ann Marie Ryan, Professor, Department of Psychology, Michigan State University, East Lansing, MI

J.M. Sanders, Dept. of Sociology, University of South Carolina, Columbia, SC

Rob Schmieder, Principal, Schmieder & Associates

Matthew Sederburg, Wachovia Corporation

Elizabeth Shoenfelt, Professor, Department of Psychology, Western Kentucky University

Sheryl Skaggs, Assistant Professor of Sociology, University of Texas, Dallas, TX

Daniel Skarlicki, Associate Professor, Sauder School of Business, University of British Columbia

Christiane Spitzmueller, Assistant Professor of Psychology, University of Houston

David Strang, Professor, Sociology Dept, Cornell University, Ithaca, NY

Mel Goldstein, Winthrop University, Rock Hill, SC

David Maume, Kunz Center for the Study of Work & Family, University of Cincinnati Cincinnati, OH

Dean T. Stamoulis, Russell Reynolds Associates, Atlanta, GA

John Scott, Applied Psych. Techniques, Inc, Darien, Ct

Carmelo J. Turillo, Instituto de Empresa, Madrid, Spain

Peter M. Kellet, Chair, Department of Communication Studies, UNC Greensboro

Teresa Styles, Chair, Department of Communication Studies, N.C. A & T University

Ian Taplin, Professor, Department of Sociology, Wake Forest University

Donald Tomaskovic-Devey, Department of Sociology, NC State University

Gregory H. Patton, Marshall School of Business, University of Southern California

Katherine Hawkins, Professor and Chair, Department of Communication Studies, Clemson University.

Scott Tonidandel, Assistant Professor, Department of Psychology, Davidson College

Peter Totterdell, Institute of Work Psychology, University of Sheffield, Sheffield, UK

Anne Tsui, Professor, W.P. Carey School of Business, Arizona State University

Joel Vaslow, HR Selection Systems Manager, Spring Staffing & Selection

Janine Waclawski, Director, Human Resources, Pepsi-Cola Company, Purchase, NY

Lesley Williams Reid, Assistant Professor, Department of Sociology, Georgia St. University, Atlanta, GA

Robert Yonker, Assistant Professor of Management, University of Toledo

Mike Zickar, Area Head, I/O Psychology, Bowling Green State University

Appendix C
Bio Sketches/CVs

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Blanchard, Anita	Assistant Professor		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of North Carolina at Chapel Hill	BS	1986	Mathematical Sciences
University of North Carolina at Chapel Hill	MS	1988	Operations Research
Claremont Graduate University	MA	1994	Psychology
Claremont Graduate University	PhD	2000	Organizational Psychology

PROFESSIONAL EXPERIENCE

2001-Present	Assistant Professor, Psychology, University of North Carolina at Charlotte
1999-2001	Assistant Professor, California State University
1996-1998	Lecturer, California State University at Fullerton
1995-1996	Lecturer, Fullerton College
1995-1999	Senior Research Associate and Project Manager
1994-1995	Computing and Statistics Consultant, Claremont Graduate University
1993-Present	Research consultant
1991-1992	Manager, Quantitative Analyst, American Express
1988-1991	Senior Quantitative Analyst, Citicorp POS Information Services

SCHOLARLY PUBLICATIONS/PRESENTATIONS/ADDRESSES (SELECTED RECENT)

Blanchard, A. (2004) The Effects of Dispersed Virtual Communities on Face-to-Face Social Capital. In M. Huysman and V. Wulf (Eds.) *Social Capital and Information Technology*. Cambridge, MA: MIT Press.

Blanchard, A. (2004). Blogs as virtual communities: Identifying a sense of community on the Julie/Julia Project. *Into the Blogosphere: Rhetoric, community and culture of weblogs*. L. Gurak, S. Antonijevic, L. Johnson, C. Ratcliff, & J. Reyman (Eds). University of Minnesota, [available online at] <http://blog.lib.umn.edu/blogosphere>.

Blanchard, A. L. (2004) Virtual behavior settings: An application of behavior settings theories to virtual communities. *Journal of Computer-Mediated Communication*, 9 (2) [available online at] <http://www.ascusc.org/jcmc/vol9/issue2/blanchard.html>.

Blanchard, A. L. & Markus, M.L. (2004). The experienced “sense” of a virtual community: Characteristics and processes. *The Database for Advances in Information Systems*, 33 (1), 64-79.

Ensher, E., Huen, C. & Blanchard, A. (2003). Online Mentoring And Computer-Mediated Communication: New Directions In Research. *Journal of Vocational Behavior*, 63, 264-288.

Blanchard, A. L., and Horan, T. (2000) Virtual communities and social capital, In G. D. Garson (Ed.) *Social Dimensions of Information technology: Issues for the new millennium*. Hershey, PA: Idea Publishing Group.

Blanchard, A. L., and Horan, T. (1998) Virtual communities and social capital, *Social Science Computer Review*, 16, 293-307.

Donaldson, S. I., & Blanchard, A. L. (1995) The seven health practices, wellbeing, and performance at work: Evidence for the value of reaching small and underserved worksites. *Preventative Medicine*, 24, 270-277.

Eveland, J. D., Blanchard, A., Brown, W., & Mattocks, J. (1995) The role of 'help networks' in facilitating use of CSCW tools. *The Information Society*, 11, 113-129.

RESEARCH FUNDING (SELECTED)

\$4,760: Junior Faculty Development Grant (2002)

\$1,000: Faculty Development (2000)

\$66,000: From the Getty Information Institute to Claremont (1998)

\$16,000: From John Randolph and Dora Haynes Foundation (1997)

HONORS/AWARDS/NOTABLE SERVICE/OTHER (SELECTED)

Fellowship Award, Claremont Graduate University (1995).

Fellowship Award, Claremont Graduate University (1994).

Jeness Hannigan Research Fellowship, Claremont Graduate University.

Fellowship Award, Claremont Graduate University (1993)

Johnston Scholarship, The University of North Carolina, Chapel Hill, NC (1982-1986).

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Buch, Kim Kreisler	Associate Professor		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Western Kentucky University	BS	1977	Education
Iowa State University	MA	1984	I/O Psychology
Iowa State University	PhD	1987	I/O Psychology

PROFESSIONAL EXPERIENCE

1994-Present Associate Professor, Psychology, University of North Carolina at Charlotte
1987-1994 Assistant Professor of Psychology, University of North Carolina at Charlotte

SCHOLARLY PUBLICATIONS/PRESENTATIONS/ADDRESSES (SELECTED)

Buch, K. & Tolentino, A. (revision under review) Employee Perceptions of Six Sigma Rewards. *Journal of Organization Development and Change*.

Buch, K. & Tolentino, A. (in press) Employee Expectancies for Six Sigma Success. *The Leadership and Organization Development Journal*.

Buch, K. (2003). Collaborative learning strategies. Invited panelist for UNC Charlotte Teaching Week.

Buch, K., & Bartley, S., (2002). Learning styles and training delivery mode preference. *The Journal of Workplace Learning*, 14, 1, pp. 5 – 10.

Buch, K., (2000). Supporting Student Success in the Classroom and Beyond. Organizer and panelist, UNC Charlotte Teaching Week.

Buch, K. & Rivers, D. (2001) TQM: The role of leadership and culture. *The Leadership & Organizational Development Journal*, 22, 7, 365-372.

Buch, K. & Wetzel, D., (2001). Analyzing and realigning organizational culture. *The Leadership and Organization Development Journal*, 22, 1&2, pp. 40 – 44.

Buch, K., & Sena, C., (2001). Accommodating diverse learning styles in the design and delivery of on-line learning experiences. *International Journal of Engineering Education*, pp. 1 – 6.

Wetzel, D., & Buch, K., (2000). Using a structural model to diagnose organizations and develop congruent interventions. *The Organization Development Journal*, 18, 4, pp. 9 – 19.

Eby, L.T., & Buch, K., (1998). The impact of adopting an ethical approach to employee dismissal during corporate restructuring. *Journal of Business Ethics*.

Buch, K., (1997). Managing the human side of change. *Library Administration & Management*, 11, (3), pp. 147 – 151. Part of a Special Section: Managing Change, pp. 146 – 156.

Buch, K., (1996). *Change: the only constant*. Keynote address at the American Library Association Annual Conference, NY, NY.

Shelnutt, J.W., & Buch, K., (1996). Using total quality principles for strategic planning and curriculum revision. *Journal of Engineering Education*, pp. 201 – 207.

Buch, K., & Shelnutt, J.W., (1995). UNC Charlotte measures the effects of its quality initiative. *Quality Progress*, 28, 7, pp. 73 – 78.

Eby, L., & Buch, K., (1995) . Job loss as career growth: Psychological responses to involuntary career transition. *The Career Development Quarterly*, 44, pp. 26 – 42.

Baucom, K., Buch, K., & Ray, N., (1995). Using total quality management in undergraduate admissions at the University of North Carolina-Charlotte: A case study. *College and University, Winter*, pp. 76 – 81.

RESEARCH FUNDING (SELECTED)

\$5,660: Senior Faculty Research Grant (2002) Topic: Participation and Performance in Total Quality Management.

\$20,000 National Science Foundation , (2001) Topic: Project Assessment Campus Implementation Team. Other PI: Audette, R.

\$20,000: National Science Foundation (2000) Topic: SUCCEED Project Assessment Campus Implementation Team. Other PI: Shelnutt, W.

\$26,360: National Science Foundation (1999) Topic: SUCCEED CFT Outcomes Assessment Activities at UNC Charlotte. Other PI: Shelnutt, W.

\$21,450: National Science Foundation (1998) Topic: SUCCEED CFT Outcomes Assessment Activities at UNC Charlotte. Other PI: Shelnutt, W.

\$11,380: The UNCC Faculty Grants Committee (1996) Topic: The relationship between thinking styles and team effectiveness. Other PIs: Shelnutt, W., & Middleton, S.

\$125,899: National Science Foundation (1992-1996) Topic: Quality improvement partnerships with industry: The first five year plan. Other PI: Shelnutt, W.

\$150,000: (1995). Proctor & Gamble (1995-6) Total quality preparation course: Quality improvement partnerships with industry. Funded by Proctor & Gamble. Other PI: Shelnutt, W.

\$9,174: The Association for Quality and Participation Research Program Topic: The effects of corporate downsizing on employee involvement programs and participants.

HONORS/AWARDS/NOTABLE SERVICE/OTHER (SELECTED)

Bank of America Excellence in Teaching Award Finalist, 2001.

Outstanding Faculty Award, Student Support Services, UNC Charlotte, 2001.

NationsBank Excellence in Teaching Award Finalist, 1996.

Elected member of the NationsBank Excellence Committee.

Outstanding Mentor, Ronald E. McNair Post-Baccalaureate Achievement Program, 1995.

Research featured in *Marketing to Women Newsletter*, July, 1992.

Research featured in *Training*, May, 1992, "Empowerment, After the Layoff."

Research abstracted in *Quality Abstracts*, Spring, 1992.

Research featured in *International Business Chronicle*, Winter, 1992.

Research featured in *The Wall Street Journal*, December 6, 1991.

Research featured in *The Charlotte Observer*, December, 1991.

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Cao, Yang	Assistant Professor in Sociology		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Renmin University of China	N.A.P.	1993	Sociology
Cornell University	MA	1995	Sociology
Cornell University	PhD	2000	Sociology

PROFESSIONAL EXPERIENCE

2003-Present Assistant Professor, Sociology, University of North Carolina at Charlotte
2000-2003 Assistant Professor, Sociology, Louisiana State University

SCHOLARLY PUBLICATIONS/PRESENTATIONS/ADDRESSES (SELECTED RECENT)

Cao, Y. (2004). Behind the rising meritocracy: Market, politics, and cultural change in urban China. Social Science Research, 33(3), 435-463.

Nee, V. & Cao, Y. (2004). Market transition and the firm: Institutional change and income inequality in urban China. Management and Organizations Review, 1(1), 23-56.

Nee, V. & Cao, Y. (2002). Postsocialist inequality: The causes of continuity and discontinuity. Research in Social Stratification and Mobility, 19, 3-39.

Cao, Y. (2001). Careers inside organizations: A comparative study of promotion determination in reforming China. Social Forces, 80(2), 683-712.

Cao, Y. & Nee, V. (2000). Comment: Controversies and evidence in the market transition debate. American Journal of Sociology, 105(4), 1175-1189.

Nee, V. & Cao, Y. (1999). Path dependent societal transformation: Stratification in hybrid mixed economies. Theory and Society, 28 (6), 799-834.

RESEARCH FUNDING (SELECTED)

\$3,500: UNCC Junior Faculty Grant (2004-2005). Topic: Foreign investment and multinational companies in China.

\$5,000: LSU Summer Research Stipend Award (2002). Topic: Ownership Transformation in Reforming China.

\$2,600: L. T. Lam Award for Research in Southern China (1996). Topic: Organizational Change and Stratification in Urban China.

HONORS/AWARDS/NOTABLE SERVICE/OTHER (SELECTED)

External Grant Reviewer for the National Science Foundation (2004).

Liu Memorial Award, Cornell University (2000).

Student Member of Editorial Board, Rationality and Society (1999-2000)

Robin Williams Jr. Best Graduate Student Paper Award, Cornell University (1999).

C.V. Starr Dissertation Fellowship, C.V. Starr Foundation (1999)

Lee Teng-hui Fellowship, East Asia Program, Cornell University (1996-1997)

Sage Fellowships, Cornell University (1993-1995)

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Gilmore, David Clark	Associate Professor		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Capital University	BA	1968	Psychology
The Ohio State University	MA	1972	I/O Psychology
The Ohio State University	PhD	1974	I/O Psychology

PROFESSIONAL EXPERIENCE

1979-Present	Associate Professor, Psychology, University of North Carolina at Charlotte
2004-Present	Adjunct Associate Professor, Belk College of Business, University of North Carolina at Charlotte
1985	Exchange Professor, Southampton University, England
1990-present	Adjunct Faculty Member, The Center for Creative Leadership, Greensboro, NC
1974-1979	Assistant Professor, Psychology, Illinois State University

SCHOLARLY PUBLICATIONS/PRESENTATIONS/ADDRESSES (SELECTED RECENT)

Gilmore, D. C., Stevens, C. K., Cook, G. H., & Ferris, G. R. (1999). Impression management tactics. In R. W. Eder & M. M. Harris (Eds.). The employment interview handbook: Thousand Oaks, CA: Sage.

Ferris, G.R., Perrewe, P. L., Anthony, W. P., & Gilmore, D.C. (2000). Political skill at work. Organizational Dynamics , 28, 4,25-37.

Ferris, G. R., Anthony, W. P., Kolodinsky, R., Gilmore, D. C., & Harvey, M. G. (2002) . Development of political skill. In C. Wankel & R. DeFillippi (Eds.), Rethinking management education. Greenwich, CT: Information Age Publishing.

Gilmore, D. C. (2002). Executive coaching. In G.R. Ferris, M.R. Buckley, & D.B. Fedor (Eds.), Human resources management: Perspectives, context, functions, and outcomes (4th ed. pp. 356-364). Upper Saddle River, NJ: Prentice-Hall.

Ferris, G.R., Perrewe, P. L., Anthony, W.P., & Gilmore, D.C. (2003). Political skill at work. In L. Porter, H. Angle, & R. Allen (Eds.), Organizational influence processes (2nd ed.). Armonk, NY: M. E. Sharpe.

Giacolone, R. & Gilmore, D. (2004). Using a different standard: The impact of applicant's expression of spiritual values on rater interest in additional information. Journal of Management, Spirituality, and Religion, 1, 34-50.

Foster-Thompson, L., Gilmore, D.C., & Cope, J.G. (2004). NCIOP celebrates ten years of survival. The Industrial-Organizational Psychologist, 42, 2, 81-85.

HONORS/AWARDS/NOTABLE SERVICE/OTHER (SELECTED)

North Carolina Industrial/Organizational Psychologists- Chair (2004), Program Chair (2003).

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Heggestad, Eric Donovan	Assistant Professor		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
St. Olaf College	BS	1993	Psychology
University of Minnesota	MA	1995	Personality Psychology
University of Minnesota	PhD	1997	Personality Psychology

PROFESSIONAL EXPERIENCE

2005-	Assistant Professor, Psychology, University of North Carolina at Charlotte
2000-2005	Assistant Professor, Psychology, Colorado State University
1998-2000	Research Scientist, Human Resources Research Organization
1997-1998	Personnel Research Psychologist, United States Air Force, Civilian Personnel

SCHOLARLY PUBLICATIONS/PRESENTATIONS/ADDRESSES (SELECTED RECENT)

Ackerman, P. L., & Heggestad, E. D. (1997). Intelligence, personality and interests: Evidence for overlapping traits. *Psychological Bulletin*, 121, 219-245.

Heggestad, E. D., & Kanfer, R. (2000). Individual differences in trait motivation: Development of the Motivational Trait Questionnaire. *International Journal of Educational Research*, 33, 751-777.

Heggestad, E. D., & Kanfer, R. (In press). The predictive validity of self-efficacy in training performance: Little more than past performance. *Journal of Experimental Psychology: Applied*.

Heggestad, E. D., Morrison, M., Reeve, C. L. & McCloy, R. A. (In press). Forced-choice assessments of personality for selection: Evaluating issues of normative assessment and faking resistance. *Journal of Applied Psychology*.

Hopp, P. J., Smith, C. A. P., Clegg, B. A., & Heggestad, E. D. (In press) A strategy of interruption management: Tactile cues and task switching performance. *Human Factors*.

Mueller-Hanson, R., Heggestad, E. D., & Thornton, G. C., III. (2003). Faking and selection: Considering the use of personality from select-in and select-out perspectives. *Journal of Applied Psychology*, 88, 348-355.

Reeve, C. L. & Heggestad, E. D. (2004). Gravitation, job complexity and vocational interests: The influence of general cognitive ability on the achievement of interest-job fit. *Journal of Occupational and Organizational Psychology*, 77, 385-402.

Kanfer, R., & Heggestad, E. D. (1997). Motivational traits and skills: A person-centered approach to work motivation. In B. M. Staw & L. L. Cummings (Eds.), *Research in organizational behavior* (Vol. 19, pp. 1-56). Greenwich, CT: JAI Press, Inc.

Kanfer, R. & Heggestad, E. D. (1998). Individual differences in motivation: Traits and self-regulatory skills. In P. L. Ackerman, P. C. Kyllonen, & R. D. Roberts (Eds.), *The future of learning and individual differences research: Processes, traits and content* (pp. 293-313). Washington, D.C.: American Psychological Association.

Hopp, P. J., Smith, C. A. P., Clegg, B. A., & Heggestad, E. D. (2004, April). Tactile interruption management: A resource-efficient method for managing multiple tasks. Paper presented at the 20th Annual Conference of the Society for Industrial and Organizational Psychology, Los Angeles, CA.

Morrison, M. & Heggstad, E. D. (2005, April). A comparison and self- and peer ratings of social competence. Paper presented at the 20th Annual Conference of the Society for Industrial and Organizational Psychology, Los Angeles, CA.

Krauss, D., Kersting, M., Heggstad, E. D., & Thornton, G. C., III. (2005, April). Criterion validity of cognitive ability tests and assessment centers. Paper presented at the 20th Annual Conference of the Society for Industrial and Organizational Psychology, Los Angeles, CA.

Meyer, R. D., Reeve, C. L., Heggstad, E. D., & McCloy, R. A. (2005, April). Cognitive mapping strategies of responses to multidimensional forced-choice personality items. Paper presented at the 20th Annual Conference of the Society for Industrial and Organizational Psychology, Los Angeles, CA.

Hopp, P. J., Smith, C. A. P., Clegg, B. A., & Heggstad, E. D. (2004, April). Managing multiple workplace tasks: Tactile cues and task switching performance. Paper presented at the 19th Annual Conference of the Society for Industrial and Organizational Psychology, Chicago, IL.

Ward, J. R. & Heggstad, E. D. (2004, April). What is goal orientation anyway?: Disentangling goals, traits and situations. Paper presented at the 19th Annual Conference of the Society for Industrial and Organizational Psychology, Chicago, IL.

Ellingson, J. E., & Heggstad, E. D. (2003, April). The viability of retesting and warnings for controlling faking tendencies. Symposium presented at the 18th Annual Conference of the Society for Industrial and Organizational Psychology, Orlando, FL.

Hastey, K. C., Heggstad, E. D., & Chen, P. Y. (2003, April). Differential effects of faking on the validity of noncognitive measures. Symposium presented at the 18th Annual Conference of the Society for Industrial and Organizational Psychology, Orlando, FL.

Heggstad, E. D. (2003, April). Practical considerations for implementing personality testing in organizations. Session chair. Symposium presented at the 18th Annual Conference of the Society for Industrial and Organizational Psychology, Orlando, FL.

Heggstad, E. D. & Hastey, K. C. (2003, April). Faking as more than error: Causes, consequences, and identification. Session co-chair. Symposium presented at the 18th Annual Conference of the Society for Industrial and Organizational Psychology, Orlando, FL.

Heggstad, E. D. (2002, April). Defining the motivational trait nomological network: Discussant comments. Symposium presented at the 17th Annual Conference of the Society for Industrial and Organizational Psychology, Toronto, Ontario, Canada.

RESEARCH FUNDING

\$83,000: Human Resources Research Organization (2001-2003). Topic: Forced-Choice Assessment Methods Other PIs: McCloy, R. A., Reeve, C.

\$69,000: Human Resources Research Organization (1999-2001). Topic: Forced-Choice Assessment Methods Other PIs: McCloy, R.A.

HONORS/AWARDS/NOTABLE SERVICE/OTHER (SELECTED)

Editorial Board: Journal of Management (2003 - present).

Editorial Board: Military Psychologist (2004 - present).

SIOP Awards Committee (2004-2005); chair Flanagan Award for best student contribution; member S. Raines Wallace Award for best dissertation.

SIOP Program Chair, APS conference (2005).

Service on a Technical Advisory Panel for the Army Research Institute (2000-present).

Eva O. Miller Fellowship, University of Minnesota (1995).

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Henle, Chris	Assistant Professor		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of Northern Iowa	BA	1995	Psychology/Management
Colorado State University	MS	1998	I/O Psychology
Colorado State University	PhD	2001	I/O Psychology

PROFESSIONAL EXPERIENCE

2001-Present	Assistant Professor, Management, University of North Carolina at Charlotte
2004-Present	Adjunct Assistant Professor, Department of Psychology, University of North Carolina at Charlotte
2000-2001	Recruiter, CyberCrop.com
1999-2000	Instructor, Department of Management, University of Colorado at Denver
1996-2000	Office Assistant and then Editorial Assistant, Journal of Applied Psychology
1998-1999	Job Analyst, Decotiis Erhard Strategic Consulting Group
1995, 2001	Instructor, Department of Management, Colorado State University

SCHOLARLY PUBLICATIONS/PRESENTATIONS/ADDRESSES

Henle, C. A. (accepted). Relationship between employee personality and workplace deviance. Journal of Managerial Issues.

Henle, C. A., Giacalone, R. A., & Jurkiewicz, C. L. (in press). The role of ethical ideology in workplace deviance. Journal of Business Ethics.

Henle, C. A., Tepper, B. J., Giacalone, R. A., & Duffy, M. K. (2005, April). Types, sources, and moderators of workplace deviance norms. Poster to be presented at the meeting of the Society for Industrial and Organizational Psychology, Los Angeles, CA.

Tepper, B. J., Henle, C. A., Giacalone, R. A., & Taylor, E. C. (2004, August). Coworker-directed abusive supervision: Tests of main and interactive effects. In J. Greenberg & M. Roberge (Co-chairs), Insidious workplace deviance behavior: Causes and consequences. Symposium conducted at the meeting of the Academy of Management, New Orleans, LA.

Henle, C. A., Giacalone, R. A., & Jurkiewicz, C. L. (2004, April). The role of ethical ideology in workplace deviance. Poster presented at the meeting of the Society for Industrial and Organizational Psychology, Chicago, IL.

Henle, C. A. & Hogler, R. L. (2004). The duty of accommodation and the Workplace Religious Freedom Act of 2003: Bad policy and worse law. Labor Law Journal, *55*, 155-165.

Henle, C. A. (2004). Case review of the legal status of banding. Human Performance, *17*, 415-432.

Aguinis, H., & Henle, C. A. (2003). The search for universals in cross-cultural organizational behavior. In J. Greenberg (Ed.), Organizational behavior: The state of the science (2nd ed., pp. 373-411). Mahwah, NJ: Lawrence Erlbaum.

McWhorter, L. B., Henle, C. A., & Byrne, Z. (2003, October). An investigation of organizational justice and job performance outcomes associated with strategic performance measurement system use. Paper presented at the Accounting, Behavior and Organizations section meeting of the American Accounting Association, Denver, CO.

Henle, C. A. (2003, April). Evaluation of the legal status of banding. In E. D. Heggstad (Facilitator), Interactive posters: Selection. Interactive poster session conducted at the meeting of the Society for Industrial and Organizational Psychology, Orlando, FL.

Henle, C. A. (2003, April). Getting undergraduate students involved in the classroom. In C. A. Prehar (Chair), Teaching activities for undergraduate courses in industrial-organizational psychology. Symposium conducted at the meeting of the Society for Industrial and Organizational Psychology, Orlando, FL.

Aguinis, H., & Henle, C. A. (2002). Ethics in psychological research. In S. G. Rogelberg (Ed.), Handbook of research methods in industrial and organizational psychology (pp. 34-56). Malden, MA: Blackwell Publishers.

Henle, C. A. (2002, August). Predicting workplace deviance from the interaction between organizational justice and personality. In D. J. Glew (Chair), Deviance and counterproductive behavior at work. Paper session conducted at the meeting of the Academy of Management, Denver, CO.

Tepper, B. J., Duffy, M. K., & Henle, C. A. (2002, November). Development and test of an opportunity model of abusive supervision. In T. Domagalski (Chair), What's big brother up to? Negative social relationships at the workplace. Interactive paper session at the meeting of the Southern Management Academy, Atlanta, GA.

Aguinis, H., Henle, C. A., & Ostroff, C. (2001). Measurement in work and organizational psychology. In N. Anderson, D. S. Ones, H. K. Sinangil, & C. Viswesvaran (Eds.), Handbook of industrial, work & organizational psychology, (Vol. 1, pp. 27-50). Thousand Oaks, CA: Sage.

Aguinis, H., & Henle, C. A. (2001). Effects of nonverbal behavior on perceptions of a female employee's power bases. Journal of Social Psychology, 141, 537-549.

Aguinis, H., & Henle, C. A. (2001). Empirical assessment of the ethics of the bogus pipeline. Journal of Applied Social Psychology, 31, 352-375.

Aguinis, H., Henle, C. A., & Beaty, J. C. (2001). Virtual reality technology: A new tool for personnel selection. International Journal of Selection and Assessment, 9, 70-83.

Aguinis, H., Henle, C. A., & Beaty, J. C. (2001, April). Virtual reality technology: A new tool for personnel selection. In M. A. Donovan & F. L. Oswald (Co-Chairs), Web-based and virtual reality assessments: Emerging technologies in I/O psychology. Symposium conducted at the meeting of the Society for Industrial and Organizational Psychology, San Diego, CA.

Hogler, R., & Henle, C. A. (2000, August). Managing ideologies: The evolution of employment contracts in the United States. In D. U. Hunt (Chair), Historical concepts in employee contracts, pay satisfaction, and rent appropriation. Symposium conducted at the meeting of the Academy of Management, Toronto, Canada.

RESEARCH FUNDING

\$7,500: Wachovia Fund Fellowship (2003-2004). Topic: Cyberloafing in the Workplace.

\$5,000: Childress Klein Research Grant (2002-2003). Topic: Workplace Deviance Norms.

HONORS/AWARDS/NOTABLE SERVICE/OTHER (SELECTED)

Committee Member: SIOP Electronic Communications Committee (2004 – present).

Faculty Advisor: Society for Human Resource Management, UNCC Student Chapter (2001 – present).

Runner-up: UNCC Alpha Kappa Psi Teaching Award (2003).

Member of Advisory Panel: UNCC Certificate Program in Human Resources (2001– 2002, 2004 – present).

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Lee, Jo Ann	Associate Professor		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of Georgia	BA	1973	Psychology
University of Georgia	MS	1977	Psychology
University of Georgia	PhD	1980	Psychology

PROFESSIONAL EXPERIENCE

1990-Present	Associate Professor, Department of Psychology, University of North Carolina at Charlotte.
2002-2003	Coordinator of the Industrial/Organizational Psychology Master's Program, UNC Charlotte
1993-1999	Coordinator of the Industrial/Organizational Psychology Master's Program, UNC Charlotte
1990-1991	American Psychological Association Congressional Fellow, Subcommittee on Aging of the Senate and Human Resources Committee.
1983-1990	Assistant Professor, Department of Psychology, University of North Carolina at Charlotte.
1982-1983	Personnel Research Psychologist, Navy Personnel Research & Development Center, San Diego, California.
1980-1981	Assistant Professor, Department of Psychology, Louisiana State University.

SCHOLARLY PUBLICATIONS/PRESENTATIONS/ADDRESSES (SELECTED RECENT)

- Lee, J. A., & Mendoza, J. L. (1981). A comparison of techniques which test for job differences. *Personnel Psychology, 34*, 731-748.
- Chinn, R. N., Lee, J. A., & Brooks, P. (1984). Effect of age and color on Embedded Figures Test performance across the life span. *Southern Psychologist, 2*, 8-11.
- Lee, J. A., & Clemons, T. C. (1985). Factors affecting employment decisions about older workers. *Journal of Applied Psychology, 70*, 785-788.
- Lee, J. A., Moreno, K. E., & Sympson, J. B. (1986). The effects of mode of test administration on test performance. *Educational and Psychological Measurement, 46*, 467-474.
- Lee, J. A. (1986). The effects of past computer experience on computerized aptitude test performance. *Educational and Psychological Measurement, 46*, 727-733.
- Golkasian, P. K., & Lee, J. A. (1988). A computerized laboratory for general psychology. *Teaching of Psychology, 15*, 98-100.
- Lee, J. A. (1988). The effects of cognitive style on rating accuracy with an overall rating scale. *Human Performance, 1*, 261-271.
- Palmer, H. T., & Lee, J. A. (1990). Female workers' acceptance in traditionally male-dominated blue-collar jobs. *Sex Roles, 22*, 607-626.
- Lee, J. A., & Whitford, M. B. (1992). Effects of performance feedback on teachers' self-evaluations. *Psychological Reports, 71*, 323-331.

Lee, J. A., & Young, C. (1992). Validation of a mathematics quiz used to place engineering technology transfer students. *Journal of Engineering Technology*, 9, 31-34.

Lee, J. A. (1993). Special problems of the older gay employee. In L. Diamant (Ed.), *Homosexual issues in the workplace*. Washington, DC: Taylor & Francis.

Lee, J. A. (1994). The effects of cognitive style and training on performance ratings. *Journal of Business and Psychology*, 8, 297-308.

Lee, J. A., DeLeon, P. H., Wedding, D., & Nordal, K. (1994). Psychologists' role in influencing Congress. *Professional Psychology: Research and Practice*, 25, 9-15.

Davis-Underwood, M., & Lee, J. A. (1994). Evaluation of the University of North Carolina at Charlotte Freshman Seminar. *Journal of College Student Development*, 35, 17-18.

Shenk, D., & Lee, J. A. (1995). Meeting the educational needs of service-providers: The effects of a continuing education program on self-reported knowledge and attitudes about aging. *Educational Gerontology*, 21, 671-681.

Lee, J. A. (1997). Balancing elder care responsibilities and work: Two empirical studies. *Journal of Occupational Health Psychology*, 2, 220-228.

Lee, J. A., Castella, D. M., & Middleton, S. (1997). Faculty perceptions of academe's evaluation system. *Journal of Engineering Education*, 86, 263-267.

Lee, J. A., Castella, D. M., & McCluney, M. (1997). Sexual stereotypes and perceptions of competence and qualifications. *Psychological Reports*, 80, 419-428.

Lee, J. A. (1999). Defining elder care. *Psychological Reports*, 84, 625-626.

Laborde, S., Lee, J. A. (2000). Skills needed for promotion within the nursing profession. *The Journal of Nursing Administration*, 30, 432-439.

Lee, J. A., Walker, M., & Shoup, R. (2001). Balancing elder care responsibilities and work: The impact on emotional health. *Journal of Business and Psychology*, 16, 277-289.

Diamant, L., & Lee, J. A. (Eds.) . (2002). *The Psychology of Sex, Gender, and Jobs: Issues and Solutions*. Westport, CT: Praeger.

RESEARCH FUNDING (SELECTED)

\$5,500: Foundation of the University of North Carolina at Charlotte (2002). Topic: Values, work/family conflict, and job satisfaction.

\$4,100: Foundation of the University of North Carolina at Charlotte (1996). Topic: Balancing eldercare responsibilities and work.

\$4,100: Foundation of the University of North Carolina at Charlotte (1995). Topic: Eldercare responsibilities and work performance.

\$4,100: Foundation of the University of North Carolina at Charlotte (1994). Topic: The development of workshop modules on writing a thesis.

\$84,824: National Science Foundation (1987). Topic: Computer-based laboratory in general psychology.

\$2,900: Foundation of the University of North Carolina at Charlotte (1986). Topic: The effects of cognitive style and rating format on differential accuracy of raters.

\$2,500: Foundation of the University of North Carolina at Charlotte (1984). Topic: The effects of training on computerized aptitude test performance and anxiety.

HONORS/AWARDS/NOTABLE SERVICE/OTHER (SELECTED)

Congressional Science Fellowship Recipient: American Psychological Association (1990-1991)

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Long, Shawn Duane	Assistant Professor		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Tennessee State University	BS	1995	H.R.A.
Tennessee State University	M.P.A.	1997	Public Administration
University of Kentucky	Ph.D.	2002	Organizational Communication

PROFESSIONAL EXPERIENCE

2000-Present Assistant Professor, Communication Studies, University of North Carolina at Charlotte
1997-2000 Teaching Assistant, The University of Kentucky
1995-1997 Graduate Assistant, The University Honors Program, Tennessee State University

SCHOLARLY PUBLICATIONS/PRESENTATIONS/ADDRESSES (SELECTED RECENT)

Long, S.D., Kohut, G., Picherit-Duthler, G. (2005). Understanding newcomer assimilation in virtual team socialization. Encyclopedia of Information Science and Technology. Idea Group Publishing.

Pichert-Duther, G., Long, S.D., Kohut, G. (2004). Newcomer assimilation in virtual team socialization. In S. Godar & S.P.Ferris (Eds.), Virtual and Collaborative Teams: Process, Technologies, & Practice. Idea Group Publishing.

Long, S.D. (2004). Working without papers. In J. Keyton & P.Shockley-Zalabak (Eds.), Case Studies for Organizational Communication: Understanding Communication Processes. Roxbury Publishing.

Long, S.D. (2004). Working without papers. In J. Keyton & P. Shockley-Zalabak (Eds.), Instructor's Manual for Case Studies for Organizational Communication: Understanding Communication Processes. Roxbury Publishing.

Afifi, W.A., Morse, C., Morgan, S.E., Long, S.D., Reichert, R., Stephenson, M., Alvaro, E., and Harrison, T.R. (2004). Examining the decision to talk with family about organ donation: A test of the Theory of Motivation Information Management. Presented to the annual meeting of the National Communication Association, Chicago.

Long, S.D. (2003, November). Rethinking Organizational Discourse: Negative stereotyping as an antecedent condition of equitable transaction. Accepted at the National Communication Association, Miami, Florida.

Long, S.D. (2001, August). Organizational Dialogue: Perceptions of African American Student Communication in Post Secondary Institutions. Accepted at the Joint International Conference of Hispanic and Latino Studies and African American Studies, Cancun, Mexico.

Long, S.D. (2001, February). Intra-Organizational Communication: An Examination of African American Undergraduate Communication in Institutional Dialogue. Presented to the National Association of African American Studies, Houston, Texas.

Long, S.D. (2000, February). Pseudo Diversification: African-American voices in organizational decision-making for public sector specialized schools. Presented to the National Association of African American Studies, Houston, Texas

Long, S.D. (1999, November). Rethinking diversity training: A critical analysis of

diversity education in contemporary organizations. Presented to the National Communication Association, Chicago, Illinois.

Long, S.D. (1999, April). Dual paradigmatic issues in organizations: Implications for African American organizational members. Presented to the College of Communication and Information Studies Graduate Symposium, University of Kentucky, Lexington, KY.

Long S.D. (1999, February). Cultural segmentation of students at a public university: An analysis of the African American student experience. Presented to the National Association of African American Studies, Houston, Texas.

RESEARCH FUNDING (SELECTED)

U.S. Department of Health and Human Services (2002-Present). Topic: "The University Worksite Organ Donation Campaign". P.I.: Morgan, S.E.

National Endowment of the Humanities- Johnson C. Smith. (2004). Topic: "Transforming organizational monologues into dialogues"

The Ronald McNair Program-The University of North Carolina at Charlotte. (2004). Topic: Effective Public Speaking in the Research Environment.

City of Charlotte (2001). Qualitative and quantitative data assessment of internal organizational culture.

Bank of America. (2000). Topic: The Art of Strategic Communication.

Rosa Parks Elementary Magnet School. (1999). Created strategies to increase minority enrollment in school. Worked closely with diversity committee in the creation, dissemination and analysis of survey data. Provided recommendations for future development.

HONORS/AWARDS/NOTABLE SERVICE/OTHER (SELECTED)

Top Paper Award Recipient, National Communication Association

Southern Regional Educational Board Graduate Award

Chancellor's Award for Outstanding Teaching, The University of Kentucky

Multicultural Teaching Fellow, University of Nebraska-Lincoln

Outstanding Graduate Student Teacher in Department of Communication, International Communication Association

Southern Regional Educational Board Doctoral Scholar

Lyman T. Johnson Fellow, University of Kentucky

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Pugh, Steven Douglas	Assistant Professor		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
College of William and Mary, VA Tulane University, New Orleans, LA	BA PhD	1990 1997	Psychology Organizational Behavior

PROFESSIONAL EXPERIENCE

2001-Present Assistant Professor, Management, University of North Carolina at Charlotte
2003-Present Adjunct Assistant Professor, Psychology, University of North Carolina at Charlotte
1997-2001 Assistant Professor, Psychology, San Diego State University
1995-1997 Instructor, A.B. Freeman School of Business, Tulane University

SCHOLARLY PUBLICATIONS/PRESENTATIONS/ADDRESSES (SELECTED RECENT)

Barkley, L.; Skarlicki, D. P., & Pugh, S. D. (in press). Exploring the Role of Emotions in Fairness Perceptions and Retaliation. Journal of Applied Psychology.

Dietz, J., & Pugh, S.D. (2004). I say tomato, you say domate: Differential reactions to English-only workplace policies by persons from immigrant and non-immigrant families. Journal of Business Ethics, *52*, 365-379.

Dietz, J., Pugh, S.D., & Wiley, J. (2004). Service Climate Effects on Customer Attitudes: An Examination of Boundary Conditions. Academy of Management Journal, *47*, 81-92.

Pugh, S. D., Skarlicki, D. P., & Passell, B. S. (2003). After the Fall: Layoff Victims' Trust and Cynicism in Re-employment. Journal of Occupational and Organizational Psychology, *76*, 201-212.

Pugh, S. D., Dietz, J., Wiley, J. W., & Brooks, S. M. (2002). Driving Service Effectiveness Through Employee-Customer Linkages. Academy of Management Executive, *16*, 73-84.

Pugh, S. D. (2002). Emotion Regulation in Organizations: Causes, Costs, and Consequences. In R. Lord, R. Klimoski, and R. Kanfer (Eds.), Emotions at Work (pp. 147-182). San Francisco: Jossey-Bass.

Folger, R., & Pugh, S. D. (2002). The Just World and Winston Churchill: An Approach/Avoidance Conflict About Psychological Distance When Harming Victims. In Ross, M. & Miller, D.T. (Eds.) The Justice Motive in Everyday Life (pp. 168-186). New York: Cambridge University Press.

Pugh, S. D. (2001). Service with a Smile: Emotional Contagion in the Service Encounter. Academy of Management Journal, *44*, 1018-1027.

Brief, A. P., Dietz, J., Cohen, R. R., Pugh, S. D., & Vaslow, J. B. (2000). Just doing business: Modern racism and obedience to authority as explanations for employment discrimination. Organizational Behavior and Human Decision Processes, *81*, 72-97.

Brief, A. P., Buttram, R. T., Reizenstein, R. M., Pugh, S. D., Callahan, J. D., McCline, R. L., & Vaslow, J. B. (1997). Beyond good intentions: The next steps toward racial equality in the American workplace. Academy of Management Executive, 11, 59-72.

Konovsky, M. A., & Pugh, S. D. (1994). Citizenship behavior and social exchange. Academy of Management Journal, 37, 656-669.

RESEARCH FUNDING (SELECTED)

\$5000: Childress Klein Research Fellowship. Belk College of Business Administration, University of North Carolina at Charlotte. 2002.

\$7500: Wachovia Fund Fellowship. Belk College of Business Administration. University of North Carolina at Charlotte. 2004.

HONORS/AWARDS/NOTABLE SERVICE/OTHER (SELECTED)

UNC Charlotte University Strategic Planning Advisory Committee, 2004

Faculty Research Grants Committee, 2004-present

Invited Speaker: University of North Carolina at Charlotte's Spotlight on Research Series, April 10, 2003

Organizational Science Ph.D. Planning Committee

Belk College of Business MBA Curriculum Committee

Society for Industrial and Organizational Psychology, Conference Steering Committee, 2003-present

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Reeve, Charlie Lucian	Assistant Professor		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of Minnesota-Twin Cities	BA	1997	Psychology
Bowling Green State University	MA	1998	I/O Psychology
Bowling Green State University	PhD	2001	I/O Psychology

PROFESSIONAL EXPERIENCE

2004-Present	Assistant Professor, Psychology, University of North Carolina at Charlotte
2001-2004	Assistant Professor, Psychological Sciences, Purdue University
2000-2001	Research Assistant, Human Resources Research Organization
1996-1997	Research Specialist, Questar Data Systems

SCHOLARLY PUBLICATIONS/PRESENTATIONS/ADDRESSES (SELECTED)

Reeve, C. L., Rogelberg, S.G., Spitzmüller, C. & DiGiacomo, N. (In Press). The “caring-killing” paradox: Euthanasia-related strain among animal shelter workers. Journal of Applied Social Psychology.

Heggstad, E.D., Morrison, M., Reeve, C. L., & McCloy, R.A. (In Press). Forced-choice assessments for selection: Evaluating issues of normative assessment and faking resistance. Journal of Applied Psychology.

Reeve, C. L. (2004). Differential ability antecedents of general and specific dimensions of declarative knowledge: More than g. Intelligence, 32, 621-652.

Reeve, C. L., & Schultz, L. (2004). Job seeker reactions to selection process information in job ads. International Journal of Selection and Assessment, 12, 343-355.

Reeve, C. L., & Heggstad, E. D. (2004). Differential relations between general cognitive ability and interest-vocation fit. Journal of Occupational and Organizational Psychology, 77, 385-402.

Reeve, C.L., Spitzmüller, C., Rogelberg, S., Walker, A., Schultz, L., & Clark, O. (2004). Animal-shelter workers’ adjustment to euthanasia-related work: Identifying turning-point events through retrospective narratives. Journal of Applied Animal Welfare Science, 7, 1-25.

Highhouse, S., Stanton, J.M., & Reeve, C.L. (2004). Examining reactions to employer information using a simulated web-based job fair. Journal of Career Assessment, 12, 85-96.

Reeve, C. L., & Hakel, M. D. (2002). Asking the right questions about g. Human Performance, 15, 47-74.

Reeve, C. L., & Smith, C. S. (2001). Refining Lodahl and Kejner’s Job Involvement scale with a convergent evidence approach: Applying multiple methods to multiple samples. Organizational Research Methods, 4, 91-111.

Reeve, C. L., & Hakel, M. D. (2000). Toward an understanding of adult intellectual development: Investigating within person convergence of interest and knowledge profiles. Journal of Applied Psychology, 85, 897-908.

Reeve, C. L. (in press). Individual differences. In N.J. Salkind, K. DeRuyck, & K. Rasmussen (Eds.), The Encyclopedia of Human Development. Thousand Oaks, CA: Sage.

Lam, H. & Reeve, C.L. (2004, April). A closer look at the relation between test perceptions, test taking motivation, and ability-test performance: Do non-ability factors really matter? Symposium paper presented in J. Cortina & M. Ingerick's (Co-Chairs), Understanding the Consequences of Applicant Reactions, at the 19th Annual conference of the Society for Industrial and Organizational Psychology, Chicago, IL.

Highhouse, S., Reeve, C. L., & Brooks-Laber, M. (2003, April). Where do you place the negative stuff? How negative should you be? Who cares? Symposium paper presented in R. Cober and D. Brown's (Co-Chairs), The effects of on-line recruiting information on job seeker perceptions, at the 18th Annual conference of the Society for Industrial and Organizational Psychology, Orlando, FL.

McCloy, R. A., Heggstad, E. D., & Reeve, C. L. (2002, April). A Silk Purse from the Sow's Ear: Retrieving Normative Information from Multidimensional Forced-Choice Items. Symposium paper presented at the 17th Annual conference of the Society for Industrial and Organizational Psychology, Toronto, Canada.

Bonaccio, S., & Reeve, C. L. (2005). Attribute diagnosticity, choice set complexity and the decoy effect. Paper to be presented at the 20th Annual conference of the Society for Industrial and Organizational Psychology, Los Angeles, CA.

Meyer, R., Reeve, C. L., Heggstad, E.D., & McCloy, R.A. (2005). Cognitive mapping strategies of responses to multidimensional forced-choice personality items. Paper to be presented at the 20th Annual conference of the Society for Industrial and Organizational Psychology, Los Angeles, CA.

Olson, T., & Reeve, C. L. (2005). Using self-determination theory to understand the motives underlying citizenship behavior. Paper to be presented at the 20th Annual conference of the Society for Industrial and Organizational Psychology, Los Angeles, CA.

RESEARCH FUNDING

\$75,000: The Humane Society of the United States (2004-2006). Topic: "Dirty workers" stress and well-being.

Other PI: S. Rogelberg

\$6,000: UNCC Junior Faculty Grant (2005-2006). Topic: National benchmarking of employee proactive socialization behaviors and impact on work adjustment outcomes.

\$490: Purdue University's Dean's Incentive Program (2002). Topic: Multilevel data analysis.

\$4,910: The Humane Society of the United States (2002-2003). Topic: Critical periods in the careers of animal-shelter workers.

\$10,000: The Humane Society of the United States (2001). Topic: Animal euthanasia as a workplace stress and psychological well-being of animal-shelter workers. Other PI: Rogelberg, S.G.

\$83,640: The Human Resources Research Organization (2001). Topic: Psychometric and faking resistance properties of multidimensional forced-choice scales. Other PIs: R.A. McCloy & E.D. Heggstad.

HONORS/AWARDS/NOTABLE SERVICE/OTHER

Associate Editor, The Encyclopaedia of Industrial and Organizational Psychology, Sage Publishing, California (In progress)

Awarded honorary membership in Golden Key National Honor Society (2003)

Nominee for the William A. Owens Scholarly Achievement Award, Society for Industrial Organizational Psychology (2003)

Recipient of Dissertation Research Fellowship (\$13,750), Bowling Green State University (2000-2001)

Recipient of the Bonnie A. Sandman Award for Excellence in I-O Psychology (\$2,500), Bowling Green State University (2000)

Recipient of the 1999 Charles E. Shanklin Award for Research Excellence in Social Sciences (\$750), Bowling Green State University

Recipient of the 1999 I-O Academic Challenge Summer Fellowship (\$1,750), Bowling Green State University

Member, Organizational Science Doctoral Program Planning Committee (2004 -)

Member, Undergraduate I-O Minor planning committee (2004)

Psy-Club and Psi Chi Faculty Advisor (2004-)

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Rogelberg, Steven Gary	Associate Professor and Director		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Tufts University	BS	1989	Psychology
University of Connecticut	MA	1992	I/O Psychology
University of Connecticut	PhD	1994	I/O Psychology

PROFESSIONAL EXPERIENCE

2003-Present	Associate Professor, Psychology, University of North Carolina at Charlotte
2003-Present	Director, I/O Psychology Program, University of North Carolina at Charlotte
2003-Present	Adjunct Associate Professor, Belk College of Business, University of North Carolina at Charlotte
1994-2003	Assistant Professor and then Associate Professor, Psychology, Bowling Green State University
2000-2003	Director, Institute for Psychological Research and Application, Bowling Green State University
2001-2002	Guest Professor, Institute of Work Psychology, University Sheffield, England (Sabbatical)
2001-2002	Guest Professor, ZUMA, University of Mannheim, Germany (Sabbatical)

SCHOLARLY PUBLICATIONS/PRESENTATIONS/ADDRESSES (SELECTED RECENT)

Rogelberg, S. G. (Ed.) (In Progress). The Encyclopedia of Industrial and Organizational Psychology, Sage Publishing, California.

Rogelberg, S. G. (Ed). (2002, 2004). Handbook of Research Methods in Industrial and Organizational Psychology. London: Blackwell.

Rogelberg, S. G., Leach, D.J., Warr, P.B., & Burnfield, J.L. (In Press). “Not another meeting!” Are Meeting Time Demands Related to Employee Well-Being? Meeting Time Demands and Employee Well-Being? Journal of Applied Psychology

Rogelberg, S.G. & Fuller, J.A. (In Press). Helping those who help others: The necessity, benefits, and challenges associated with pro bono work. Organizational Development Journal

Luong, A. & Rogelberg, S.G. (In press). Meetings and more meetings: The relationship between meeting load and the daily well-being of employees. Group Dynamics.

Reeve, C. L., Rogelberg, S.G., Spitzmüller, C. & DiGiacomo, N. (In Press). The “caring-killing” paradox: Euthanasia-related strain among animal shelter workers. Journal of Applied Social Psychology.

Leach, D. J., Wall, T. D., Rogelberg, S. G., & Jackson, P. R. (In Press). Team autonomy, performance, and member job strain: Uncovering the teamwork KSA link. Applied Psychology: An International Review

Rogelberg, S.G. & Gill, P.M. (2004). The Growth of Industrial and Organizational Psychology: Quick Facts. The Industrial Psychologist, 42, 25-27.

Rogelberg, S.G., Conway, J.M., Sederburg, M.E., Spitzzuller, C., Aziz, S. & Knight, W.E. (2003) Profiling active and passive nonrespondents to an organizational survey. Journal of Applied Psychology, 88, 1104-14.

Burnfield, J. L., Rogelberg, S. G., Leach, D. J., & Warr, P. B. (2003). Laying a solid foundation for Internet surveys: An international case study. Journal of e-Commerce and Psychology, 3(3), 89 - 106.

McClough, A. & Rogelberg, S.G. (2003) Selection in teams: An exploration of the teamwork knowledge, skills,

and ability test. International Journal of Selection and Assessment, 11, 56 - 66.

Rogelberg, S.G., O'Connor, M.S., & Sederburg, M. (2002). Using the stepladder technique to facilitate the performance of audioconferencing groups. Journal of Applied Psychology, 87, 994-1000.

Rogelberg, S. G. (2002). The "All-Around" Academic: Improving Teaching and Maintaining Research Productivity. The Industrial-Organizational Psychologist, 40, 2, 41-47.

Rogelberg, S. G., Fisher, G. G., Maynard, D, Hakel, M.D., & Horvath, M. (2001). Attitudes Toward Surveys: Development of a Measure and its Relationship to Respondent Behavior. Organizational Research Methods, 3-25.

Stanton, J.S. & Rogelberg, S. G. (2001). Using Internet/Intranet web pages to collect organizational research data. Organizational Research Methods, 4 199-216.

Hoffman, J. R., & Rogelberg, S. G. (2001). All Together Now? College Students' Preferred Project Group Grading Procedures. Group Dynamics: Theory, Research, and Practice, 5, 33-40.

Andrews, T., & Rogelberg, S. G. (2001). A new look at service climate: Its relationship with owner service values in small businesses. Journal of Business and Psychology, 16, 119-131.

Mellor, S., Mathieu, J. E., Barnes-Farrell, J. L., & Rogelberg, S. G. (2001). Employees' nonwork obligations and organizational commitments: A new way to look at the relationships. Human Resource Management Journal, 40, 171-184.

Rogelberg, S. G., Luong, A., Sederburg, M., & Cristol, D. (2000). Studying noncompliance to survey requests. Journal of Applied Psychology, 85, 284-293.

RESEARCH FUNDING (SELECTED)

\$75,000: The Humane Society of the United States (2004-2006). Topic: "Dirty Workers", stress and well-being. Other PI: Reeve, C.

\$6,000: UNCC Senior Faculty Grant (2005-2006). Topic: National trends, perceptions of, and unintended outcomes associated with meeting at work

\$5,715: Proctor and Gamble (2003). Topic: Internet test equivalency. Other PI: Zickar, M.

\$10,000: The Humane Society of the United States (2001-2003). Topic: Euthanasia related stress.

\$44,760: National Society of Black Engineers (2000). Topic: Recruitment and retention of minorities. Other PI: Stanton, J.

\$9,336: Spartan Stores Inc. (2000). Topic: Survey research methods.

\$5,660: The Andersons, Inc. (1999-2000). Topic: Sexual harassment in the workplace.

\$22,570: National Society of Black Engineers (1999). Topic: Recruitment and retention of minorities. Other PI: Stanton, J.

\$38,254: Brush Wellman (1998-1999). Topic: Employee health and safety. Other PI's: O'Brien, W., & Smith, C.

HONORS/AWARDS/NOTABLE SERVICE/OTHER (SELECTED)

Guest Editor, Organizational Research Methods, Feature: Nonresponse to Organizational Surveys (2004 -)

Named Chair of Education and Training for the Society of Industrial and Organizational Psychology (2004 -).

SIOP Executive Board Member (2004 -)

Chair, Organizational Science Planning Committee (2004 -)

Editorial Board: SIOP Professional Practice Book Series (2003 - present).

Recipient of the BGSU Authors and Artist Award given by The Friends of University Libraries (2002).

Named 2001 Bowling Green State University UPA/Psi Chi Professor of the Year.

Nominated for the SIOP 2000-2001 Distinguished Early Career Contributions Award.

Bowling Green State University December 2000 Commencement Speaker.

Recipient of the Bowling Green State University Master Teacher Award (1999).

APA Editorial Board: Group Dynamics: Theory, Research, and Practice (1999-2002).

Editorial Board: The Industrial-Organizational Psychologist (1998-2001).

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Rubin, Beth A.	Associate Professor		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
SUNY-New Paltz	BA	1977	Sociology
University of Indiana-Bloomington	MA	1980	Sociology
University of Indiana-Bloomington	PhD	1983	Sociology

PROFESSIONAL EXPERIENCE

- 2004-2006 Program Director, Sociology Program, *National Science Foundation*
- 2002-Present Associate Professor, Department of Management, UNC-Charlotte and Adjunct Associate Professor, Dept. of Sociology and Anthropology, University of North Carolina-Charlotte.
- 1992 - 2002 Associate Professor, Department of Sociology, Tulane University
- 1998- 2002 Adjunct Associate Professor, A.B. Freeman School of Business
- 1989 - 1992 Assistant Professor, Department of Sociology, Tulane University
- 1983 - 1989 Assistant Professor, Department of Sociology, Cornell University
- 1978 - 1982 Associate Instructor, Department of Sociology, Indiana University

SCHOLARLY PUBLICATIONS/PRESENTATIONS/ADDRESSES (SELECTED RECENT)

- 2004 Denise Cobb and Beth A. Rubin "Contradictory interests, tangled power and disorganized organization." Accepted for publication in *Administration and Society*.
- 2004 Sue Falter Mennino, Beth A. Rubin and April Brayfield. "Home-to job and job-to-home spillover: the impact of demanding jobs, company policies and workplace cultures." *The Sociological Quarterly*. (in press).
- 2003 Lesley Williams-Reid and Beth A. Rubin, "Integrating economic dualism and labor market segmentation: the effects of race, gender, and employment status on work outcomes, 1972-1996. *Sociological Quarterly* 44:405-432.
- 2000 Bernice Pescosolido and Beth A. Rubin, "The web of group affiliations revisited: social life, postmodernism and sociology" Special Millennium Issue of the *American Sociological Review*, 65:52-76.
- 1998 James D. Wright and Beth A. Rubin. "Les Sans-Domicile aux États-Unis: Leçon Tirées De Quince Années de Recherche" *Societes Contemporaines*, 30:35-66.
- 1997 Brian T. Smith and Beth A. Rubin. "From displacement to reemployment: job acquisition in the flexible economy." *Social Science Research* 26 (3):292-308.
- 1995 Beth A. Rubin "Flexible accumulation, the decline of contract and social transformation." *Research in Social Stratification and Mobility* 14: 297-323.
- 1992 Beth A. Rubin, James D. Wright and Joel A. Devine. "Unhousing the poor: the Reagan Legacy," *Journal of Sociology and Social Welfare* 2(3):937-956.
- 1992 Beth A. Rubin and Brian T. Smith. "Forged ties: cooperation and conflict in the metals industries." *Social Science Research* 21(2):115-132.
- 1992 Beth A. Rubin. "Limits to institutionalization?: a sectoral analysis of strike settlement rates." *Research in Social Stratification and Mobility* 11: 177-202.

1991 James D. Wright and Beth A. Rubin. "Is homelessness a housing problem?" *Housing Policy Debate* 2(3):321-340.

1991 Beth A. Rubin and Brian T. Smith, "Strike durations in the United States: selected comparisons from the public and private sectors." *The Sociological Quarterly* 32 (5): 85-101.

1989 Michael Wallace, Larry Griffin and Beth Rubin, "The positional power of American labor, 1963-1977." *American Sociological Review*, 54:197-214.

1988 Beth Rubin, "Inequality in the working class: the unanticipated consequences of union organization and strikes." *Industrial and Labor Relations Review*, 41(4):553-566.

1988 Michael Wallace, Beth Rubin, and Brian T. Smith, "American labor law: its impact on working class militancy, 1901-1980." *Social Science History*, 12(1): 1-29.

1986 Beth Rubin, "Class struggle American style: unions, strikes and wages." *American Sociological Review*, 51:618-633.

1986 Larry Griffin, Michael Wallace and Beth Rubin, "Capitalist resistance to the organization of labor before the New Deal: why? how? success?" *American Sociological Review*, 51:147-167.

1986 Beth A. Rubin, "Trade union organization, labor militancy and labor's share of national income in the United States, 1949-1978." *Research in Social Stratification and Mobility*, 5:223-242.

1983 Beth A. Rubin, Larry J. Griffin and Michael E. Wallace, "Provided only that their voice was strong: insurgency and organization of American labor from NRA to Taft Hartley." *Work and Occupations*, 10(3):325-342.

RESEARCH FUNDING (SELECTED)

\$6,000: Senior Faculty Research Grant (2002). Topic: "An exploratory study of a new temporal structure in contemporary organizations."

\$7,172: Dissertation Improvement Grant, National Science Foundation (2000). Topic: "Economic restructuring, political ideologies and urban crime."

\$95,000: Campus Affiliates Program, Tulane University, U.S. Department of Housing and Urban Development (1998-1999). Topic: "HANO Research"

\$60,000: Louisiana Educational Quality Support (1999-2003). Topic: "Recruitment of Superior Graduate Students in the Social Sciences."

\$76,000: U.S. Department of Housing and Urban Development (1997-1998). Topic: C.J. Peete Public Housing Community Survey.

\$70,278: U.S. Department of Housing and Urban Development (1996). Topic: C.J. Peete Public Housing Community Survey I.

HONORS/AWARDS/NOTABLE SERVICE/OTHER (SELECTED)

Sutherland Teaching Award for excellence in teaching, Indiana University, Department of Sociology.

Graduated Summa Cum Laude, State University of New York, College of New Paltz.

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Scheid, Teresa L.	Associate Professor		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Heidelberg College	BA	1979	Sociology
Texas A&M University	MS	1982	Sociology
North Carolina State University	PhD	1986	Sociology

PROFESSIONAL EXPERIENCE

1995-Present	Associate Professor, Psychology, University of North Carolina at Charlotte
2000-2004	Executive Director of the Health Services Research Academy, University of North Carolina at Charlotte
1998-2003	Graduate Coordinator, Sociology Program, University of North Carolina at Charlotte
2000-2002	Honorary Senior Lecture in Health and Social Policy, University of Wales-Swansea
1997-1998	Visiting Associate Professor, University of Wisconsin-Madison
1988-1990	Director of Sociology, Saint Vincent College, Latrobe, Pennsylvania
1986-1990	Assistant Professor, Saint Vincent College, Latrobe, Pennsylvania

SCHOLARLY PUBLICATIONS/PRESENTATIONS/ADDRESSES (SELECTED RECENT)

T.L. Scheid. 2004. *Tie a Knot and Hang On: Delivering Mental Health Care in a Turbulent Environment*. Hawthorne, NY: Aldine De Gruyter Press.

T.L. Scheid. 2004. "Service System Integration: Panacea for Chronic Care Populations?" *Research in the Sociology of Health Care*, Volume 22: 143-160.

M. Plescia, D.R. Joyner, and T.L. Scheid. 2004 "A Regional Health Care System Partnership with Local Communities to Impact Chronic Disease." *Preventing Chronic Disease* (Serial online). Available from: URL: http://www.cdc.gov/pcd/issues/2004/Oct/04_0020.htm.

T.L. Scheid. 2004. "Stigma as a Barrier to Employment: Psychiatric Disability and the Impact of the American with Disabilities Act." *International Academy of Psychiatry And Law*. Forthcoming.

T.L. Scheid 2003. AManaged Care and the Rationalization of Mental Health Services.@ *Journal of Health and Social Behavior*. 44 (1): 142-161.

T.L. Scheid. 2002. AManaged Care, Managed Dollars, Managed Providers:Ethical Dilemmas in Mental Healthcare.@ *HealthCare Ethics Committee Forum*,14 (2):

T.L. Scheid and M.C. Suchman. 2001. ARitual Conformity to the Americans WithDisabilities Act: Coercive and Normative Isomorphism.@ *Research in Social Problems and Public Policy*, Volume 9: 101-136.

T.L. Scheid. 2001. AMedical Sociology: Diversity and Integration.@ Review Essay.*Contemporary Sociology* 30: 110-113.

T.L. Scheid. 2001. ACoercion in Mental Health Services.@ Review Essay. *Mental Health Services* 115-118.

T.L. Scheid. 2000. A Rethinking Professional Prerogative: Managed Mental Health Care Providers. @ *Sociology of Health and Illness* 17: 700-19

RESEARCH FUNDING (SELECTED)

\$124,511: SAMSHA (2001-2003). Topic: Evaluation of the Mecklenburg County Integrated HIV Service Planning Project for At-Risk and Ethnic Groups.

\$10,000: UNC-C Research Support Grant (2001-2002). Topic: Impact of Managed Care on the Long Term Care Sector.

\$4,900: UNC-C Faculty Research Grant (1998). Topic: Analysis of Managed Mental Health Care

\$8,050: UNC-C Research Support Grant (1998-1999). Topic: Long Term Care Services: An Evolving System

\$8,000: UNC-C Faculty Research Grant (1996). Topic: "Business Conformity to the American with Disabilities Act: Employment of Those with Mental Disabilities."

\$4,100: UNC-C Faculty Research Grant (1995). Topic: "Mental Illness as Disability: Employment Opportunities and Obstacles"

\$3,975: UNC-Charlotte Faculty Research Grant (1992). Topic: "Changing Models of Community Care for the Chronically Mentally Ill."

HONORS/AWARDS/NOTABLE SERVICE/OTHER (SELECTED)

1997 Obermann Fellow (ADA, Work and Disability Policy)

Phi Kappa Phi, Alpha Kappa Delta

Magna Cum Laude, Heidelberg College

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Siegfried, William David, Jr.	Associate Professor		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Trinity College, Hartford, Ct.	BA	1967	Psychology
Long Island University, Greenville, NY	MA	1969	General Experimental
The Ohio State University Columbus, OH	PhD	1972	Psychology I/O Psychology

PROFESSIONAL EXPERIENCE

1995-Present	UNC Charlotte Uptown, Director	¾ time
	Associate Professor of Psychology	¼ time
1991 - 1995	Office of Academic Affairs, faculty associate	½ time
	Associate Professor of Psychology	½ time
1989 - 1991	Interim Chair, Department of Psychology	
1983 - 1989	Coordinator, Masters program in I/O Psychology	
1976 - 1981	Assistant Professor	
1972 - 1976	Active duty Captain, US Army Organizational Effectiveness Training Center	

SCHOLARLY PUBLICATIONS/PRESENTATIONS/ADDRESSES (SELECTED RECENT)

- Siegfried, W. D. (1990, June). *Curricula for Master's Training*. Paper presented at the National Conference on Applied Master's Training in Psychology. Norman, OK. Also published in the conference Proceedings.
- Ekeberg, S., Switzer, F. & Siegfried, W. D. (1991, April). *What do you do with a Master's degree in I/O Psychology?*. Symposium presented at the annual meeting of the Society for Industrial Organizational Psychology. St. Louis.
- Siegfried, W. D. (1992, April). *Developments related to Master's level training in I/O Psychology*. Roundtable presented at the annual meeting of the Society for Industrial Organizational Psychology. Montreal.
- Lowe, R. H. & Siegfried, W. D. (1993, March). *Education and employment in psychology at the master's level*. Roundtable held at the annual meeting of the Southeastern Psychology Association, Atlanta.
- Siegfried, W. D. *Masters level training in I/O*. (1993, April). Participant in a roundtable presented at the Annual meeting of the Society for Industrial/Organizational Psychology, San Francisco.
- Siegfried, W. D. & Cann, A. A. (1994, March) *Perceptions of Managers on the Five Personality Factors*. Paper presented at the annual meeting of the Southeastern Psychological Association, New Orleans.
- Lowe, R. H., Siegfried, W. D., & Gehlman, S. (1994, April). *Master's level education in I/O Psychology: Academic and Professional Issues*. Roundtable conducted at the annual meeting of the Society for Industrial/Organizational Psychology, Nashville.
- Siegfried, W. D., Cann, A. A., & Petrie, L. (1995, March). *Sex differences in perceptions of leadership effectiveness*. Paper presented at the annual meeting of the Southeastern Psychological Association, Savannah.
- Siegfried, W. D., Lowe R. H., & Hanson, G. (1996, March) *Defining a viable role for masters in Psychology*. . Interest session conducted at the annual meeting of the Southeastern Psychological Association, Norfolk.
- Lowe, R. H., Kottke, J. L., & Siegfried, W. D. (1996, April) *Where the guidelines stop: Implementing a master's curriculum in I/O Psychology*. Roundtable presented at the annual meeting of Society for Industrial/Organizational Psychology, San Diego, Ca.
- Cochran, K., Buch, K. K., Howard, P. & Siegfried, W. D. (1999, March). *Relationship between explanatory style and the five-factor personality theory*. Paper presented at the annual meeting of the Southeastern Psychological Association, Savannah, Ga.

- Hardy, K. & Siegfried, W. D. (2000, March). *The effects of structured training on employee turnover and performance*. Paper presented at the annual meeting of the Southeastern Psychological Association, New Orleans, La.
- Siegfried, W. (2000, March). *Introduction of the SEPA Presidential Address* by Rosemary Hays-Thomas. Presented at the annual meeting of the Southeastern Psychological Association, New Orleans, La.
- Lee, J. A., Hanson, G., Andrasik, F. & Siegfried, W. D. (2000, March). *The future of applied master's programs in Psychology*. Interest group presented at the annual meeting of the Southeastern Psychological Association, New Orleans, La.
- Hays-Thomas, R. & Siegfried, W. D. (2001, April). *Teaching the Application of I-O Psychology*. Panel presented at the annual meeting of the Society for Industrial and Organizational Psychology, San Diego, Ca.
- Lee J. A., Hays-Thomas, R., Siegfried, W. D. & Koppes L. L. (2003, April) *Masters Programs - Should they be Accredited?* Education Forum presented at the annual meeting of the Society for Industrial and Organizational Psychology, Orlando, FL.
- Hays-Thomas, R. & Siegfried, W. D. (2004, April) *Applying I/O Psychology in Higher Education Administration: Opportunities and Challenges*. Panel discussion co-chaired at the annual meeting of the Society for Industrial and Organizational Psychology, Chicago, IL.

HONORS/AWARDS/NOTABLE SERVICE/OTHER

The Psychologist Manager Journal, Associate Editor, Appointed 2002

Executive Committee, Council of Applied Masters Programs in Psychology, 1993 – 1996

Board Member, North American Association of Master's in Psychology, 1993 - 1997

SIOP, Member of the Education and Training Committee 1989 – 1992

Program site reviews:

The University of Wisconsin-Oshkosh

San Francisco State

Francis Marion University

The University of West Florida

Middle Tennessee State University

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Tepper, Bennett Jay	Professor of Management		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Ohio State University	BS	1984	Psychology
University of Miami	MS	1989	Organizational Psychology
University of Miami	PhD	1990	Organizational Psychology

PROFESSIONAL EXPERIENCE

2000-Present Professor, Management, University of North Carolina at Charlotte
2000-2004 Chair, Department of Management, University of North Carolina at Charlotte
1996-2000 Associate Professor, Management, University of Kentucky
2000 Gatton Research Fellow, University of Kentucky
1996-2000 Ashland Oil Research Professor, University of Kentucky
1996-1999 Direct of Graduate Studies, Management, University of Kentucky
1996-1998 Area Coordinator, Management, University of Kentucky.
1990-1996 Assistant Professor, Management, University of Kentucky

SCHOLARLY PUBLICATIONS/PRESENTATIONS/ADDRESSES (SELECTED RECENT)

Tepper, B. J., Duffy, M. K., Hoobler, J. M., & Ensley, M. D. (2004). Moderators of the relationship between coworkers' organizational citizenship behavior and fellow employees' attitudes. Journal of Applied Psychology, 89, 455-465.

Tepper, B. J., & Taylor, E. C. (2003). Relationships among supervisors' and subordinates' procedural justice perceptions and organizational citizenship behaviors. Academy of Management Journal, 46, 97-105.

Zellars, K., & Tepper, B. J. (2003). Beyond social exchange: New directions for organizational citizenship behavior theory and research. In J. J. Martocchio and G. R. Ferris (Eds.) Research in Personnel and Human Resource Management, Volume 22, 395-424. JAI Press: Oxford, England.

Zellars, K., Tepper, B. J., & Duffy, M. K. (2002). Abusive supervision and subordinates' organizational citizenship behavior. Journal of Applied Psychology, 87, 1068-1076.

Tepper, B. J. (2001). Health consequences of organizational injustice: Tests of main and interactive effects. Organizational Behavior and Human Decision Processes, 86, 197-215.

Tepper, B. J., Duffy, M. K., & Shaw, J. (2001). Personality moderators of the relationship between abusive supervision and subordinates' resistance. Journal of Applied Psychology, 86, 974-983.

Tepper, B. J., Lockhart, D., & Hoobler, J. M. (2001). Justice, citizenship, and role definition effects. Journal of Applied Psychology, 86, 789-796.

Tepper, B. J. (2000). Consequences of abusive supervision. Academy of Management Journal, 43, 178-190.

RESEARCH FUNDING (SELECTED RECENT)

\$5,820: UNC Charlotte Senior Faculty Grant (2004-2005). Topic: Abusive supervision in the workplace.
\$35,824: Kentucky Transportation Cabinet (1999-2000): Topic: Employee attitudes.

\$17,255: Gatton Research Grant Program (1999-2000): Topic: Organizational justice and citizenship behavior.

\$15,586: Gatton Research Grant Program (1998-1999): Topic: Abusive supervision and subordinates' health outcomes.

HONORS/AWARDS/NOTABLE SERVICE/OTHER (SELECTED)

Guest Editor, Leadership Quarterly, Feature: Destructive Leadership (2004-2006)

Board Member, Southern Management Association (2004-2006).

Editorial Board: Journal of Management (2003 - present).

Editorial Board: Organizational Analysis (2004-present).

Track Chair, Human Resources/Careers, Southern Management Association, 2004.

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Welbourne, Jennifer L.	Assistant Professor		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Carroll College	BS	1992	Psychology, German
Ohio State University	PhD	1999	Social Psychology

PROFESSIONAL EXPERIENCE

2002-present	Assistant Professor of Psychology, University of North Carolina-Charlotte
1999-2002	Staff fellow, Health Communications Research Branch, National Institute for Occupational Safety and Health (NIOSH), Centers for Disease Control and Prevention (CDC), Morgantown, WV
2000-2002	Visiting Assistant Professor of Psychology, West Virginia University
2000	Detail Appointment, Office of the Director, NIOSH/CDC, Washington, DC
1997-1998	Training Grant Fellow, National Institute of Mental Health Training Grant Fellowship, Ohio State University

SCHOLARLY PUBLICATIONS AND PRESENTATIONS (SELECTED RECENT)

Welbourne, J., & Booth-Butterfield, S. (in press). Using the theory of planned behavior and a stage model of persuasion to evaluate safety message for firefighters,. Health Communication.

Booth-Butterfield, S., Welbourne, J., Williams, C., & Lewis, V. (accepted with revisions at Health Communication). Formative field experiments of a NIOSH Alert to reduce the risks to fire fighters from structural collapse: Applying the cascade framework.

Booth-Butterfield, S. & Welbourne, J. (2002). The Elaboration Likelihood Model. In M. Pfau, & J. Dillard (Eds.), Persuasion Handbook: Developments in Theory and Practice. Sage Publications.

Welbourne, J. (2001). Changes in impression complexity over time and across situations. Personality and Social Psychology Bulletin, 27, 1071-1085.

Welbourne, J. (1999). The impact of perceived entity on inconsistency resolution for groups and individuals. Journal of Experimental Social Psychology, 35, 481-508.

Skowronski, J., & Welbourne, J. (1997). Conditional probability may be a biased measure of associative strength. Social Cognition, 15, 1-12.

Booth-Butterfield, S., Welbourne, J., Ott, S., Williams, T., Clough Thomas, K., & Lawryk, N. (under review). A Standard Model communication intervention to increase adoption of federal government safety recommendations.

Roberston, S., Welbourne, J., & Scotti, J. (under review). Effects of Individualism-Collectivism and imagery on workplace safety attitudes and beliefs.

Cann, A., Norman, A., Welbourne, J., & Calhoun, L. (under review). Predicting Relationship Satisfaction using Humor Style, Attachment Style, and Conflict Resolution Style

Welbourne, J., Eggerth, D., Williams, T., & Sanchez, F. (January, 2005). Coping styles at work: Relationships with attributional style, wellness construal, and job satisfaction. Presented at the annual meeting of the Society for Personality and Social Psychology, New Orleans, LA.

Williams, T., Welbourne, J., Eggerth, D., & Sanchez, F. (November, 2004). Relationships between Stress, Job Satisfaction, Coping Style, and Attributional Style among Nurses. Poster presented at the American Public Health Association annual meeting, Washington, DC.

Booth-Butterfield, S., Welbourne, J., & Williams, C. (May, 2004). Formative field experiments on government safety recommendations. Paper presented at the International Communication Association annual conference, New Orleans, LA

Welbourne, J. (January, 2004). Interdependent self-construals and health decisions. Poster presented at the Society for Personality and Social Psychology annual conference, Austin, TX.

Welbourne, J., Williams, T., Eggerth, D., & Sanchez, F. (March, 2003). Psychological predictors of workplace stress coping strategies among nurses: Preliminary results. Poster presented at the Work, Stress and Health: New Challenges in a Changing Workplace conference, Toronto, Canada.

Welbourne, J., & Booth-Butterfield, S. (October, 2002). Evaluation of a NIOSH Alert to reduce the risks to fire fighters from structural collapse. Paper presented at the 6th International Conference of the Scientific Committee on Education and Training in Occupational Safety and Health and the International Communication Network, Baltimore, MD.

Robertson, S., & Welbourne, J. (October, 2002). Examining imagery and individualism-collectivism in workplace violence prevention. Paper presented at the 6th International Conference of the Scientific Committee on Education and Training in Occupational Safety and Health and the International Communication Network, Baltimore, MD.

RESEARCH FUNDING

\$5,360: Junior Faculty Research Grant, UNC-Charlotte (2002-2003). Topic: The effects of message format and individual health construals on exercise among college students.

\$5,650: Junior Faculty Research Grant, UNC-Charlotte (2005-2006). Topic: Independent and Relational Self-Construals and Smoking Attitudes and Behavior

HONORS/AWARDS/NOTABLE SERVICE/OTHER (SELECTED)

Ad hoc reviewer for *Social Cognition*, *Journal of Personality and Social Psychology*, *Journal of Experimental Social Psychology*, *Psychological Science*, *Basic and Applied Social Psychology*

Psi Chi Undergraduate Research Conference Grant Award, 2005

Graduate Student Alumni Research Award, Ohio State University, 1998

Herbert Toops Departmental Dissertation Award, Ohio State University, 1998

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Zellars, Kelly L.	Associate Professor		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
University of Notre Dame	BS	1981	Government
University of Notre Dame	MBA	1983	MBA
University of Wisconsin – Milwaukee	MST	1987	Taxation
Florida State University	PhD	1998	Management

PROFESSIONAL EXPERIENCE

2004-Present Associate Professor, Management, University of North Carolina at Charlotte
2000-2004 Assistant Professor, Management, University of North Carolina at Charlotte
1998-2000 Assistant Professor, Management, College of Business, University of Alabama at Birmingham

SCHOLARLY PUBLICATIONS/PRESENTATIONS

Zellars, K.L., Lui, Y., Bratton, V., Perrewé, P.L., & Brymer, R. 2004. An Examination of the Dysfunctional Consequences of Organizational Injustice and Escapist Coping. In press, Journal of Managerial Issues.

Perrewé, P.L.*, Zellars, K.L.*, Ferris, G.R., Rossi, A.M., Kacmar, C., & Ralston, D.A. 2004. Neutralizing Job Stressors: Political Skill as an Antidote to the Dysfunctional Consequences of Role Conflict Stressors. Academy of Management Journal, 47: 141-152. (* listed alphabetically as equal contributors).

Zellars, K.L., Hochwarter, W.A., Perrewé, P.L., Hoffman, N., & Ford, E. 2004. Experiencing job burnout: The roles of positive and negative traits and states. Journal of Applied Social Psychology, 34: 887-911.

Halbesleben, J.R.B. & Zellars, K.L. In press, 2004. Stress and the Work-Family Interface. In A.M. Rossi & P.L. Perrewé (Eds.), Stress e Qualidade de Vida no Trabalho – Perspectivas Atuais da Saude Ocupacional (Stress and the Quality of Working Life: Current Perspectives in Occupational Health).

Zellars, K.L., Perrewé, P.L., Ferris, G., & Hochwarter, W.A. In press, 2004. Attributions and emotions in the transactional model of stress: A field study examining work/family conflicts.” In press. Advances in Attribution Theory. Information Age Publishing.

Zellars, K.L. & Tepper, B.J. Beyond Social Exchange: New Directions for Organizational Citizenship Behavior Theory and Research. 2003. In Martocchio, J.J. & G.R. Ferris (Eds.), Research in Personnel and Human Resource Management, vol. 22, pp.395-424. Oxford, UK: Elsevier/JAI.

Zellars, K.L., & Perrewé, P.L. The role of spirituality in occupational stress and well being. 2003. In R.A. Giacalone & C. L. Jurkiewicz (Eds.), The Handbook of Workplace Spirituality and Organizational Performance, pp. 300-313. New York, NY: M.E. Sharpe.

Zellars, K.L., Tepper, B.J., & Duffy, M.K. 2002. Abusive Supervision and Subordinates' Organizational Citizenship Behavior. Journal of Applied Psychology, 87: 1068-1076.

Zivnuska, S., Kiewitz, C., Hochwarter, W.A., Perrewé, P.L., Zellars, K.L., & Brymer, R. 2002. What is too much or too little? The curvilinear effects of job tension on turnover intent, value attainment, and job satisfaction. Journal of Applied Social Psychology, 32:1344-1360.

Zellars, K.L. 2002. The three 'C's' of job stress: Causes, consequences, and coping. In G.R. Ferris, M.R. Buckley, & D.B. Fedor (Eds.) Human resources management: Perspectives, context, functions, and outcomes (4th ed.), pp. 471-487. Englewood Cliffs, NJ: Prentice-Hall.

Zellars, K.L. & Perrewé, P.L. 2001. Affective personality and the content of emotional social support: Coping in organizations. Journal of Applied Psychology, 86: 459-467.

Zellars, K.L., Hochwarter, W.A., Perrewé, P.L., Miles, A.K., & Kiewitz, C. 2001. Beyond self-efficacy: Interactive effects of role conflict and perceived collective efficacy. Journal of Managerial Issues, 13: 483-499.

Zellars, K.L., Perrewé, P.L., & Hochwarter, W.A. 2000. Burnout in healthcare: The role of the five factors of personality. Journal of Applied Social Psychology, 30: 1570-1598.

Perrewé, P.L., & Zellars, K.L. 1999. An examination of attributions and emotions in the transactional approach to the organizational stress process." Journal of Organizational Behavior, 20: 739-752.

Hochwarter, W.A., Zellars, K.L., Harrison, & A. Perrewé, P.L. 1999. The interactive role of negative affectivity and job characteristics: Are high-NA employees destined to be unhappy at work? Journal of Applied Social Psychology, 29: 2203-2218.

Zellars, K.L., Perrewé, P.L., & Hochwarter, W.A. 1999. Mitigating burnout among high-NA employees in healthcare? What can organizations do? Journal of Applied Social Psychology, 29: 2250-2271.

Zellars, K.L., & Fiorito, J. 1999. Evaluations of organizational effectiveness among Human Resource managers: Cues and Implications. Journal of Managerial Issues, 11(1): 37-57.

Zellars, K.L., & Kacmar, K.M. 1999. The influence of individual differences on reactions to coworkers' ingratulatory behaviors. Journal of Managerial Issues, 11(2): 234-248.

HONORS/AWARDS/NOTABLE SERVICE/OTHER (SELECTED)

Board Member, Southern Management Association, 2003-2006.

Presenter, Doctoral Student Consortium, Southern Management Association, 2003.

Reviewer, Academy of Management Journal; Human Resource Management Journal; Journal of Occupational Health Psychology; Journal of Management

BIOGRAPHICAL SKETCH

NAME	POSITION TITLE		
Zhao, Wei	Assistant Professor		
INSTITUTION AND LOCATION	DEGREE (if applicable)	YEAR(s)	FIELD OF STUDY
Beijing University	BA	1995	History
Beijing University	MA	1998	History
Duke University	PhD	2004	Sociology

PROFESSIONAL EXPERIENCE

2004-Present Assistant Professor, Sociology, University of North Carolina at Charlotte

SCHOLARLY PUBLICATIONS/PRESENTATIONS/ADDRESSES (SELECTED RECENT)

Zhao, Wei. 2005. Book review of *China Made: Consumer Culture and The Creation of The Nation* by Karl Gerth. Cambridge: Harvard University Asia Center, 2003. *China International Review* (forthcoming).

Zhao, Wei and Xueguang Zhou. 2004. "Chinese Organizations in Transition: Changing Promotion Patterns in the Reform Era." *Organization Science* 15:186-99.

Zhou, Xueguang, Wei Zhao, Qiang Li, and He Cai. 2003. "Embeddedness and Contractual Relationships in China's Transitional Economy." *American Sociological Review* 68:75-102.

Zhao, Wei and Xueguang Zhou. 2002. "Institutional Transformation and Returns to Education in Urban China: An Empirical Assessment." *Research in Social Stratification and Mobility* 19:339-375.

Zhao, Wei and Kaiwang Lu. 2002. "Chapter XII: Impact of European Colonial Powers on Egypt's Early Modernization and Semi-colonization." Pp. 462-508 in *Colonial History (the African Volume)*, edited by Jiaxin Zheng. Beijing: Beijing University Press. [in Chinese]

Zhao, Wei and Xiaolan Ye. "Wine Reputations in the California and French Wine Industries." American Sociological Association Annual Meeting, San Francisco, August 2004.

Zhao, Wei. "Social Differentiation and Identity Construction in an Institutional Field." American Sociological Association Annual Meeting, Atlanta, August 2003.

Zhao, Wei. "Quality or Identity: Social Differentiation and Reputation among California Wines." Southern Sociological Society Annual Meeting, New Orleans, March 2003.

Zhao, Wei and Xueguang Zhou. "Multidimensional Career Processes in Organizational Context." American Sociological Association Annual Meeting, Chicago, IL, August 2002.

Zhou, Xueguang and Wei Zhao. "Contractual Relationships in Emerging Markets: Explorations in Embeddedness." American Sociological Association Annual Meeting, Anaheim, CA, August 2001.

Zhao, Wei and Xueguang Zhou. "Life Chances in Organizational Context." Southern Sociological Society Annual Meeting, Atlanta, GA, April 2001.

RESEARCH FUNDING (SELECTED)

\$4,000: Summer Research Fellowship (2002), Duke University.

HONORS/AWARDS/NOTABLE SERVICE/OTHER (SELECTED)

Predissertation/Dissertation Research Travel Award, Duke University (2001)
Yang-Naiying Academic Scholarship, Yang-Naiying Academic Foundation (1997)
Graduate Scholarship for Korean Studies, Beijing University (1997)
Journal manuscript reviewer for *American Sociological Review*
Member, American Sociological Association
Member, Southern Sociological Society

Appendix D Library Evaluation

Course/Program: Ph.D. in Organizational Science

Summary of Librarian's Evaluation of Holdings:

Evaluator: Frada Mozenter Date: January 12, 2005

Please Check One:

Holdings are superior

Holdings are adequate

Holdings are adequate only if Dept. purchases additional items.

Holdings are inadequate

_X____

- I. **Library Holdings:** Atkins Library has holdings, both monograph and serial, to support research in the four core disciplines: Industrial/Organizational Psychology, Organizational Behavior/Human Resources Management, Organizational Sociology, and Organizational Communication.

A. Monographs: Holdings

The teaching faculty are the primary selectors of titles for the circulating collection. However, both teaching faculty and library faculty select titles from the library's approval plan.

The library's holdings were analyzed using both Library of Congress Classifications (call number ranges) and Library of Congress Subject Headings. An attachment ("Holdings") provides annual and cumulative figures. In addition these subjects were searched in Bowker's *Global Books in Print* to determine current publication rates. The following chart displays the results of this search.

Bowker Subject Heading

Global Books in Print Totals

(College-level, in print and forthcoming titles with publication dates between 2000 and 2005)

Communication in management	40
Communication in organizations	52
Compensation management	8
Employee fringe benefits	10
Employee motivation	4
Employee selection	14
Employees attitudes	0
Employees rating of	2
Employees training of	25
Industrial management	318
Industrial medicine	14
Industrial psychology	62
Industrial sociology	28
Industries social aspects	13
Job satisfaction	4
Organizational behavior	371
Organizational effectiveness	41
Organizational sociology	39
Personnel management	292
Quality of work life	3
Teams in the workplace	33

A search of these titles in the Library Catalog revealed that the Library has only a fraction of these imprints. This is attributable to the problematic budgetary situation the Library has faced for a number of years.

Monographs: Cost

The following figures are average costs as reported in *Blackwell's Approval Program Coverage and Cost Study* (<http://www.blackwell.com/level4/coverageandcostindex.asp>):

Bowker Average List Price (2003-2004 prices)

Social Sciences: \$60.87

Business Administration: \$64.65

Management: \$49.65

The average price differences over the last year were:

Social Science titles rose 5% overall last year, from \$57.91 to \$60.87

Business Administration rose 11%, from \$58.14 to \$64.65

Psychology rose 3%, from \$65.69 to \$67.90

Applied Psychology titles rose 5% (to \$67.92)

Management titles declined 8%, from \$54.01 to \$49.65

Five-year price variances are available at

<http://www.blackwell.com/pdf/CC0304fiveyrvarbsubj.pdf>.

B. Serial Holdings

The Library subscribes to the journals noted as the most prestigious in each of the core disciplines: *Journal of Applied Psychology*, *Academy of Management Journal*, *Organizational Research Methods*, and *Personnel Psychology*. Overall, the Library subscribes to over 150 journals relevant to the areas noted in the proposed program. In addition, based on the ISI's (Institute of Scientific Information) 2003 *Journal Citation Reports*, the Library's holdings in the areas of Communication, Management, and Applied, Clinical, Multidisciplinary and Social Psychology, are excellent. ("JCRCOMM," "JCRMGT," and "JCRPSYC" attachments; Library holdings are bolded).

C. Search Services (Databases)

Atkins Library subscribes to approximately 190 databases, providing access to almost 15,000 full-text journals. Discipline-specific full-text databases of interest to the doctoral program in Organizational Science include *PsycINFO* (including *PsycARTICLES*), *ABI/Inform*, *Business Source Elite*, *Health Source*, *CINAHL*, *Medline*, *Sociological Abstracts*, *Communication and Mass Media Complete*, and *PAIS International*. In addition, the Library subscribes to the following interdisciplinary databases – *InfoTrac Expanded Academic Index*, *Academic Search Elite*, and *MasterFILE Premier*. Atkins Library also subscribes to a number of databases which offer access (both full-text and citations) to government materials -- *MarciveWeb*, *Lexis*Nexis Academic*, *Lexis*Nexis Congressional*, and *Lexis*Nexis Statistical*. A complete listing of databases is available at <http://library.uncc.edu/electronic/>.

E. Government Documents -- Atkins Library is a selective depository for U.S. federal documents (65%) and a full depository for North Carolina state documents.

II. Need

Based on the data above, it is suggested that funds be requested to update the collection for continuing (print and e-journals) and non-continuing (monographs) resources. The minimum amount suggested is \$20,000. This will allow for on-going purchases (journals) as well as for some retrospective and current one-time (monographs) ordering.

III. Access

- A. Interlibrary Loan: All PhD students are eligible for Interlibrary Loan Services. Most interlibrary loan requests are free. However, if the lender charges more than \$20 for any request the patron will be responsible for the balance. PhD students may make up to 25 'Charged Requests' per academic year; free copies are not limited.
- B. UNC System Libraries: PhD students are entitled to receive a 'UNC Cooperative Library Privilege Card.' This card allows the student to check out books from libraries at any of the 16 Campuses of the University of North Carolina. Qualified students may request a Cooperative Borrowing Card by visiting the Circulation Desk of any of the 16 North

Carolina University Campuses. The visiting library will verify status through the UNC Charlotte database. To do this the student will need to show his/her current UNC Charlotte ID and know his/her student ID and PIN number.

IV. Conclusion

The present collection of journals and monographs, along with the wide-range of databases and access to the resources of other institutional libraries through Interlibrary Loan and the UNC System cooperative program, provides an excellent foundation for the doctoral degree in Organizational Science. An additional \$20,000 will ensure that the program acquires additional resources deemed necessary.

Appendix E

Letters of Support from Chairs



January 26, 2005

Steven Rogelberg
Department of Psychology

Dear Steven,

On behalf of the Department of Psychology, I am writing to express my strong support for the proposed doctoral program in Organizational Science. You have shared numerous drafts of the planning documents with me as they were being written. The final versions of the Request for Permission to Plan and Request for Permission to Establish documents have met with unanimous support from the faculty, as reflected in the minutes of faculty meetings. I wish you great success with this proposal.

Regards,



Brian L. Cutler
Professor and Chair



Sociology & Anthropology
(704) 687-2252
FAX (706) 687-3091

January 28, 2005

Steven Rogelberg
Department of Psychology

Dear Steven,

The Department of Sociology and Anthropology is fully supportive of establishing the proposed PhD program in Organizational Science. That support was evidenced today by a unanimous vote of support for the document requesting authorization to establish the program. Our colleagues who will participate in the program are looking forward to making important contributions and we are all eager to see it implemented.

Sincerely,



Charles J. Brody
Professor and Chair

BELK COLLEGE OF BUSINESS
UNCC HARLOTTE

**Department of Finance and Business Law
Belk College of Business Administration
9201 University City Blvd.
Charlotte, NC 28223-0001
Telephone 704-687-2165
Fax 704-687-4014**

January 26, 2005

Dr. Steven Rogelberg
Department of Psychology

The Department of Management is fully supportive of establishing the proposed Ph.D. program in Organizational Science. The Department considered your committee's Proposal to Implement the Ph.D. at a meeting on January 19, 2005. The faculty approved the Proposal unanimously. We look forward to its implementation.

C.W. Sealey, Interim Chair
Department of Management



January 26, 2005

To: Steven Rogelberg

From: Richard Leeman, Chair
Dept. of Communication Studies

Re: Request to Authorize the Ph.D. program in Organizational Science

In a department meeting on January 26, 2005, the Department of Communication Studies unanimously endorsed the Request to Authorize document for the Ph.D. in Organizational Science. The department very much looks forward to actively participating in this curricular program.

Appendix F

Budget projections for the first three years of program operation

**Projected Funding for New Degree Program
 Doctor of Philosophy in Organizational Science
 Regular Term 2005-2006
 (Based on 2004-2005 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours			Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I			0	643.72	171.44	138.41	0.000	0.000	0.000
Category II				487.37	249.94	146.74	0.000	0.000	0.000
Category III				364.88	160.93	122.95	0.000	0.000	0.000
Category IV				230.52	102.45	70.71	0.000	0.000	0.000

Fringes for faculty salaries

<i>FICA @ 7.65%;</i>	\$0
<i>Retirement @ 10.485%</i>	\$0
<i>Medical @ \$3,432</i>	\$0
	<hr/>
	\$0

Total Positions Required	0.000
Instructional - Position Salary Rate (FY 02)	<u>\$65,191</u>
<i>101-1310</i> Instructional Salary Amount	\$0
Other Academic Costs 44.89300%	<u>0</u>
<i>Purpose 101</i> Total Academic Requirements	\$0
<i>Purpose 151</i> Library 11.48462%	0
<i>Purposes 152, 160, 170 180</i> General Instit Support 54.04980%	0
Neg Adj Factor 50.00000%	n/a
In-state SCHs 0	
Financial Aid (in-state) 67.99800%	<u>0</u>
Total Requirements	<u>\$0</u>

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

Institution		UNC Charlotte		Date		April 27, 2005	
Program (API#, Name, Level)		30.9999 Organizational Science		Program Year		2005-06	
Degree(s) to be Granted		Ph.D.					
ADDITIONAL FUNDING REQUIRED - BY SOURCE							
	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total		
101 Regular Term Instruction							
1210 SPA Regular Salaries	\$13,354				\$13,354		
Administrative assistant (.5)	13,354						
1110 EPA Non-teaching Salaries					0		
1310 EPA Academic Salaries	125,750	0	0		125,750		
Program Director Stipend	30,000						
New Assistant Professor - Psychology	59,000						
Graduate Assistantships (7 @ 1/2 year)	36,750						
1810 Social Security	10,641		0		10,641		
1820 State Retirement	13,961				13,961		
1830 Medical Insurance (3432*X)	6,864				6,864		
2000 Supplies and Materials	500				500		
2300 Educational Supplies	250				250		
2600 Office Supplies	250				250		
3000 Current Services	11,500				11,500		
3100 Travel	9,500						
3200 Communications	1,000						
3400 Printing & Binding	1,000						
5000 Capital Outlay (Equipment)	2,000				2,000		
5100 Office Equipment							
5200 EDP Equipment	2,000						
TOTAL Regular Term Instruction	\$184,571	\$0	\$0	\$0	\$184,571		
151 Libraries							
5000 Capital Outlay (Equipment)		0			0		
5600 Library Book/Journal							
TOTAL Libraries	\$0	\$0	\$0	\$0	\$0		
189 General Institutional Support							
2000 Supplies and Materials					0		
2600 Office Supplies							
3000 Current Services					0		
3200 Communications							
3400 Printing & Binding							
5000 Capital Outlay (Equipment)					0		
5100 Office Equipment							
5200 EDP Equipment							
TOTAL General Inst. Support	\$0	\$0	\$0	\$0	\$0		
999 Multiactivity							
0123 Non-Resident Graduate Assistant Tuition Waivers (7 @ 1/2 year)	\$39,000	\$0	\$0	\$0	39,000		
TOTAL ADDITIONAL COSTS	\$223,570	\$0	\$0	\$0	\$223,570		

NOTE: Accounts may be added or deleted as required.

**Projected Funding for New Degree Program
 Doctor of Philosophy in Organizational Science
 Regular Term 2006-2007
 (Based on 2005-2006 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours			Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I			84	643.72	171.44	138.41	0.000	0.000	0.607
Category II				487.37	249.94	146.74	0.000	0.000	0.000
Category III				364.88	160.93	122.95	0.000	0.000	0.000
Category IV				230.52	102.45	70.71	0.000	0.000	0.000

Fringes for faculty salaries
 FICA @ 7.65%;
 Retirement @ 10.485 %
 Medical @ \$3,432

\$3,027
 \$4,148
 \$2,083

 \$9,258

Total Positions Required	0.607
Instructional - Position Salary Rate (FY 02)	\$65,191
101-1310 Instructional Salary Amount	\$39,564
Other Academic Costs 44.89300%	17,761
Purpose 101 Total Academic Requirements	\$57,325
Purpose 151 Library 11.48462%	6,584
Purposes 152, 160, 170 180 General Instit Support 54.04980%	30,984
Neg Adj Factor 50.00000%	n/a
In-state SCHs 0	
Financial Aid (in-state) 67.99800%	0
Total Requirements	\$94,893

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

<i>Institution</i>	UNC Charlotte			<i>Date</i>	April 27, 2005	
<i>Program (API#, Name, Level)</i>	30.9999 Organizational Science					
<i>Degree(s) to be Granted</i>	Ph.D.			<i>Program Year</i>	2006-07	
ADDITIONAL FUNDING REQUIRED - BY SOURCE						
	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total	
101 Regular Term Instruction						
1210 SPA Regular Salaries	\$0					\$0
1110 EPA Non-teaching Salaries						0
1310 EPA Academic Salaries	129,686	39,564	0			169,250
New Assistant Professor-- I/O Psychology	19,436	39,564				
Graduate Assistantships (7 @ 1/2 year; 7 @ entire year)	110,250	0				
1810 Social Security	9,921	3,027	0			12,948
1820 State Retirement	2,038	4,148				6,186
1830 Medical Insurance	1,349	2,083				3,432
2000 Supplies and Materials	0	1,800				1,800
2300 Educational Supplies		1,000				
2600 Office Supplies		800				
3000 Current Services	8,500	2,700				11,200
3100 Travel	8,500	1,000				
3200 Communications		0				
3400 Printing & Binding		1,700				
5000 Capital Outlay (Equipment)	2,000	4,003				6,003
5100 Office Equipment		2,000				
5200 EDP Equipment	2,000	2,003				
TOTAL Regular Term Instruction	\$153,494	\$57,325	\$0	\$0		\$210,819
151 Libraries						
5000 Capital Outlay (Equipment)		6,584				6,584
5600 Library Book/Journal		6,584				
TOTAL Libraries	\$0	\$6,584	\$0	\$0		\$6,584
189 General Institutional Support						
2000 Supplies and Materials		9,300				9,300
2600 Office Supplies		9,300				
3000 Current Services		9,300				9,300
3200 Communications		4,650				
3400 Printing & Binding		4,650				
5000 Capital Outlay (Equipment)		12,384				12,384
5100 Office Equipment		4,300				
5200 EDP Equipment		8,084				
TOTAL General Inst. Support	\$0	\$30,984	\$0	\$0		\$30,984
999 Multiactivity						
0123 Non-Resident Graduate Assistant Tuition Waivers (7 @ entire; 7 @ 1/2 year)	\$116,999		\$0	\$0		\$116,999
TOTAL ADDITIONAL COSTS	\$270,492	\$94,893	\$0	\$0		\$365,385

NOTE: Accounts may be added or deleted as required.

**Projected Funding for New Degree Program
 Doctor of Philosophy in Organizational Science
 Regular Term 2007-2008
 (Based on 2006-2007 Change in Student Credit Hours)**

Program Category	Change in Student Credit Hours			Instructional - Position Funding Factors			Instructional Positions Required		
	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral	Undergrad	Masters	Doctoral
Category I			252	643.72	171.44	138.41	0.000	0.000	1.821
Category II				487.37	249.94	146.74	0.000	0.000	0.000
Category III				364.88	160.93	122.95	0.000	0.000	0.000
Category IV				230.52	102.45	70.71	0.000	0.000	0.000

Fringes for faculty salaries
 FICA @ 7.65%;
 Retirement @ **10.485%**
 Medical @ \$3432

\$9,080
\$12,445
\$6,249
<hr/>
\$27,773
<hr/>

Total Positions Required	1.821
Instructional - Position Salary Rate (FY 02)	<u>\$65,191</u>
101-1310 Instructional Salary Amount	\$118,692
Other Academic Costs 44.89300%	<u>53,284</u>
Purpose 101 Total Academic Requirements	\$171,976
Purpose 151 Library 11.48462%	19,751
Purposes 152, 160, 170 180 General Instit Support 54.04980%	92,953
Neg Adj Factor 50.00000%	n/a
In-state SCHs 0	
Financial Aid (in-state) 67.99800%	<u>0</u>
Total Requirements	<u>\$284,680</u>

SUMMARY OF ESTIMATED ADDITIONAL COSTS FOR PROPOSED PROGRAM/TRACK

<i>Institution</i>	UNC Charlotte			<i>Date</i>	April 27, 2005	
<i>Program (API#, Name, Level)</i>	30.9999 Organizational Science					
<i>Degree(s) to be Granted</i>	Ph.D.			<i>Program Year</i>	2007-08	
ADDITIONAL FUNDING REQUIRED - BY SOURCE						
	Reallocation of Present Institutional Resources	Enrollment Increase Funds	Federal/State or Other Non-state Funds (Identify)	New Allocations	Total	
101 Regular Term Instruction						
1210 SPA Regular Salaries						\$0
1110 EPA Non-teaching Salaries						0
1310 EPA Academic Salaries	0	118,692	0			118,692
New Assistant Professors		118,692				
1810 Social Security	0	9,080	0			9,080
1820 State Retirement	0	12,445				12,445
1830 Medical Insurance	0	6,249				6,249
2000 Supplies and Materials		5,300				5,300
2300 Educational Supplies		3,000				
2600 Office Supplies		2,300				
3000 Current Services	6,500	8,000				14,500
3100 Travel	6,500	3,000				
3200 Communications		1,000				
3400 Printing & Binding		4,000				
5000 Capital Outlay (Equipment)		12,210				12,210
5100 Office Equipment		6,000				
5200 EDP Equipment		6,210				
TOTAL Regular Term Instruction	\$6,500	\$171,976	\$0	\$0		\$178,476
151 Libraries						
5000 Capital Outlay (Equipment)		19,751				19,751
5600 Library Book/Journal		19,751				
TOTAL Libraries	\$0	\$19,751	\$0	\$0		\$19,751
189 General Institutional Support						
2000 Supplies and Materials		27,900				27,900
2600 Office Supplies		27,900				
3000 Current Services		27,900				27,900
3200 Communications		13,950				
3400 Printing & Binding		13,950				
5000 Capital Outlay (Equipment)		37,153				37,153
5100 Office Equipment		13,000				
5200 EDP Equipment		24,153				
TOTAL General Inst. Support	\$0	\$92,953	\$0	\$0		\$92,953
999 Multiactivity						
0123 Non-Resident Graduate Assistant Tuition Waivers	\$0	\$0	\$0	\$0		\$0
TOTAL ADDITIONAL COSTS	\$6,500	\$284,680	\$0	\$0		\$291,180

NOTE: Accounts may be added or deleted as required.