The University of North Carolina at Charlotte

Doctor of Philosophy in

Organizational Science

Request for Authorization
to Plan

The University of North Carolina
Request for Authorization to Plan a New Doctoral Degree Program

Date   April 14, 2004

Constituent Institution: University of North Carolina at Charlotte

   CIP Discipline Specialty Title: Multi/Interdisciplinary Studies, Other

   CIP Discipline Specialty Number: 30.9999   Level: D ☒   1st Prof. ☐

   Exact Title of the Proposed Degree   Organizational Science

   Exact Degree Abbreviation (e.g. Ph.D.,Ed.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 ☒

   Approximate date for submitting the Request to Establish proposal (must be within two years of date of authorization to plan):   May 1, 2005

   Proposed date to establish degree: *month*   **January**   *year*   **2006**
   (Date should allow at least three months for review of the request to establish, once submitted.)

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1. Description of the Program

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 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

The Nature of the Discipline

Organizational Science has its origin in four core disciplines: Industrial/Organizational Psychology, Organizational Behavior/Human Resources Management (OB/HRM), Organizational Sociology, and Organizational Communication. Despite the congruence of interests in the afore-listed topics across these disciplines, 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).
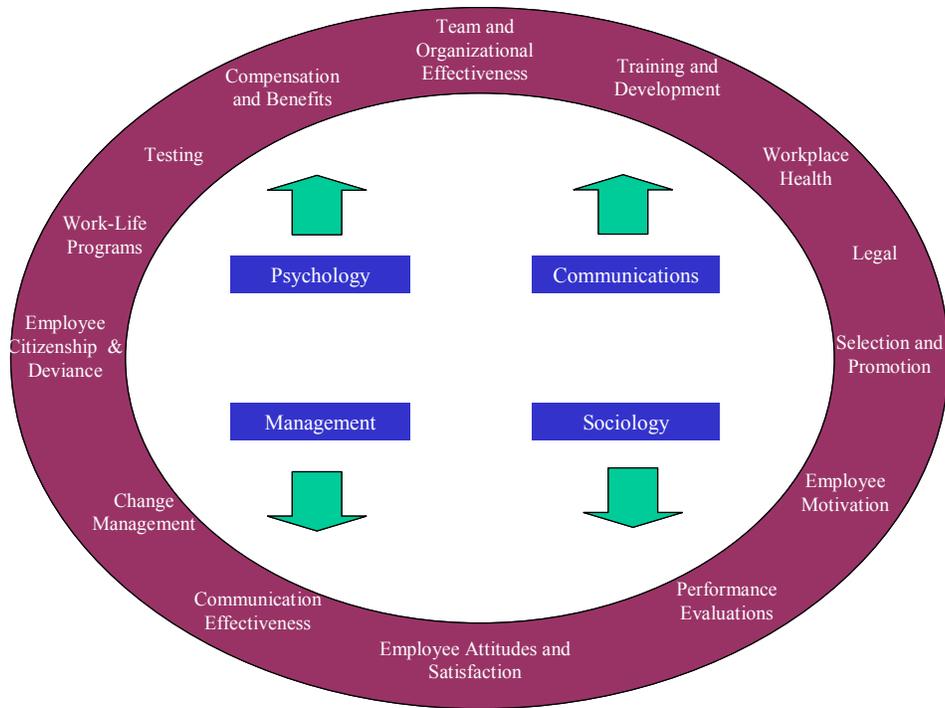
Model 1

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.

Organizational Science attempts to 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 their own right, each of the core disciplines comprising Organizational Science is thriving. Despite the success of the four respective disciplines, however, scholars in each 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
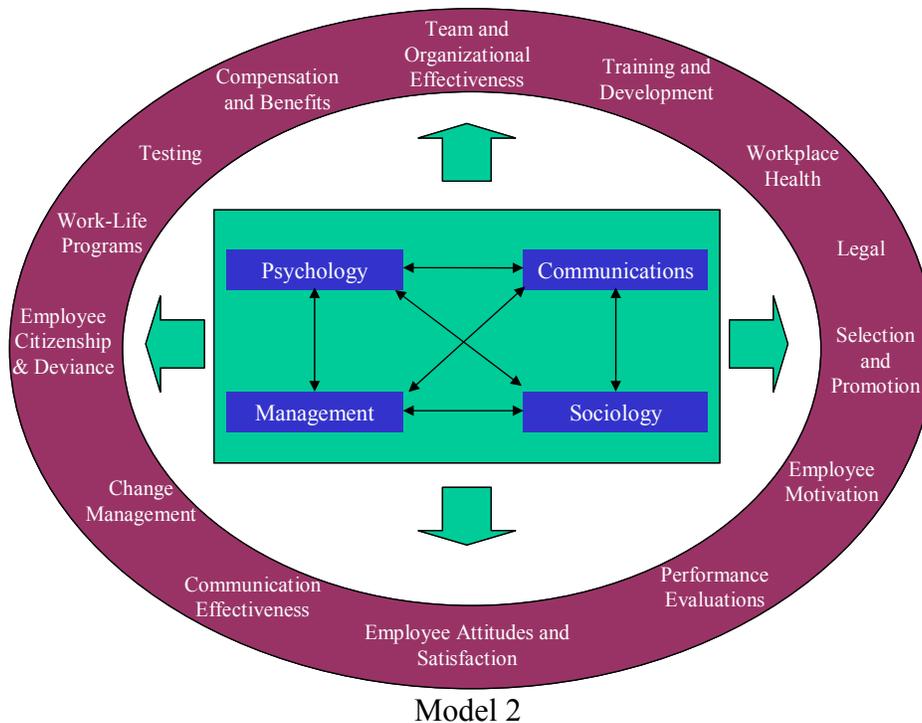
To the best of our knowledge, the earliest impassioned call for interdisciplinary approaches was made by Roberts, Hulin, and Rousseau (1978) in their seminal book, Developing An Interdisciplinary Science Of Organizations. They write, "...each major discipline is generally characterized by a dominant 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, is not only an ideal in Organizational Science, but rather a fundamental necessity without which this field of inquiry simply will not develop.

Overall, Organizational Science capitalizes on the individual success of its component disciplines, but at the same time fills an important integrative gap that lies in each.

A. Objectives and Goals

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

1) To nurture a cadre of scholars committed to the study of work-related issues from a systemic interdisciplinary perspective:
   a) 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.
   b) 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 interdisciplinary research in Organizational Science and promote its application to the world of work, Organizational Science research will:
   a) positively impact the scientific understanding of workplace phenomenon, and
   b) improve 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.

The proposed program in Organizational Science has four additional sub-goals:

- To build upon the strong existing collaborations among faculty in Psychology, Management, Sociology, and Communication Studies, and community partners, and thus to create a true interdisciplinary "program of excellence," widely recognized throughout the country
- To graduate approximately five students per year, helping UNC Charlotte achieve "Doctoral/Research University - Extensive" status
- To develop additional collaborative partnerships with regional public, private, and non-profit institutions
- To increase the amount of funded interdisciplinary research on work-related issues

Curriculum Overview

Training in the Organizational Science Ph.D. program will be based on the scientist-practitioner model. As such, faculty and students will be involved in the creation and evaluation of theory and empirical research about organizations and employees, and the application of that knowledge to solve practical organizational problems.

Because the Ph.D. in Organizational Science will be a research-based degree, students will take multiple courses in statistics and research methods, including: qualitative methods, laboratory methods, field methods, and tests and measures. The curriculum is also designed to provide an overview of the "defining" topics listed at the beginning of this document. The curriculum will not be one that simply requires students to take courses within each core discipline and then attempt to integrate the disciplinary perspectives on their own. Instead,

students will take courses that are interdisciplinary in content and instruction, entailing an ongoing integration of research and scholarship across disciplines. It is also important to recognize that students will be engaged in research/practice experiences throughout their graduate careers. These activities (along with advanced seminars) enable students to specialize and develop expertise in multiple areas of Organizational Science (e.g., personnel selection; organizational development). A sample academic schedule is provided below.

Year 1 (24 credits)
- Statistics 1 (e.g., analysis of variance models) (3)
- Statistics 2 (e.g., regression models) (3)
- Qualitative Methods (e.g., focus groups, interviewing, content analysis) (3)
- First Year Seminar on Research and Ethics (3)
- Organizational Science Overview (broad overview of the discipline) (3)
- Organizational Science Research Design (e.g., lab and field research methods) (3)
- Social Psychology (e.g., attitude formation, group decision making, norms) (3)
- Thesis proposed (3)

Year 2 (18 credits)
- Micro Organizational Science (e.g., selection, training, performance management) (3)
- Macro Organizational Science (e.g., leadership, organizational change, motivation) (3)
- Tests and Measures (e.g., test construction, scaling, factor analysis) (3)
- Elective _____ (3)
- Elective _____ (3)
- Thesis defense (3)

Year 3 (12 credits)
- Research Internship (see below for a description) (3)
- Elective _____ (3)
- Elective _____ (3)
- Comprehensive exams proposed and defended (3)
- Dissertation proposed

Year 4 (12 credits)
- Elective _____ (3)
- Elective _____ (3)
- Elective _____ (3)
- Dissertation defense (3)

Four unique features of the curriculum are noteworthy. First, a student may choose a disciplinary "emphasis" (e.g., an emphasis in Psychology, Management, 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. Some students may choose to not have an "emphasis" and instead take electives that span across all disciplines.

Second, the curriculum provides considerable flexibility in electives. Students would be able to take a) approved graduate courses (e.g., accounting/finance, public policy, marketing, MIS, IT); b) discipline-specific courses to fulfill the optional emphasis requirement; c) a variety of discipline-specific courses and graduate seminars (e.g., Special Topics in Organizational Communication; Special Topics in Organizational Sociology; Special Topics in Personnel/Human Resource Management (HRM); Special Topics in Organizational Psych/OB); and d) advanced courses in quantitative methods (e.g., HLM, structural equation modeling).

Third, the proposed program uses interdisciplinary research groups. Building on extant research collaboration among faculty members, faculty will create a series of interdisciplinary research groups in which students will participate (as well as register for elective credit hours) during their graduate tenure. These groups will teach students the value and application of interdisciplinary perspectives for the study of organizations.

A fourth feature of the curriculum is the third-year pre-doctoral internship. The design of the graduate program in Organizational Science is predicated on the value of the scientist-practitioner model.. 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 (e.g., service organizations, government, non-profit organizations, and industry), our students will participate in an approved, research-intensive, doctoral-level internship that will last from six to twelve months. These internships will typically take place outside of the University in a corporate setting, a consulting setting, a health care or non-profit setting or a government setting. Over the past decade, the Industrial/Organizational Psychology M.A. program at UNC Charlotte has produced a 100 percent internship placement rate. We anticipate a similar level of success in placing doctoral students.

An additional aspect of the program that enhances its flexibility is the absence of discipline-based prerequisites. Thus, students who lack a degree in one of the core disciplines are not at a disadvantage. Instead, the curriculum is designed to accommodate students with diverse academic backgrounds.

B. Relationship to Institutional 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; Community and Regional Development; Children, Families, and Schools; and Health Care and Health Policy.

The proposed Ph.D. in Organizational Science will most obviously 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. also provides a unique contribution to regional needs. Many topics of interest to Organization Science are also 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 important to point out that Senior Vice President Eric Elder of Bank of America and Senior Vice President Maria DeRitis of Wachovia Corporation both 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 to 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 qualitatively 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, respectively.

The 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, maintaining and developing 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 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 Organization Science is well-suited to research, study and facilitate.

Similarly, the proposed program contributes to the theme of Health Care and Health Policy since both the provision of health care and the development of health policy occur within organizational contexts and require effective organizational practices. Both 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.

C. Relationship to Other Programs at UNC Charlotte

The interdisciplinary program in Organizational Science will provide students with a knowledge base that draws on I/O Psychology, Organizational Sociology, Communication Studies and Management to understand and improve human well-being and performance in work and non-work organizations. It builds on the already strong master's programs in these departments. Drawing on the research faculties in these departments, the interdisciplinary study of Organizational Science allows scholars to consider individual, work group, and organizational factors simultaneously, rather than in the artificial isolation that disciplinary boundaries impose. Doing so allows organizational scholars to better "specify" their theoretical and empirical analyses and to avoid excluding important dimensions of organizational phenomena at the individual, group, organizational, or environmental levels. This holistic and unique view of organizations provides a resource from which a number of other extant and proposed programs can benefit.

The proposed program is complementary to a number of other UNC Charlotte programs that explicitly include a dimension of organizational study. For example, the College of Education seeks to strengthen its links with the College of Arts and Sciences faculty who are committed to studying urban educational issues. Many of the courses that the program in Organizational Science will offer (e.g., Organizational Sociology, Micro-organizations) would provide strong links to the College of Education by contributing to the understanding of the operation and functioning of urban schools, for example. Similarly, the proposed Health Services Research doctoral program explicitly recognizes the organizational level in their 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, those 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.

Similarly, there are considerable collaborative possibilities with the Public Policy Ph.D. 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, the Public Policy program, with its strong applied focus and interdisciplinary approach to policy, may well be attractive to those students studying Organizational Science whose interests are in *non*-business organizations.

In sum, the proposed program has the potential to greatly increase the curricular offerings to a wide variety of programs as well as to increase the interdisciplinary collaborative relationships among faculty.

D. Special Features in Support of the Proposed Program

For an interdisciplinary program to achieve prominence, high levels of concept viability, faculty ability, and interdisciplinary desire must exist. 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 survey by email. 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. 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.

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 A. It is important to note that included in these supporters are:

- 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*, and *Personnel Psychology*)
- Incoming and past presidents of the largest association of industrial/organizational psychologists in the world (Society for Industrial and Organizational Psychology)
- 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 HUMRO

As for the second key to success, there is considerable interest among highly qualified research faculty in actively participating in the Organizational Science program. Many of the faculty who will be involved in the program serve on the editorial boards of their respective fields' top journals, have earned international reputations in their respective research domains, and have published cutting edge research with graduate students at UNC Charlotte and other doctoral extensive institutions. Detailed information on faculty credentials is provided in the *Program Faculty* section of this report.

The third key to achieving prominence is the level of commitment to an interdisciplinary venture. That is, for an interdisciplinary program to be successful, faculty must embrace the interdisciplinary concept and want to see it thrive over the long term. Although the faculty associated with the proposed program have verbalized their commitment to this interdisciplinary initiative, the best evidence of commitment can be found by examining past behavior. The primary faculty members of the proposed program 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 departments other than their home department, 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 examples, Dr. Beth Rubin, tenured Associate Professor of Management, has published over one dozen refereed articles in sociology journals; and Dr. Robert Giacalone, Professor of Management, has published two dozen articles in Social and I/O Psychology journals These publishing records reflect general commitment on the part of participating faculty to conducting research that crosses the usual disciplinary lines. Similar evidence of cross-disciplinary research productivity is evident when examining the research records of Professors David Gilmore, Anita Blanchard, Kim Buch, Steven Rogelberg, Bill Siegfried, and Jo Ann Lee of Psychology (who have collectively published close to 40 articles in Management journals since 1981), and Professors Chris Henle, Doug Pugh, Kelly Zellars, and Ben Tepper of Management (who have collectively published 25 articles in I/O and Social Psychology journals since 1990). Similarly, faculty from the various disciplines are already engaged in collaborative research efforts. For example, Professors Gary Kohut (Management) and Shawn Long and Gaelle Picherit-Duthler (Communication Studies) are studying the evolution and effectiveness of virtual teams in the Charlotte-Mecklenburg Police Department. Taken together, the resumes of the participating faculty suggest that there is already in place a thriving, interdisciplinary foundation.

Program Faculty

Twenty faculty members across four departments have been identified as qualified and interested in serving as primary faculty for the proposed program. These faculty members are most heavily concentrated in the Departments of Psychology and Management, but staffing plans in both Sociology and Communication Studies call for additional faculty to be recruited in the areas of Organizational Sociology and Organizational Communication, independent of the approval of the proposed Ph.D.

The primary faculty for this program is relatively young; 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

faculty have published 11 books, 251 scholarly articles, and 69 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 have received substantial external funding in support of their scholarship. Over $1.2 million in external grants has supported the research and scholarship of this faculty group. Faculty associated with the program have also served as reviewers for granting agencies including the National Science Foundation.

In addition to their research and scholarship experience, the primary faculty of the proposed program have substantial experience in graduate education. All four departments offer master's programs in their respective disciplines, and these primary faculty have been heavily involved in teaching graduate classes, serving on comprehensive examination committees, and serving as chairs and members of master's thesis committees. In addition, collectively, the primary faculty of the proposed program have 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 at Charlotte. In addition to his academic qualifications (e.g., 40 publications, 65 presentations, recipient of 13 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. 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.

Short biographies of the primary faculty can be found in Appendix B.

2. North Carolina Institutions Offering Similar Programs

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.

There are no Organizational Science programs, nor any programs like the proposed UNC Charlotte program, in the state of North Carolina. Consequently, the proposed program would be a unique addition to the portfolio of graduate programs presently offered in North Carolina.

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, unlike the Ph.D. program at Chapel Hill, which attracts students with previous work experience and graduate training (e.g., an MBA), the Organizational Science program is designed for students coming directly out of an undergraduate program. No graduate training or work experience is required or expected of the applicants. 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 18 years, (b) attendance at the SIOP national conference has increased by 300 percent in the last 18 years, (c) overall membership in SIOP has increased by 66.5 percent in the past 12 years, and (d) student membership in SIOP has increased by 124 percent in the last 12 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, however, 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.

3. Estimated Number of Students Enrolled in the First Year

It is expected that seven students will be enrolled full-time in the first year. Projecting forward, it is estimated that 24-28 doctoral students would be in the program at any point in time. Admitting a small number of students not only allows us to be highly selective in the admission process, but also assures that each student receives substantial faculty attention and mentorship throughout his or her graduate career.

Demand for Program

To estimate student demand for the proposed program, three strategies were used. First, we examined graduate admission statistics at similar programs. Second, we surveyed faculty members 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 disciplines comprising Organizational Science.

Similar Program Admission Statistics

Program directors of the six most similar programs to the one proposed were contacted. All of these programs report high levels of student interest as indexed by large numbers of applications each year (usually around 35 to 50 applications for 3 to 4 slots). Admissions also tend to be extremely competitive (average GMAT or GRE scores in the 90th percentile).

Faculty Encouragement

The needs assessment survey discussed above, 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. We included an item that 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:

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 discipline's graduate admissions trends.

Admissions in each of the core discipline graduate programs are extremely competitive. Take for instance graduate programs in industrial and organizational psychology and in organizational behavior. 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. Next, 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.

Doctoral 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

Taken together, 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.

4. Demand for Graduates

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

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

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.

We also examined the job market in each core discipline to determine whether graduates of an Organizational Science program would compete favorably in discipline-specific job markets. We assessed this by including on the needs assessment 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
- Both candidates were considered 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
- Both candidates were considered 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
- Both candidates were considered equally viable, 4% of the time.

Taken together, 78 percent indicated that a job candidate that had been trained in an interdisciplinary Organizational Science program was just as viable, indeed often preferable to a job candidate who 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:

> "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." Peter Totterdell University of Sheffield, England

> "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." Kevin Murphy, Penn State University

> "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." Anne Tsui, Arizona State University

> "Graduates of the program should be marketable in social science or business programs." David Maume, University of Cincinnati

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
- Both candidates were considered 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
- Both candidates were considered 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
- Both candidates were considered equally viable, 9% of the time.

Taken together, ninety-one percent of these respondents indicated that a job candidate that had been trained in an interdisciplinary Organizational Science program was just as preferable as, if not more preferable than, a job candidate that had 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 nonacademic 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:

> "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." Joel Vaslow, HR Manager, Spring Staffing & Selection

> "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." Maria DeRitis, Senior Vice President, Wachovia Corporation

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.

Job Market Conditions: Organizational Behavior/Human Resources Management

In August 2002, the AACSB International Management Education Task Force 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. Although the AACSB report focuses on the supply and demand of business school faculty in general, and does not generally separate data for specific disciplines, it is fair to assume that the trends facing business schools as a whole are relevant for the areas of management, organizational behavior/organizational theory, and human resource management within business schools.

The DFC report was prompted by concerns raised in the 2002 AACSB Management Education Task Force (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 shows 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% 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 1000 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:

1. Attract alternative sources of faculty
2. Increase the production of Ph.D.s
3. Promote business doctoral education to prospective students
4. Foster innovation in doctoral education delivery.

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 indicates 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 1996 to 2002. 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.

	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 <u>Report of the Employment Status of 1997 Graduates</u> and the follow-up <u>Report of the Employment Status of 2001 Graduates</u> shows 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). As an aside, 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. They estimate that they will have over 2,000 employees by the year 2005, a fourfold increase from their current size. 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.
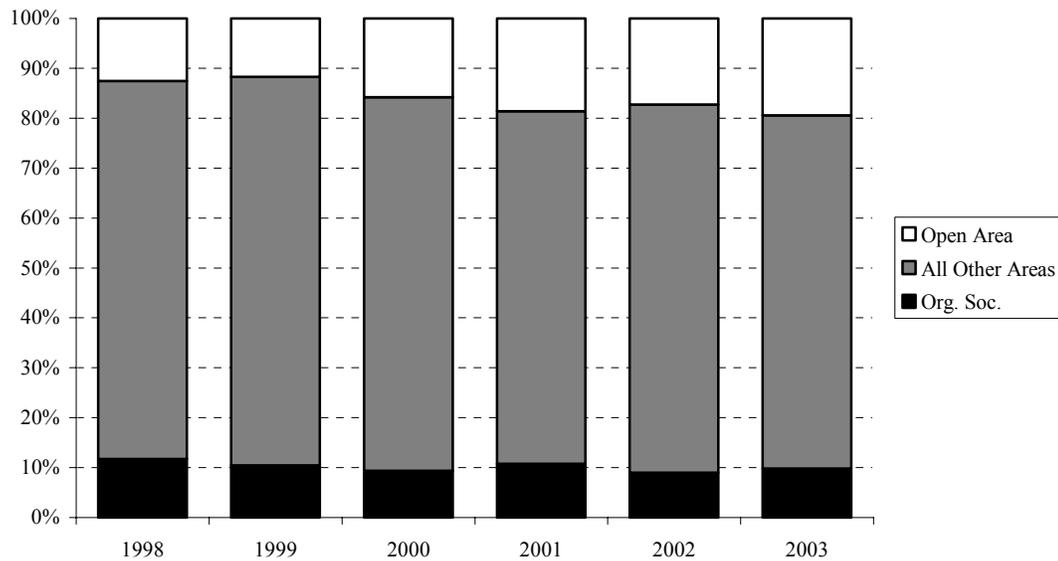
Figure 1

Figure 1 shows two important facts. First, from 1998 to 2003, roughly ten percent of all the sociology 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 training 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.
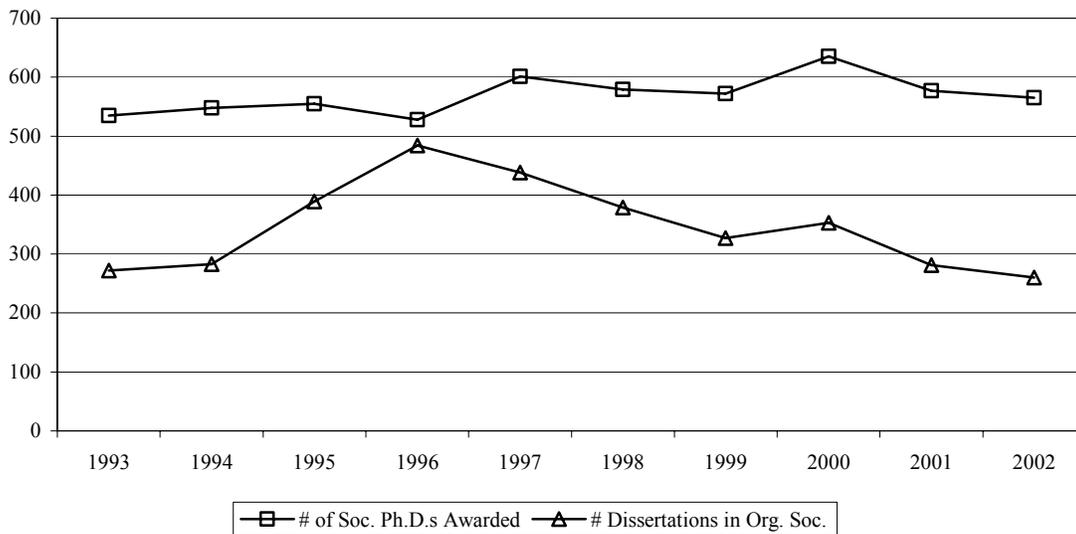
Figure 2

Job Market Conditions: Organizational Communication

National Communication Association's <u>Spectra</u> 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 13 communication studies department chairs. These chairs all anticipated doing hiring in organizational communication in the foreseeable future. Eight of the 13 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, if the applicant's dissertation was grounded in a Communication Studies perspective (i.e., had a communication emphasis), 12 of the 13 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, but it appears as if Organizational Science candidates can compete extremely competitively in the discipline specific job markets (which, from a candidate's perspective, enjoy large numbers of openings and relatively small numbers of applicants).

5. Plans to Offer the Program Off-Campus

There are no plans to offer the program away from campus.

6. Procedures for Planning the Degree Program

A planning committee was created to develop the Request for Authorization to Plan the Organizational Sciences Ph.D. Program. The committee was created by Dean of the College of Arts and Sciences and the Dean of the Belk College of Business Administration. The Committee includes representatives from four departments. The current members of the committee are:

Dr. Steven G. Rogelberg (Committee Chair), Department of Psychology, Associate Professor and Director of Industrial and Organizational Psychology, sgrogelb@email.uncc.edu, 704-687-4742

Dr. Anita L. Blanchard, Department of Psychology, Assistant Professor, alblanch@email.uncc.edu, 704-687-4847

Dr. Yang Cao, Department of Sociology and Anthropology, Assistant Professor of Sociology yangcao@email.uncc.edu, 704-687-2403

Dr. Richard W. Leeman, Department of Communication Studies, Chair and Professor, rwleeman@email.uncc.edu, 704-687-2086

Dr. S. Douglas Pugh, Belk College of Business Administration, Assistant Professor of Management, sdpugh@email.uncc.edu, 704-687-4422

Dr. Beth A. Rubin, Belk College of Business Administration, Associate Professor of Management, barubin@email.uncc.edu, 704-687-6215

Three additional individuals, while not explicitly on the planning committee, were highly engaged in the planning efforts and attended nearly every planning meeting. They were:

Dr. Charles J. Brody, Department of Sociology and Anthropology, Chair and Professor of Sociology, cbrody@email.uncc.edu, 704-687-2362

Dr. Brian L. Cutler, Department of Psychology, Chair and Professor of Psychology, blcutler@email.uncc.edu, 704-687-4775

Dr. Bennett J. Tepper, Belk College of Business Administration, Chair and Professor of Management, bjtepper@email.uncc.edu, 704-687-2062

In addition to the faculty representatives and the department chairs being heavily engaged in the planning process, this Ph.D. proposal was unanimously endorsed by the faculty of each of the core disciplines.

Program Structure and Governance

As an interdisciplinary program, the Ph.D. in Organizational Science will be administered outside the traditional departmental structure. Following the precedent established by previous interdisciplinary efforts (e.g., the doctoral programs in Public Policy and Infrastructure and Environmental Systems), there will be a Director of the Organizational Science program. The Director will report directly to a Dean's panel consisting of the Dean of Arts and Sciences and the Dean of the Belk College of Business Administration.

The Director will also consult regularly (i.e., an informal reporting relationship will exist) with the chairs of the four core departments. An internal advisory committee will be created 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 Psychology and Management, one faculty member each from Sociology and Communication Studies, and two graduate students in the doctoral program.

There will also be an external advisory committee composed of highly respected business leaders, practitioners, and academics. This six to ten member committee will meet (e.g., conference call) 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. When necessary, the entire program faculty will be convened to review and develop policies and procedures for the program.

Program Review

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.

Assessing and Supporting Student Progress

Each student will be evaluated annually based on input from all faculty who have contact with the student, including assistantship supervisors, advisors, and course instructors. Faculty will provide written feedback regarding the students' strengths and weaknesses, followed up by a meeting between the student and the faculty advisor to discuss the feedback.

An active faculty mentoring model will be the norm of operation in the program. Students will be strongly encouraged to become collegial partners of the faculty in their research and professional endeavors, including serving as co-authors on presentations and manuscripts, attending professional conferences, and becoming involved in professional organizations. As a result, students will be in frequent and close contact with faculty members. Student problems, issues and concerns can be examined proactively, responsively and in a natural fashion as they arise.

Finally, as noted above, student representatives will serve on the internal advisory committee and will be invited to program faculty meetings. Furthermore, 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. In sum, program faculty will use both formal and informal means on a sustained basis to monitor and support student progress through the program.

7. Method of Program Financing

Staffing

The initial faculty needs of the proposed program are well met through existing faculty in the core disciplines. Many have expressed committed interest in the program and their respective chairs, all of whom have been part of the planning committee, have provided assurances of their availability. Furthermore, faculty members across the home disciplines will be able to cover required courses for the proposed doctoral program by offering new courses that are cross-listed with their own departments and tailoring existing courses to the needs of Organizational Science. Thus, despite existing teaching and mentoring responsibilities, there are sufficient faculty resources to immediately staff and operate the program at the proposed initial student admissions level (i.e., seven doctoral students a year)

Future growth of the Organizational Science faculty (and graduate student openings) will occur in response to anticipated enrollment growth at UNC Charlotte. The Department of Psychology, for instance, currently has about 4.6 percent of UNC Charlotte's undergraduate majors and expects to retain that percentage as the University grows. Accordingly, when UNC Charlotte achieves its goal of 25,000 students, the Department of Psychology will have about 1,250 majors. The Department's 2004-2009 academic staffing plan, which is designed to accommodate the expected undergraduate and graduate enrollment growth, calls for a net increase of 10 faculty by 2009-2010. Some of these hires will be devoted to the Industrial and Organizational Psychology area to support undergraduate and graduate programs and courses. These hires will also support the Organizational Science program. The same rates of departmental growth are anticipated in Sociology and Communication Studies. As these departments grow to support undergraduate and graduate programs and courses, a number of

hires relevant to the Organizational Science program will occur. For example, the Department of Sociology and Anthropology anticipates hiring one to three organizational sociologists in the next five years. Communication Studies anticipates two searches within the next two years for faculty members with an Organizational Communication specialization.

The Department of Management will provide faculty in organizational behavior and human resource management to support the program. The need for additional faculty will be addressed through enrollment increase funding.

Physical Space

Current plans indicate that the Department of Psychology will gain sufficient additional space as new buildings open on campus, some of which will be dedicated to the Organizational Science program, on the 3000 level of Colvard. Specifically, some of the newly available space will be used to for a conference room, graduate student offices, and office space.

Ability to Generate External Funding

The primary faculty affiliated with the proposed program have received substantial external funding in support of their scholarship (over $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 have already demonstrated their commitment and ability to pursue support for research in this area. Kim Buch, for example, has received five NSF grants over the past 10 years. Beth Rubin has not only secured funding from NSF in the past, but has recently being invited to serve 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."

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, program faculty are 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 have an impressive history of successfully obtaining external contracts. The proposed Program Director, Steven Rogelberg, for instance, 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 close to 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.

The National Science Foundation 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 presentation. 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.

Financial Resources to Attract and Retain Students

Funding to attract and retain students will come from three sources: a) allocation of new assistantship resources and tuition waivers to Organizational Science as enrollment increases at UNC Charlotte; b) eligibility to be considered as a candidate for existing master's program assistantships; and c) grant funding (see above). As outlined in Table 5, these three sources will work together to fund doctoral students for four to five years.

Year	Funding Source
1st and 2nd year graduate students	a. New assistantship/waiver allocations provided by the Graduate School b. Eligibility to be considered as a candidate for existing master's program assistantships
3rd year students	a. Approved internship employer b. Research assistant on faculty grant
4th and 5th year students	a. Research assistant on faculty grant b. Fellowship c. Part-time teaching opportunities

Table 5

With regard to part-time teaching, students who are A.B.D. may serve as instructors for the undergraduate programs in the various core discipline topics. Qualified graduate student teachers enable departments to reduce the number of full-time faculty members needed to staff its large undergraduate programs and enable the departments to minimize reliance on external part-time faculty. At the same time, serving as the instructor of record is a valuable learning experience for graduate students.

This request for authorization to plan a new program has been reviewed and approved by the appropriate campus committees and authorities.

Chancellor _____

Appendix A: 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 HUMRO

Herman Aguinis
Associate Professor of Management
Director Management Programs
University of Colorado at Denver

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/Marketing
University of Scranton

Scott Brooks
Gantz Wiley Research
Minneapolis, MN

Michael Burke
Professor of Management
Tulane University

Dukjin Chang
Assistant Professor
Department of Sociology
Seoul National University

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Appendix B: Ph.D. in Organizational Science Faculty Profiles

Dr. Anita Blanchard (Assistant Professor, Psychology) has taught a graduate course in survey research methods. She is the chair of one thesis committee and has been the member of several others. Her main interests are the uses and effects of communication technology on organizations and their employees. She has studied virtual communities, the sense of community in virtual communities and telecommuting employees. She has published in several leading academic journals including the *Journal of Vocational Behavior* and *The DATABASE for Advances in Information Systems*. She is currently studying the effects of telecommuting on organizational commitment.

Dr. Kim Buch (Associate Professor, Psychology) has taught graduate courses in Organization Dynamics I, Organization Dynamics II, The Ethical Practice of I/O Psychology, Projects in I/O Psychology, and a seminar in Total Quality Management. She has served on numerous thesis committees in Psychology, and several dissertation committees in Educational Leadership. She has chaired over 50 thesis committees. Her main interests are employee and team development and organization development and change. Dr. Buch has published in leading social science journals, including the *Journal of Applied Behavioral Science*. She is the recipient of many NSF inter-disciplinary grants and regularly funds graduate student research. She is currently studying participation and performance motivation in employee involvement (EI) and TQM interventions.

Dr. Yang Cao (Assistant Professor, Sociology) has taught graduate level courses in Organizational Theory, Organizational Sociology, Quantitative Research Methods, and Categorical Data Analysis. He has served as a member of several dissertation and thesis committees. His main interests are economic sociology, organizational sociology, social inequality, and post-socialist transitions. He has published in leading academic journals, including the *American Journal of Sociology* and *Social Forces*. Dr. Cao has also been involved in an NSF project on inequality and job mobility in urban China, and is currently studying corporate downsizing and multinational companies in China.

Dr. Scott Fitzgerald (Assistant Professor, Sociology) specializes in political sociology, stratification, organizations, and theory. His research interests coalesce around issues of economic inequality, social movements, religion, and the State. His teaching interests include political sociology, social movements, inequality, ethics, non-profit organizations and organizational theory.

Dr. Robert Giacalone (Surtman Distinguished Professor of Business Ethics) has taught graduate level courses in Business and Society and Organizational Behavior. He has served as member of two master's thesis committees. His main interests are business ethics and organizational behavior. He has published in many academic journals including the *Journal of Business Ethics*, *Personality and Social Psychology Bulletin*, *Journal of Social Psychology*, *Journal of Organizational Behavior*, *Human Relations*, and *Public Personnel Management*. He is currently studying workplace spirituality and workplace values.

Dr. David Gilmore (Associate Professor, Psychology) has taught graduate courses in Industrial/Organizational Psychology, Personnel Psychology, Psychology of Leadership, and Human Resources Management at UNC Charlotte and Illinois State University. He has served on four dissertation committees and numerous thesis committees, of which he has chaired over 35. His research interests are in leadership, employee selection and the interview, and organizational politics. He has published in leading journals such as *Journal of Applied Psychology*, *Personnel Psychology*, *Academy of Management Journal*, and *Academy of Management Review*, and has co-authored a book on the employment interview. He continues research in the area of employee selection and leadership.

Dr. Chris Henle (Assistant Professor, Management) has served as a member of two dissertation committees. Her main research areas are workplace deviance, organizational justice, and employment law. She has published her work in journals such as *Human Performance* and *International Journal of Selection and Assessment*. She is currently studying religious discrimination in the workplace and the influence of coworker and supervisory norms toward workplace deviance.

Dr. Jo Ann Lee (Associate Professor, Psychology) has taught two graduate level courses: Psychological Measurement and Evaluation; Personnel II. She has served as a member and chair of several thesis committees. Her main research interests include special problems facing older workers, personnel selection, work/family issues, and legal regulations of employment practices. She has published in various academic journals, including *Journal of Applied Psychology, Personnel Psychology, and Journal of Business and Psychology*. She recently co-edited a book with Dr. L. Diamant, *The Psychology of Sex, Gender, and Jobs: Issues and Solutions*. Her current project, *Values, work/family conflict, and job satisfaction,* is funded by the Foundation of the University of North Carolina at Charlotte.

Dr. Shawn Long (Assistant Professor, Communication Studies) has taught Communication Research Methods, Organizational Communication Case Studies, and Seminar in Organizational Communication at the graduate level. He has also served as a chair and member of several thesis and directed project committees. He has published work on diversity and communication in organizations as well as evolution of virtual teams. He is currently participating in a major NIH grant to study diversity communication and organ donation.

Dr. Gaelle Picherit-Duthler (Assistant Professor, Communication Studies) has taught Global Organizations & Communication and Organizational Communication & Technology at the graduate level. She has also served as a chair and member of several thesis and directed project committees. She has published work on employee benefits communication as well as evolution of virtual teams. She is currently participating in a major study of virtual teams in police departments.

Dr. S. Douglas Pugh (Assistant Professor, Department of Management) has taught three graduate level courses: Leadership and Organizational Behavior I, Seminar in Organizational Psychology, Advanced Seminar in Organizational Psychology. He has served on eight thesis committees, and was thesis chair for five of the eight committees. His research focuses on customer service, employee-customer interactions, and emotions in organizations. His research has been published

in the major academic journals in the field of management and organizational psychology including the *Academy of Management Journal, Academy of Management Executive,* and *Organizational Behavior and Human Decision Processes.* His current research is focusing on the effects of community demographics on employee attitudes in service organizations.

Dr. Charlie L. Reeve (Assistant Professor, Psychology) has taught two graduate level courses: Foundations of Industrial Psychology, and Advanced Seminar in Individual Differences. At Purdue University he served as a member of six dissertation and thesis committees; for three of which he was chair. His research interests are based broadly in the study of the interaction of inter- and intra-individual differences with environmental affordances and demands, with three current foci: issues in the measurement of individual differences, recruitment and job-pursuit decisions, and employee adjustment in "dirty work" occupations. Dr. Reeve has published in leading academic journals including *Journal of Applied Psychology, Personnel Psychology, Journal of Occupational and Organizational Psychology*, *Organizational Research Methods*, and *Human Performance.* His article in *Human Performance* was nominated for the William A. Owens Scholarly Achievement Award given by the Society of Industrial and Organizational Psychology. Since 2001, he as acquired several grants to support his research, totaling over $175,000.

Dr. Steven G. Rogelberg (Associate Professor, Psychology, and Adjunct Associate Professor, Business Administration) is Director of the Industrial and Organizational Psychology Program at UNC Charlotte. At Bowling Green State University, he chaired ten MA/PhD committees, taught a wide-range of doctoral courses, and was Director of the Department of Psychology's Institute for Psychological Research and Application which brought in close to $500,000 of funding. He has nearly 40 publications and more than 60 presentations addressing issues such as organizational research methods, team effectiveness, health and employee well-being, meetings at work, and organizational development. He edited the *Handbook of Research Methods in Industrial and Organizational Psychology* (2002). Recent honors include being named Chair of Education and Training for the Society of Industrial and Organizational Psychology (SIOP), serving as a SIOP Executive Board Member, receiving the 2001 Bowling Green State University (BGSU) Psi Chi Professor of the Year Award, serving as the 2000 BGSU graduation commencement speaker, receiving the 1999 BGSU Master Teacher Award, and being named a BGSU Alumni Research Fellow. Dr. Rogelberg has received nearly $300,000 of external grant funding. He has held two international guest professor appointments: The University of Sheffield, England, and the University of Mannheim, Germany.

Dr. Beth A. Rubin (Associate Professor, Management, and Adjunct Associate Professor, Sociology) has taught a variety of graduate courses including Leadership and Organizational Behavior II; Intermediate Sociological Research Methods; Design of Research Projects; Sociology of Organizations; Sociology of Work and Leisure; Political Sociology; Society and Economy; Capital, Labor and the Organization of Work; and Business, Labor and the State. Dr. Rubin has served on sixteen master's committees, six of which she has chaired, and fourteen Ph.D. committees, three of which she has chaired. Two of the three dissertations received *National Science Foundation Dissertation Improvement Grants* to fund the research, a panel on which she currently serves. Rubin's major research interests are workplace and economic restructuring, time in organizations, labor market structures and practices and work-home-life

balance. She has published articles on these topics in *American Sociological Review, The Sociological Quarterly, Social Science Research, Contemporary Sociology, Research in Social Stratification and Mobility, Industrial and Labor Relations Review,* and *Work and Occupations,* as well as book chapters and she has authored a book entitled *Shifts in the Social Contract.* Rubin's current research centers around understanding the ways in which economic and workplace transformation alter society, workplace (and other) organizations and the behavior of individuals within those organizations.

Dr. Teresa L. Scheid (Associate Professor, Sociology) has taught graduate classes in Social Organization of Health Care, Social Context of Mental Health, Health and Health Care Research, Research Methods for Health Administration, Dilemmas in Organizations, and Social Theory. Her research focuses primarily on the organization of mental health services and the work of mental health-care providers and examines the effect of macro level institutional demands on organizational structures and practices. She is author of *Tie a Knot and Hang On: Providing Mental Health Care in a Turbulent Environment* (2004, Aldine de Gruyter), co-editor of *Handbook for the Study of Mental Health: Social Contexts, Theories and Systems* (1999, Cambridge), and serves on the editorial boards of the *Journal of Health and Social Behavior* and *Social Problems.* In addition she has thirty articles appearing in a variety of journals.

Dr. William D. Siegfried, Jr. (Associate Professor, Psychology) has taught a variety of courses at the graduate level, served as chair of 14 thesis committees, and served as a committee member on more than 45 others. He has presented scholarly papers at SIOP and SEPA. His most recent research interests focus on education and training issues in psychology.

Dr. Ben Tepper (Professor, Management) has taught doctoral seminars in organizational behavior and research methods and master's level courses in organizational behavior. He has served on 25 dissertation committees, five of which he chaired. His research on organizational justice, personality, and prosocial and antisocial behavior has been published in well-regarded journals including the *Academy of Management Journal*, *Journal of Applied Psychology*, and *Organizational Behavior and Human Decision Processes*.

Dr. Jennifer Welbourne (Assistant Professor, Psychology) has taught a graduate class in Social Psychology. Her research interests focus on health-related attitudes and behaviors, occupational safety and health issues, impression formation processes, and perceptions of groups and individuals. She has published articles in the major journals in the field, including *Health Communication*, the *Journal of Experimental Social Psychology*, and *Social Cognition.* Her current research focuses on safety-related messages and behavior.

Dr. Kelly Zellars (Associate Professor, Management) has taught two graduate level (MBA, Ph.D.) courses: Organizational Behavior and Human Resource Management. She is currently serving as a member of one master's thesis committee and one Ph.D. committee. Her major research interests focus on job stress/burnout, the role of personality in organizational life, and issues of justice in the workplace. She has published in leading academic journals, including *Academy of Management Journal, Journal of Applied Psychology,* and *Journal of Organizational Behavior.* She has received several Childress-Klein research grants. She is

currently working on the analysis of a large biofeedback stress study with colleagues in Florida and Brazil.

Mr. Wei Zhao is currently completing his dissertation at Duke University, and will be joining the UNC Charlotte faculty as an Assistant Professor of Sociology in August 2004. Mr. Zhao's published research has most recently focused on China's transitional economy, while his earlier publications have examined societal transitions in Egypt, South Africa, and Latin America. His dissertation is studying reputation-building within industry.

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