



TEXAS TECH UNIVERSITY
Rawls College of Business™

DOCTORAL STUDENT HANDBOOK

Ph.D. in Business Administration
Area of Management Supplement
to the College Handbook

Texas Tech University
Rawls College of Business Administration
2014 – 2023

Version 8.2
Appendix 2 updated: July 25, 2023
Effective date of this update: August 14, 2023
Ratified by the PhD Committee: July 17, 2023

(Note: This document should be read in conjunction with, and as a supplement to, the Rawls College of Business Administration doctoral student handbook which is available from the Rawls Graduate Services Center.)

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DOCTORAL STUDENT HANDBOOK

Ph.D. in Business Administration

Area of Management Supplement

I. Introduction

Welcome to the PhD Program in Management in the Rawls College of Business Administration at Texas Tech University (TTU). This program strikes a balance between the individual and the group by inviting your participation in a learning community committed to helping you to discover your “intellectual self.”

By enrolling in this program, you have embarked on a remarkable adventure with a unique destination: a career of scholarship. Your journey through the Management Doctoral Program will be a defining time of your life, possibly unlike anything you have experienced in your education to date. Due to its distinctive purpose of developing research scholars who are capable of independently generating new knowledge, a doctoral program differs from undergraduate and master’s programs in fundamental ways. Specifically, your doctoral program will concentrate upon helping you to refine your ability to discover new knowledge, and to write effectively, so that your scholarship is made available to other scholars, students, and to the community at large. To accomplish this we believe that you must work to refine the critical thinking skills of application, analysis, synthesis, and evaluation; and will assume that you will be independently motivated to utilize the knowledge and comprehension critical thinking skills that are more the focus of undergraduate and master’s education.

Thus, because doctoral programs have different goals than other degree programs, they employ different pedagogies, and produce a different result: social scientists with expertise in their field and the ability to disseminate this knowledge through original research and teaching. Because of this unique objective, you can expect to become engaged in far different learning methods than undergraduate and master’s programs use. While it is true that in this program we are dedicated to imparting the knowledge of the management disciplines, we also intend to develop specialized problem-solving processes that prepare you for an academic career. Accordingly, here in the Management Doctoral Program at TTU we offer you a learning approach grounded in critical thinking.

In the Area of Management at TTU we believe that a highly effective response to rapidly accelerating knowledge generation within an information age should be—as one of our distinctive competencies—to offer doctoral students a program that invokes high-order critical thinking skill as the means from which they may attain conceptual mastery in their field. In this doctoral program you are therefore expected to take much greater personal responsibility for maximizing the learning you achieve through the courses that you take. For example, in your doctoral seminars you are expected to *read extensively beyond assigned readings*, while sharing the knowledge you acquire in the process to help your classmates learn.

Specifically, we seek to develop your critical thinking capacities through integrating across the thinking-complexity levels reflected in Bloom’s Taxonomy of Educational Objectives (e.g., knowledge, comprehension, application, analysis, synthesis and evaluation; see Table 1), the additional requirements and activities that are part-and-parcel of a rich doctoral education

experience. Thus, your program activities include, but are not limited to: (a) the preparation and submission of theoretical and empirical papers for publication, (b) teaching and research assistantships, (c) directed studies, (d) qualifying exams, (e) conference and journal reviewing, (f) participation in professional development seminars, (g) involvement in professional meetings, (h) and the preparation and defense of an original dissertation on a research topic of interest. Each of these activities are all connected within this program such that they serve to hone and refine your ability as a critical thinker.

a. Table 1: Critical Thinking

Benjamin Bloom created the following taxonomy for categorizing the level of abstraction of questions that commonly occur in educational settings. The taxonomy provides a useful structure by which to categorize the variety of thinking skills that it will be possible for you to develop through your participation in the Program.

Competence	Skills Demonstrated
Knowledge	• observation and recall of information • knowledge of dates, events, places • knowledge of major ideas • mastery of subject matter • <i>Question Cues:</i> list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	• understanding information • grasp meaning • translate knowledge into new context • interpret facts, compare, contrast • order, group, infer causes • predict consequences • <i>Question Cues:</i> summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	• use information • use methods, concepts, theories in new situations • solve problems using required skills or knowledge

Competence	Skills Demonstrated
	• <i>Question Cues:</i> apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify experiment, discover
Analysis	• seeing patterns • organization of parts • recognition of hidden meanings • identification of components • <i>Question Cues:</i> analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	• use old ideas to create new ones • generalize from given facts • relate knowledge from several areas • predict, draw conclusions • <i>Question Cues:</i> combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalize, rewrite
Evaluation	• compare and discriminate between ideas • assess value of theories, presentations • make choices based on reasoned argument • verify value of evidence • recognize subjectivity • <i>Question Cues:</i> assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize

*From Benjamin S. Bloom *Taxonomy of educational objectives*

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We expect students to progress through the program from year to year by systematically refining their critical thinking skills. More specifically, we expect students to develop progressively higher levels of critical thinking skills along the lines summarized below.

- The primary focus for a student during the first year in the program is devoted to acquiring knowledge and comprehension of (a) the content area and (b) of the research article writing and submission process through doctoral seminars, research assistantships, Consortium for the Advancement of Research Methods and Analysis (CARMA) presentations and short courses (<https://carmattu.com>), and teaching-support opportunities, with some application of this knowledge through preparation and defense of the Specialty Paper Proposal (i.e., First Year Paper), research assistantships and statistics/methods seminars.
- By the end of the second year, a student is expected to have achieved a basic knowledge and comprehension of the content domain, and to have shifted focus to the application of that knowledge and the development of higher levels of critical thinking including analysis, synthesis and evaluation – as evidenced in your writing and defense of the Specialty Paper (i.e., Second Year Paper) and submission of journal articles for peer review at good journals. While seminars, research assistantships, and teaching and reviewing opportunities continue to serve as means of developing these critical thinking skills, other mechanisms are added to the mix, including directed studies, a specialty paper, qualifying examinations, CARMA presentations and short courses, and preliminary work laying the foundations for a dissertation.
- By the end of the third year, a student should have completed qualifying exams and basic course work, and gained additional competence with respect to critical thinking skills; attention then shifts to further developing higher level skills through directed studies, scholarly papers (driven by the student's interests and therefore where the student plays a more major role in their submission for review) that are submitted for publication, additional research (e.g., reviewing) and teaching activities, and dissertation work, including developing and defending a dissertation proposal.
- By the end of the fourth year, a student is expected to have mastered the content domain of his or her choice and to have more fully developed higher level thinking skills (i.e., analysis, synthesis and evaluation) through work on a high-quality dissertation, as well as through continued scholarly contributions through journal article submissions, CARMA presentations and short courses (as necessary to promote dissertation completion), and as a research assistant and teacher.

A visual representation of the critical thinking skills we strive to impart to doctoral students, along with many of the program components available for their development, is provided in Appendix 1.

As the preceding discussion suggests, the goal of our doctoral program is to use a wide array of pedagogical and socialization methods to systematically transform entering students into management scholars capable of performing at the highest levels of their craft. Through this process, it is expected that as a graduate, you will produce a scholarly record of research and teaching that will allow you to successfully compete for academic appointments at peer institutions. In addition, to thoroughly ground you in your core content domain, you are expected to teach two (2) courses at least two (2) times each in the topic area where you intend to seek a tenure-track appointment.

Of course, a key assumption upon which your future success will be based is that you will assume ownership for your own program learning and recognize that you are ultimately responsible for developing and applying the critical thinking abilities initiated and refined here. Hence, the Management Doctoral Program at TTU is designed to empower you, and to facilitate your growth and maturation as a management scholar. Your success in the program will ultimately depend on your ability to utilize the rich array of faculty and institutional resources available to help you blossom as a scholar capable of making original and valuable intellectual contributions to the field. So, while your time in the program may indeed unfold as a demanding and often unfamiliar trip, we also believe you will find it to be an exciting, engaging, and empowering journey with a most rewarding destination – a career as a management scholar who is fully capable of discovering and disseminating knowledge to others through independent critical thinking.

b. Role of the PhD Committee

The Area of Management PhD Committee has both decision making and advisory responsibilities.

1. Decision making

In its decision-making function, the Committee: (1) serves as the PhD Program Admissions Committee for the Area, (2) operates to accomplish the mandate established by the Area Coordinator, (3) ensures that the PhD Program policies adopted by the Area Faculty are properly administered, and (4) serves as the Qualifying Exams Committee that is responsible for assembling and administering qualifying exams, including the Specialty Field Paper (i.e., First and Second Year papers). Appeals of committee decisions should be made according to college and university policies and procedures.

2. Advisory

In its advisory capacity, the Committee reviews the PhD Program on a regular basis, and provides input to the Area PhD Coordinator and the Area Coordinator to ensure a well-run Program.

3. Mandate

Portions of the Area Coordinator Mandate relevant to this Handbook (because they provide guidance and the rationale for many of the policies described herein) are as follows:

- Increase the quantity and quality of PhD student publications.
- Increase the quality of student placements, targeting peer (or better) institutions.
- Foster student support and socialization processes.
- Increase the level of financial support available to our students, e.g. through grant writing, and work with the Dean's Office.
- Continue to extend and energize our recruitment efforts to cast a broader net and attract a richer pool of high-quality applicants.
- Continue to fill our available PhD Assistantships with highly qualified and committed students.

c. Effective Dates

This document is a supplement to the Rawls College of Business (RCOB) PhD Handbook; all policies specified in the RCOB handbook but not in the Area of Management supplement apply to Area of Management doctoral students. This Handbook Supplement is effective August 14, 2023. All students who begin their studies on or after this date will be subject to all provisions of this Handbook Supplement without qualification. The only exception to this effective date will be currently filed degree plans, and qualifying exam option choices for qualification for candidacy. Students who have previously been registered for classes within the Area of Management PhD Program prior to August 14, 2023 will have the option of completing degree plans and qualifying for candidacy under the preceding version(s) of this Handbook that were initially, or were subsequently in force from the time of their first-registered semester in the Program.

II. Student Advising

The student is initially advised by the Management Area Doctoral Coordinator. As soon as possible after beginning coursework (but no later than the end of the student's first year), the student should select a Management faculty member to serve as his/her advisor. Ideally (but not necessarily), this person will be the student's dissertation chair when the student reaches dissertation stage. A committee of Management faculty may be chosen, but one of these individuals should be designated as the Primary Faculty Advisor. The student should consult with the Area Doctoral Coordinator and the Primary Faculty Advisor to develop a Degree Plan. The student is responsible for getting the Area Doctoral Coordinator's approval for the Degree Plan. Once the student has a Degree Plan signed by the Area Doctoral Coordinator, the student should file it with the College's Graduate Programs Office by the end of their first year.

	Area Doctoral Coordinator	Primary Faculty Advisor
Appointment	Appointed as advisor for all PhD students	Appointed by student according to research interests
Roles	Serves as advisor for all aspects prior to the student's designation of a Primary Faculty Advisor. Develops students to become top scholars by providing general guidance in research, teaching, and service. This guidance is offered in part through the Doctoral Colloquium.	Serves as mentor in field of expertise, provides guidance in choosing courses that will help student excel in their field of expertise. Develops students to become top scholars in their field of expertise.
Administrative responsibilities	Provides official approval for all documents that must be filed with the Graduate School and/or the COBA Graduate Services Office. Signs off on final notification of dissertation and assists with scheduling the dissertation presentation to faculty.	May eventually be student's dissertation chair.

III. Overview of Requirements

An overview of the requirements for the PhD in Business Administration with a major in Management is provided in this section of the handbook supplement. Together with the Rawls College of Business Administration (RCOBA) doctoral handbook available from the Graduate Service Center, these requirements constitute the expectations for PhD students in Management.

A minimum of 20 courses (60 semester credit hours) beyond the bachelor's degree and basic studies in business (as described below concerning "leveling courses") is required for the doctorate. Required course work includes core management courses, a management specialization, and research methods as a supporting field. Twenty-four (24) hours must be taken in residence during a 12 month period. Up to 30 credit hours from outside institutions (provided there is an equivalent course at TTU), may be counted toward the required 60 hours, if approved by the appropriate Doctoral Coordinator for the Area in which the student seeks credit. At least 30 hours must be taken in residence at TTU. There is no foreign language requirement.

A student must take 21 hours in a 12 month window. This requirement can be split up between the regular semesters and the summer semesters as follows: 9/9/3/0 or 9/9/0/3. **However, if a student has a teaching position in the summer, she or he must register for at least three hours in the semester she or he is teaching.**

All students in the Area of Management are expected to complete the courses for which they are registered. Graduate Faculty and students are expected to do all that is reasonably possible to ensure that no incomplete courses remain on student transcripts. Should a situation arise where an incomplete (I) grade is necessary, the student is responsible for obtaining a signed authorization from approved by their Chair and the PhD Coordinator and to abide by the terms of completion. Normally, incompletes not finished within 1 year of the recording of the "I" grade, will require the instructor of record to change the grade to an "F."

Students with more than three (3) incompletes at any given time will automatically have their academic standing reviewed by the PhD Committee and will be required to take remedial steps as recommended by this Committee to ensure continuing progress in the Area of Management PhD Program.

It is an explicit citizenship expectation that students will attend all classes for which they register. Meetings with faculty and other advisors should not be scheduled during committed class time.

Each PhD student is expected to maintain a current summary of their research, teaching, and service activities in Digital Measures and use Digital Measures to generate an Annual Activity Report by May 15th for the preceding year (1st year forms will be for September through April only) (see Section IX, following).

The Graduate School also requires a Third-year Doctoral Progress Report (Appendix 3), which has two sections to be completed by the PhD Coordinator (in consultation with the student's

advisor) and by the Dissertation Chair (if post-qualifying exams), respectively: (1) Progress in scheduled degree requirements, and (2) Progress in research.

Once a student is admitted to candidacy (has completed qualifying exam requirements), that student should enroll in BA 7000, BA 8000 or equivalent courses until finished. If obtaining financial aid, this may mean enrolling for at least six hours a semester.

The specific components of the Management Doctoral Program can be divided into five categories:

- 1) The development of foundational knowledge, skills and competencies,
- 2) The development of the doctoral student as a researcher,
- 3) The development of expertise in Management as the student's major area of specialization, and
- 4) The development of expertise in at least one supporting field,
- 5) The development of the student's abilities to use quantitative and qualitative tools of analysis.

a. Foundational Knowledge, Skills and Competencies

The first program component is designed to ensure that incoming doctoral students have the necessary foundational knowledge, skills and competencies to succeed in the program. To do so, students with a limited background in business education are required to take "leveling courses", and all admitted students must fulfill a mathematics competency requirement. Per the Rawls College of Business (RCOB) Ph.D. Handbook, "[p]reparation for entry to the doctoral program should start with completing pre-doctoral leveling work as required by the major area graduate faculty." In addition, entering students must take the following courses:

- ISQS 5347 Advanced Statistical Methods
- BA 5395 Practicum in Higher Education for Business

b. Research Skills

The second component of the doctoral program concentrates on the student's development as a researcher. Every effort is made to develop scholars with the perspective and capacity to pursue significant research in their fields of interest. Research skills and experience are enhanced throughout the program by a faculty/doctoral student colloquium each semester (for further information, see Colloquium), additional research-oriented courses (including a research methods supporting field and specialty track), CARMA presentations and short courses, and seminars and ongoing research with faculty members. Students are encouraged to increase their exposure and contact with the professional community by attending and presenting papers at professional meetings. The Area of Management Coordinator will try to provide financial support for participation in professional meetings whenever possible.

Note: It is very important for PhD students to be fully aware that, because the PhD is a research-focused degree, it is not sufficient for a student to simply do well in course work. Students are expected to use their RA assignment and dedicated extra time on their own to develop research and writing skills. To ensure effective participation in the job market and as a foundation for a successful research career, PhD students in the Area of Management are expected to participate in the submission of papers to journals beginning in Year 1, such that several publications will be under review, under second-round revision, accepted, in-press and/or in print by graduation. Research collaboration with management Graduate Faculty is expected.

c. Management as a Major

The fourth program component consists of a major field specialization in Management. The level of competence required in the major is that of a scholar concentrating in the field and contributing to its progress through research. This implies a broad knowledge of the field of Management and its literature and a detailed understanding of current research in a specific sub-area of Management.

The coursework a student takes in Management covers both a Management core and a specialization within Management (details on the core and specialization are provided below). Students should work with their faculty advisors in their chosen specialization to tailor course work in Management to meet their objectives and interests.

1. Management Core

All Ph.D. students majoring in Management are expected to have adequate familiarity with basic areas within Management. These are defined by the following core courses:

- MGT 6375 Advanced Organizational Behavior
- MGT 6392 Advanced Organization Theory
- MGT 6395 Advanced Strategic Management
- MGT 6381 Seminar in Entrepreneurship
- MGT 6381 Seminar in Leadership

2. Management Content Area Concentrations

Ph.D. Students majoring in Management, with the consent of their faculty advisors, may specialize in a content-area concentration consistent with their interests to support their long-term career goals (i.e., recruitment, promotion, tenure, etc.). Typical concentrations include Organizational Behavior/Leadership, Strategy/Entrepreneurship, and Strategy/Organizational Theory. Normally a student will take two courses (6 hours) beyond the five core courses (15 hours) in their content area of concentration to prepare for qualifying examinations.

Approved courses making up the 6 additional hours may include various seminars offered by Management faculty (e.g., Seminar in Family Business), by other graduate faculty (e.g., PSY 5327: Seminar in Social Cognition), or independent readings/research courses (BA 7000). However, these courses should reflect the formal background needed for an individual student to be prepared for qualifying exams and dissertation research in their area of concentration. **Where justified, and with the permission of the Management Doctoral Coordinator, some prior graduate coursework may be used to match the requirements of the supporting fields.**

d. Research Methods as a Supporting Field

In order to ensure adequate skill development in research methods and statistics, all students are required to pursue research methods as a supporting field. This supporting field is designed to provide the student with a highly developed set of analytical and research skills. Per the RCOB Handbook, at least 9 hours (3 courses) of supporting field coursework in research methods is required.

- ISQS 5349 Regression Analysis
- ISQS 6348 Applied Multivariate Analysis
- BA 6300 Advanced Business Research Methods; Structural Equation Modeling
- MGT 6381 Qualitative Methods & the Philosophies of Science
- MGT 6381 Publishing Empirical Research and Scholarly Writing
- BA 7000 **Special Topics on Research Methods and Analysis (e.g., Two CARMA Short Courses plus a deliverable agreed upon by the instructor)**

e. RCOB Minor in Advanced Research Methods

In addition to fulfilling the requirements for research methods as a supporting field, Rawls College of Business PhD students may earn an optional minor in advanced research methods by completing the requisite courses and specialty paper. Note the following caveats regarding the methods minor option.

- Completion of the Advanced Research Methods Minor is an optional/voluntary component of the RCOB PhD program. That is, no additional requirements to the extant program are imposed to earn a PhD in Business. Instead, pursuit of the advanced methods minor is voluntary, as students elect to complete the programmatic requirements for a Minor in Advanced Research Methods. **Students who fulfill the requirements for the Methods Minor will also receive recognition as a CARMA (Consortium for Advanced Research Methods and Analysis; <https://carmattu.com>) Research Methods Scholar.**
- If a student elects to pursue the Advanced Research Methods Minor, there is no change to the existing program requirements with respect to course work and qualifying exams. That is, regardless of whether students elect to pursue the methods track, they are still required to complete existing requirements with respect to Area qualifying exams.

To complete the Advanced Research Methods in Business Minor, doctoral students must fulfill the following *additional* programmatic requirements.

- *Successfully fulfill the requirements for five additional graduate level methods courses.* Two to three of these courses can build upon CARMA short courses (<https://carmattu.com/short-courses/>). That is, the student enrolls in either a BA 6300 (Advanced Business Research Methods) or a BA 7000 (Special Topics in Research Methods and Analysis) class - depending on stage in the program (e.g., 1st year, 2nd year, 3rd year; pre-qualifying vs. post-qualifying exam). Additionally, *two to three* (depending on the number of BA 6300/BA 7000 courses completed) methods courses from the existing Texas Tech Graduate curriculum must be successfully completed.

Course requirements for the CARMA Based BA 6300/BA 7000 courses will include the following:

- Completion of one CARMA Short Course (total of 20 hours of contact time). Note that as CARMA Director has input into all Short Course offerings, including their content and assessment. More specifically, they approve of the course content and jointly write and grade the exams in coordination with the Short Course instructor. Students will also participate in other live CARMA events (webcasts, PhD Prep Group and Topic Interest Group sessions). There will be assigned readings and quizzes on these sessions. This would add another 15-20 hours of additional contact time.
 - Finally, students will work with CARMA Director to develop additional deliverables (e.g., a research methods Qualifying Exam set of resources that would guide them as they prepare for Qualifying Exams; research proposal, empirical paper, methodological critique).
- *Successfully prepare a Specialty Paper on Advanced Research Methods.*

To earn the Business Minor in Advanced Research Methods, students must prepare an Area Specialty Paper on Advanced Research Methods. Prior to starting on the Specialty Paper, a three-page proposal that includes the title and a detailed description of the proposed research must be approved by the Area PhD Committee.

Following the completion of the Specialty Paper, the student will present the research to Area faculty and doctoral students. Evaluation of student performance on the paper will be conducted by the members of the Area PhD Committee. If the committee determines that the candidate has not performed satisfactorily, it may recommend that the candidate prepare a revision based on the Committee's feedback. The revision will be evaluated by the Area PhD Committee. If the revision is not approved, the student will not receive the designation of a minor in Advanced Research Methods.

The content of the Area Specialty Paper on Advanced Research Methods must be distinct from any Area requirements for a Specialty Field Paper and may include a review of an area of research methods relevant to business research. This review might address technical aspects of the method, how the method is used in business research, an application of the method to empirical data, a simulation investigating the method, or presentation of a new method from outside the field of business. Other topics are acceptable if approved by the Area PhD Committee. Note that the paper can be focused

purely on introducing, refining, or reviewing applications of a particular methodology that has high current or potential utility for research in the student's area of concentration (e.g., Accounting, Finance, Marketing and Supply Chain Management, Information Systems & Quantitative Sciences), or it can be focused on how to apply a particular methodology in an innovative way to contribute to a substantive body of research in the student's area of concentration. The expectation is that the paper will be of the sufficient breadth and quality to merit consideration for publication in a high-quality journal.

f. Electives, Independent Research

The remaining coursework necessary to total to 60 hours can be composed of elective coursework and/or independent research courses (BA 7000) as determined by the academic area Graduate Faculty. Enrollment in BA 7000 is typically associated with a student's preparation for their doctoral dissertation proposal or other research projects. Doctoral proposals and other independent research require substantial faculty resources. Enrollment should reflect the time required of the Graduate Faculty. The maximum number of hours in an "unnamed" BA 7000 courses is six.

g. Colloquium in Management Research

The joint faculty/doctoral student Colloquium in Management Research is intended to give each doctoral student additional exposure to Management-related issues, substantive research and research methods and to enhance student/faculty interaction, joint research and publication. It is also intended to provide professional socialization for doctoral students. Finally, it is used to help expose all members of the Area to new ideas from each other and from guest speakers. Note that Colloquium events are coordinated with CARMA events to provide students with complementary exposure to CARMA speakers with expertise in research methods.

The specifics of the Colloquium are these:

- Attendance of Colloquium events does not count toward other doctoral requirements, but it does meet the Area of Management's expectation for doctoral students.
- For first- and second-year doctoral students, attendance of Colloquium sessions is an extra-curricular requirement.
- More advanced doctoral students are expected to attend Colloquium sessions to broaden their content knowledge, understanding of professional norms, and to help mentor and socialize first- and second-year students.
- Faculty members are encouraged to attend Colloquium sessions as often as possible.
- The five primary activities of the Colloquium are as follows:
 - i. Increase student knowledge of research best-practices
 - ii. Enhance skill-building elements of the overall PhD Program
 - iii. Enable "choreography" – cooperation and collaboration among PhD students within the Colloquium Cohort
 - iv. Provide contextualization opportunities within which students come to understand the research craft.

h. Milestones in the Program

A summary of the major milestones in the Management Doctoral Program and expected organizational citizenship behaviors is provided below. In all years, students are expected to abide by the expectations set forth in this handbook.

	Course Work	Organizational Citizenship/Research/Teaching Expectations
Year 1	Two MGT or more Core Seminars Complete leveling courses as required • ISQS 5347: Advanced Statistics • BA 5395: Practicum in Higher Ed	Take classes, meet all faculty Develop research interest Submit paper at regional meeting • Attend Teaching, Learning & Technology Center (TLTPC) workshops (if available) • TA class (if available) • Attend CARMA and Colloquium events • Attend all academic presentations by guests, faculty, and Area doctoral students • Submit paper to national meeting; and participate with senior colleagues in submission to journals • Complete and defend Specialty Field Paper Proposal (i.e., First Year Paper)
Year 2	Complete MGT Core Seminars • ISQS 5349: Regression Analysis (or equivalent) • ISQS 6348: Applied Multivariate Analysis (or equivalent)	Finish classes • Have multiple projects with several faculty members • Prepare for and/or successfully pass written and oral qualifying exams • Teach one or more classes • Have papers under review at scholarly journals • Attend CARMA and Colloquium events • Attend all academic presentations by guests, faculty, and Area doctoral students • Complete/Defend Specialty Field Paper
Year 3	Complete all coursework • Defend dissertation proposal prior to Academy of Management Meeting	Initiate work on dissertation • Have additional papers under review at scholarly journals • Teach one or more classes • Advance to candidacy • Attend all academic presentations by guests, faculty, and Area doctoral students • Attend CARMA and Colloquium events • Present in Research Colloquium • Have paper(s) accepted for publication; and additional papers under review

	Course Work	Organizational Citizenship/Research/Teaching Expectations
Year 4	Complete dissertation • Register for BA 8000	Interview for post-graduation position • Have additional papers accepted for publication; and more papers under review • Teach one or more classes • Attend all academic presentations by guests, faculty, and Area doctoral students • Attend CARMA and Colloquium events • Present in Research Colloquium • Abide by the expectations set forth in this Handbook I • Successfully defend dissertation prior to the end of Summer II session

Note: Students are expected to initiate and maintain contact with the PhD Representative in the Graduate Advising Office of the Rawls College of Business to ensure that all appropriate documentation has been accomplished for each of the following events:

1. Admission
2. Degree plan (due end of Year 1, but **required** before qualifying exams can be taken)
3. Qualifying exam results
4. Admission to candidacy
5. Dissertation proposal defense
6. Proposal defense
7. Clearance for graduation

Please also note that the graduate school has established deadlines and waiting periods that must be adhered to in this process, some of which are modified and extended as provided in this Handbook. ***Students are expected to use their individual initiative to avoid any missed deadlines in the documentation process for their degree.***

i. Dismissal from the Program

DISMISSAL FOR CAUSE. Any student engaging in acts of academic dishonesty may be immediately terminated for cause, based on the recommendation of the Ph.D. Committee in the student's major field. The university catalog states the following: "It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension."

IV. Specialty Field Paper and Qualifying Exam

a. Specialty Field Paper¹

Coursework is intended to help prepare the student for intensive qualifying examinations which are taken when coursework has been completed. To prepare for the Qualifying Exam, the student is expected to go beyond courses through intensive self-study of the research literature. The Qualifying Exam is composed of three components as follows: (1) a **Specialty Field Paper**; (2) **Written Exam** – a set of discipline-based questions relating to management as a field, as well as questions on research methods; (3) **Oral Exam** – an oral examination.

As the first step of the Qualifying Exam process, Area of Management doctoral students must conduct and defend an original empirical research paper in an area of specialization (e.g., Entrepreneurship; Human Resource Management; International Business; Organizational Behavior and Leadership; Organization Theory; Research Methods; Social Issues in Management; Strategic Management; Individualized Specialization/supporting field). **The Specialty Field Paper must be completed and defended by the end of the second year in the program. In addition, a successful defense of the Specialty Field Paper is required before the student can sit for the written and oral components of the Qualifying Exam.**

The reasons for this policy are fourfold. First, students should be introduced to the process of conducting and presenting original empirical research early in their programs. The best way to do so is by actually completing all phases of an empirical research study. Second, because the research students complete as part of their doctoral course work often provides the basis for their dissertations, conducting and presenting a research project can serve as foundation steps for developing a dissertation topic. Third, practice making research presentations serves to prepare students for making professional presentations at academic conferences and as part of the competitive process of securing faculty appointments following the completion of their doctoral studies. Fourth, initial research conducted early in their doctoral studies can provide a foundation for an ongoing research program that they can develop throughout their subsequent career, including milestone steps in their careers (e.g., promotion and tenure decisions).

1. Expectations for First-Year Students

First year students should work throughout the fall, spring, and summer semesters to develop a **research proposal for an original empirical study, under the direction and supervision of two Area of Management graduate faculty members, one of whom will serve as the student's primary advisor and the other as a secondary advisor for the proposed study.** Working together as an advisory committee, the two faculty members provide the student with guidance in selecting a research topic, grounding the project in appropriate theory, developing an appropriate research design and methodology, data collection and analysis, and manuscript preparation. In general, the spring and summer semesters in the program should be devoted to refining and finalizing first year papers for which data collection as part of second year papers will be initiated during the following fall and spring semesters. A one-page description of the student's proposed first-

¹ This policy is based in part on the "Policy on Doctoral Student Summer Paper Presentations" developed by the RCOB School of Accounting. We are grateful to the Accounting faculty for sharing this policy information.

year paper topic should be submitted to the advisory committee by January 31st of the student's first year in the program.

The student should, in consultation with their advisory committee, schedule an approximate one-hour slot in early August during which the student will present the paper to the Area graduate faculty. A 15-20-minute (Academy of Management-like) presentation is expected, followed by open discussion of the faculty and student regarding the details of the proposed research project.

The student's primary advisor will announce the schedule for the presentation at least one week before the date of the presentation. The doctoral student must work closely with the primary advisor to: a) identify a date, and b) ensure a copy of the paper is distributed at least four to five days in advance of the scheduled presentation. As part of the presentation, the student should prepare a set of presentation materials that:

- 1) State the research question.
- 2) Provide the motivation for conducting the study.
- 3) Present the theoretical framework and literature appropriate for the study.
- 4) State the hypotheses or equivalent to be tested or addressed in the study.
- 5) Develop an appropriate methodology and specify the sample.
- 6) Identify potential contributions and implications.

The presentation will be open to the public, unless members of the public are not acting in good faith. The student should be prepared to answer pertinent questions about the proposal from the audience.

After the presentation, the graduate faculty as a whole, in close consultation with the PhD Program Coordinator, will provide the student and the advisory committee with recommendations on potential refinements to the research. Based on faculty feedback, the advisory committee may issue a "revise and resubmit" or "conditional accept" decision whereby required refinements of the proposal are specified. The student will proceed to implement the required refinements during the fall semester. Once the proposal quality is determined to be acceptable by the student's advisory committee, the primary advisor should notify the Management PhD Student Coordinator in writing (email is fine) with a statement such as: "[The student] has sufficiently developed the proposal, [title of paper here] to the point where the secondary advisor and I would be co-authors and be willing to submit it to the [specifically identified 5 or 5* from the RCOB journal list], if the proposed research is executed as proposed."

2. Expectations for Second-Year Students:

Second-year students should plan on conducting and defending the original empirical study described in their approved research proposal². To enhance the publication potential of the Specialty Field Paper, it will be conducted under the supervision of the faculty advisory committee who directed the development of the research proposal, where possible. However, the student should shoulder the majority of the work at a level that merits first authorship. The defense of the Specialty Field Paper must be completed following the conclusion of the student's second year in the program by the 4th Thursday in November of the subsequent fall semester.

NOTE: The student is expected to sit for the written and oral components of the Qualifying

Exam in August (at the conclusion of their second academic year in the PhD Program). However, a successful defense of the Specialty Field Paper is required for the student to pass the Qualifying Exam.

The following points outline the basic process and requirements for successful completion of the Specialty Field Paper.

- a) The faculty advisory committee that supervised the development of the student's research proposal and the completion of the original research study will assess the quality of the paper and approve the paper for presentation. Ideally, the primary and/or secondary faculty advisors will help develop the paper as co-authors, but the student must remain the lead author.
- b) The final approved paper should be of a sufficient quality to meet the submission requirements for a specifically identified 5 or 5* journal from the RCOBA Journal List (NOTE: submitted, not accepted). In other words, it should ideally be ready to submit in its current form (i.e., nothing left to do, including proper formatting of references for that journal, etc.).
- c) Once the faculty advisory committee supervising the research determines the paper's quality to be acceptable, the primary advisor should notify the Management PhD Student Coordinator in writing (email is fine) with a statement such as: "*[The student] has sufficiently developed the paper, [title of paper here] to the point where we would be co-authors and be willing to submit it to the [identified journal].*"
- d) The student, working with the primary advisor, schedules a date, time, and place for the paper presentation at least one week in advance at a time when (where possible) the majority of Area of Management graduate faculty and PhD students will be available to attend. Copies of the paper should be distributed to Area graduate faculty at least two days in advance of the presentation date.
- e) The student presents the paper to the Area of Management graduate faculty who may provide input and suggestions, to be taken under advisement by the advisory committee and student. A 15-20-minute (Academy of Management-like) presentation is expected.
- f) As part of the presentation, the student should prepare a set of presentation materials that:
 - 1) State the research question,
 - 2) Provide the motivation for conducting the study,
 - 3) Present the theoretical framework and literature appropriate for the study,
 - 4) State the hypotheses or equivalent to be tested or addressed in the study,
 - 5) Develop the appropriate methodology and specify the sample,
 - 6) Present the results of the study, and
 - 7) State the conclusions that can be drawn from the study.
 - 8) State the limitations of the study and discuss contributions and potential extensions.
- g) After the presentation, the student's advisory committee may issue a "revise and resubmit" or "conditional accept" decision whereby required refinements of the proposal are specified. The student will proceed to implement the required refinements and submit the paper.
- h) Once quality is determined to be acceptable by the student's advisory committee the committee notifies the PhD Program Coordinator, that Specialty Field Paper

requirement has been fulfilled. It is strongly recommended that the student proceed to submit the paper to the identified journal and notify the PhD Program Coordinator email that the paper has been submitted. However, it is recognized the student and the advisory committee may wish to make additional refinements to the paper prior to submission and notification.

- i) After the Specialty Field Paper requirement is fulfilled, and the student successfully completes the written and oral portions of the Qualifying Exams, the student is qualified to be a Doctoral Candidate.

b. Qualifying Exams

Ph.D. students should prepare their schedules such that, with the permission of the Management Doctoral Coordinator, following an initial defense of their Specialty Field Paper, they may sit for the written and oral exams during the semester of their third year. It is the student's responsibility to contact members of the Qualifying Exam Committee (see below), as well as other faculty, to ascertain their expectations on the exam. As part of making this contact, students should declare their primary and secondary areas of specialization and obtain the necessary approvals as requested.

1. Requirements for Qualifying Exams

In order for a student to be eligible to take a written and oral qualifying exams in the Area of Management, certain requirements have to be met, as described below:

- a) Completion of leveling courses
- b) Completion of MGT 6375: Advanced Organization Behavior (B or better)
- c) Completion of MGT 6392: Organization Theory (B or better)
- d) Completion of MGT 6395: Strategic Management (B or better)
- e) Completion of MGT 6381: Seminar in Entrepreneurship (B or better)¹
- f) Completion of MGT 6381: Seminar in Leadership (B or better)
- g) Completion of 42 hours of course work with approval from PhD Coordinator. All requirements must be met the semester before a student can register for the exam.
- h) Completion and initial presentation of the Specialty Field Paper
- i) Form "Program for the Doctoral Degree" must be completed, signed by your advisor, and submitted to the Rawls College Graduate office (see Appendix A, RCOBA Doctoral Handbook).
- j) All previous requirements must be met the semester before you can register for the Exam.

2. Qualifying Exams Calendar

For a specific year or special circumstances, please check with the Management Doctoral Coordinator.

Registration Date – First Day of:	Specialty Paper Defense Date	Written Exam Date	Oral Exam Date	Specialty Paper Revisions Defense Date
Fall Admits: April	Early August	By November 1st	Within 14 days of Written Exam Date	Prior to Thanksgiving Break
Or as Approved by Qualifying Exam Committee and Management PhD Student Coordinator				

3. Qualifying Written and Oral Exam Process

The process by which the qualifying exam will be composed, administered, and evaluated consists of the following steps.

- The Area PhD Committee serves as the Qualifying Exam Committee. The Area Coordinator acts as an ex officio member of this committee.
- The charge of this committee, along with input from Graduate Faculty, is to: (1) ascertain if the student has met the qualifying examination requirements; and (2) facilitate the transition in critical thinking from “knowledge, comprehension, and application” to “analysis, synthesis, and evaluation”.
- As a part of the student’s preparation, once qualification requirements for taking qualifying exams are met, it is expected that the student will visit and discuss with the Qualifying Exam Committee and with other Graduate Faculty members, expectations and general approaches to succeed in the examination.
- A sufficient time before an exam is scheduled, the Qualifying Exam Committee will (either via email or physical presence) call a meeting of all Graduate Faculty who have participated in the student’s education to date (through seminars, independent studies, research assistant assignment, etc.), to questions for the written exam.
- The written exam will consist of three out of six areas of evaluation: strategy, organizational behavior, organizational theory, entrepreneurship, leadership, and research methods. One area of evaluation is designated as primary and must be a core area (i.e., OB, OT, Strategy); another is designated as secondary and may be one of the other core areas or a specialty area as determined by the PhD Coordinator (e.g., Entrepreneurship, Leadership). As the final part of the exam, ALL students must be tested on Research Methods/Statistics.
- The written exam will be administered over two days. Day 1 will include two questions focused on the primary content area, and one focused on the secondary content area. Day 2 will focus on Research Methods/Statistics and include one research design question, one measurement question, and one analysis question.

Usually there are options within the question sets (e.g., students may choose to answer one out of two or three primary questions). The oral exam will follow closely on the written format and assess, in more depth, the knowledge of the student.

- g) It is responsibility of the student to register to take the exam with the College Graduate Office and with the Qualifying Exam Committee Chair in the Area of Management. The Chair needs to know with sufficient time before the exam, the exact dates so that s/he can book an examination room and make all other required preparations.
- h) The Qualifying Exam Committee will select questions from the set submitted by the Graduate Faculty the construction, scheduling and administration of the exams.
- i) The student will use a computer with word processor to answer to the questions during the written exam. The student has the option to decide the order in which he/she will answer the questions. It is therefore required that the student clearly specify **within the answer itself** the question that she/he is answering. As a precaution, it is recommended that the student save constantly while typing his/her answers into the computer. At the end of each examination day, the student will thereby have created several copies to avoid loss of the answers. Detailed instructions are provided prior to the exam.
- j) Normally, students will be provided with twelve hours (6 hours per exam day) to complete the Written Qualifying Exam. Any deviations from this format will be communicated to the student, as practicable, within two weeks of his/her registration for the written exams.
- k) After the administration of each exam, all Area of Management Graduate Faculty will be invited to grade exam questions based upon their own considered judgment as to expertise on a given question, submit their assessments, and (if submitting such assessments) attend a meeting to give input to the Qualifying Exam Committee regarding its charge (described above).
- l) The Qualifying Exam Committee will also schedule an oral exam within 14 days of the completion of the Written Exam defense. **Please Note: All students are expected to take the Oral Exam.** Also, because it is expressly recognized that the Oral Exam is an integral part of the qualifying examination process, students should not expect to have grades on the Written Exam prior to the Oral Examination. During the Oral Exam, however, a student may be asked to comment on their answers on the written exams.
- m) At a reasonable date after all exams have been completed the Doctoral Coordinator/Student Advisor will meet with each student concerned to discuss the exam, and the next steps needed for continued progression in the program.

Under normal circumstances, the Qualifying Exam Committee will evaluate the written exams within two weeks of completion of the exams; but it should be recognized that this timing is subject to the exigencies of other faculty teaching and research commitments.

Each question will be graded utilizing the following scale:

1	2	3	4
Fail	Low Pass	Pass	High Pass

The Qualifying Exam Committee will be responsible for making an overall assessment of the student's performance on the written exam. Committee members will communicate this to the Doctoral Coordinator, who will meet with student to provide feedback. If the committee determines that the candidate has not performed satisfactorily on the written exam, then it may recommend that the candidate undertake one or more of the following:

- i. Retake all or portions of the exam
- ii. Take a "take-home" exam
- iii. Write a supplemental paper
- iv. Enroll in some specific course to correct deficiencies
- v. Undertake some other exercise wherein s/he can demonstrate his/her competence.

The Qualifying Exam Committee will have the necessary authority to recommend any assignment seen as appropriate. The Qualifying Exam Committee will also be responsible for evaluating the student's performance on this assignment and making a final decision on whether the student has successfully completed the exam.

As noted above, within 14 days of taking the Written Exam, unless otherwise arranged with the PhD Student Advisor, **all** Area of Management doctoral students are required to take **an oral exam to demonstrate their preparation to advance to candidacy in the field of management. The Oral Exam is an individual examination and not a "defense,"** and accordingly the Oral Exam is conducted by the Qualifying Exam Committee and Graduate Faculty in attendance, WITHOUT the presence of other doctoral students.

Process and Content. The Oral Examination is conducted by the Qualifying Exams Committee. This oral examination is open to all members of the Graduate Faculty. Normally, the PhD Coordinator will also serve as Moderator for the Exam. **Students should be prepared to demonstrate their critical thinking abilities at all levels (knowledge, comprehension, application, analysis, synthesis, and evaluation) of the literature and methods.**

Time. The Oral Examination should be conducted such that it can be completed within a 2-hour time period.

Grading. After gathering grading input from members of the Area Graduate Faculty who are present at the Exam, the Qualifying Exam Committee normally evaluates a students' performance on the Oral Examination within 10 days; but it should be recognized that this timing is subject to the exigencies of other faculty teaching and research commitments.

Each member of the Graduate faculty present will grade student performance utilizing the following scale on each of three dimensions – Primary, Secondary, and Methods/Statistics:

1	2	3	4
Fail	Low Pass	Pass	High Pass

The Qualifying Exam Committee will then be responsible for making an overall assessment of the student's performance on the oral exam. The Doctoral Coordinator will meet with student to communicate the committee's assessment. If the committee determines that the candidate has not performed satisfactorily on the Oral Examination, then it may recommend that the candidate undertake one or more of the following:

- i. Retake all or portions of the exam (either or both written and oral portions)
- ii. Take a "take-home" exam
- iii. Write a supplemental paper
- iv. Enroll in some specific course to correct deficiencies
- v. Undertake some other exercise wherein s/he can demonstrate his/her competence.

The Qualifying Exam Committee will have the necessary authority to recommend any assignment seen as appropriate. The Qualifying Exam Committee will also be responsible for evaluating the student's performance on this assignment and making a final decision on whether the student has successfully completed the Oral Exam.

Unsatisfactory Examination. Students who do not pass the qualifying examination may be permitted to repeat it once after a time lapse of at least four months and not more than 12 months from the date of the unsatisfactory examination. Failure to pass the qualifying examination within the specified time will result in dismissal from the program irrespective of performance in other aspects of doctoral study.

V. Dissertation Components and Options

After successful completion of all qualifying exams and specialty field paper, the student is admitted to candidacy for the Ph.D. degree. **PLEASE NOTE: Each student is personally responsible for maintaining close contact with the RCOBA Graduate Services Center, to ensure that all requisite paperwork is properly filed and up to date.**

The dissertation represents the culmination of the doctoral program in which the student learns and demonstrates the ability to conduct independent research.

Each student is responsible to form a Doctoral Dissertation Committee with whom s/he works to design and conduct the dissertation. The Doctoral Dissertation Committee should be selected as early as possible during the student's studies. A committee chair is typically chosen before the completion of course work once the student has identified an area of interest. The committee chair may be of assistance in refining a topic, suggesting potential committee members, and establishing a timeline and structure for the dissertation. **The committee must include a chair plus one additional member from Area of Management Graduate Faculty; the committee must also include one Graduate Faculty member from outside the Area.**

It is important for PhD students to work with faculty early in the program to identify and establish a working relationship with their future dissertation committee chair and future dissertation committee members. Once a pre-dissertation chair has been selected, the student

should work with the PhD adviser to complete administrative tasks formalizing the selection in accordance with the RCOB Doctoral Student Handbook.

After the successful completion of all aspects of the qualifying examination, the final dissertation chair and all dissertation committee members are to be identified. The student should work with the PhD adviser and their dissertation committee chair to formalize the dissertation committee.

According to College guidelines, students must have a minimum of three members on their dissertation committee; however, it is the Area of Management norm that students will have a committee of four or more members, including the one faculty member from outside the Area of Management. Students wanting to invite a scholar from another University should work with their dissertation committee chair and PhD Coordinator to identify, invite and determine what administrative action must be taken to make the individual a formal committee member.

Doctoral students vary with respect to their background, research interests, and areas of expertise. The TTU Doctoral Program in Management is purposefully designed to be flexible and provide students with options that play to their strengths. Such flexibility is built into the curriculum where students are provided with the opportunity to select courses that enable them to specialize in a particular research area of interest to develop their expertise. In addition, flexibility is built into dissertation requirements, where students have an opportunity to choose between two options: a) a traditional dissertation and b) the three-paper model for a dissertation.

The specific components of the two dissertation options are described in detail below. Additional details describing the policies and procedures governing the dissertation phase of the doctoral program is provided in the RCOBA Doctoral Student Handbook.

a. Unified (Traditional) Dissertation Proposal

The student must present and defend successfully a formal proposal for the dissertation before beginning the dissertation research. The dissertation must be consistent with the proposal and be of publishable quality, giving evidence of original and significant investigation which results in a contribution to the body of knowledge in the field of Management. Specific requirements for a successful proposal defense include:

- 1) Identify a dissertation chair and assemble of a Doctoral Dissertation Committee. With permission of the dissertation committee, schedule a proposal defense at least three weeks in advance on a date and at a time when the majority of Area of Management Graduate Faculty are available to attend.
- 2) File the required paperwork with the RCOBA Graduate Services Office.
- 3) Distribute the dissertation proposal to the dissertation committee members at least 3 weeks in advance of the defense date.
- 4) Defend the dissertation proposal to the satisfaction of the committee members.

b. Three-Paper Dissertation Proposal

The Area of Management offers the option of completing a sequence of three research papers instead of the traditional dissertation. The three-paper model for completing the dissertation should be considered for three basic reasons. First, the creation of publications provides the

student with the greatest latitude in future career choices. Second, the process of creating and submitting collaborative publications should be an integral part of the doctoral experience. Third, producing peer-reviewed publications is the standard metric of academic achievement among business research disciplines. Some topics and approaches lend themselves more readily to the traditional dissertation model, however.

In terms of specific requirements, Items 1) to 4) above in the Traditional Dissertation Section also pertain to the three-paper dissertation model. The student is expected to work with the dissertation committee to decide if the three-paper format is desirable and logical given the topic and the plan to study the topic. Once this decision is made, the student develops a written proposal and schedules a proposal defense. After the proposal is approved at the defense, the student proceeds to complete the work. The three papers generated through this process should be conceptually related, complimentary, and prepared for submission to a 5*/5 rated journal from the RCOBA journal list. At least two of the papers should be empirical, with the option of developing one high quality theoretical paper.

c. Proposal Format

The following structure and length is suggested:

- 1) **Abstract (250 words or less):** The abstract should provide a succinct and brief stand-alone summary of the background and rationale for undertaking the three papers in the dissertation, the significance of these studies to the field(s), and the methods and study populations to be used.
- 2) **Background and Significance (not more than 3 pages):** Provide a brief background and describe the scientific disciplines and theories relevant to the research problems or questions to be addressed. Highlight the significance of the proposed research in addressing these research problems or questions.
- 3) **Literature Review (pages as appropriate):** Include relevant literature published to date on the research area to be studied and a more in-depth review of the literature specific to the research questions to be addressed by the three papers. Include literature on the theoretical bases or frameworks for the proposed studies, if applicable. List definitions or terminology when needed. Include statistics in the literature with subsections when needed. At the conclusion of the review, **highlight the significant gaps** that have been identified in the existing literature.
- 4) **Research Questions (1-2 pages):** *(Optional section. These questions will also be included in the three paper abstracts in the next section)* Statement of the research questions to be addressed or problems to be solved in the three papers and how they fill the gaps in the literature. This may also be stated as a set of hypotheses to be tested to answer the research questions.
- 5) **Methods (pages as appropriate):** Include outlines for each paper. These outlines might contain for each study, as appropriate: 1) Background, 2) Study Objective, 3) Data Sources/Study Setting including recruitment strategy for primary data collection or qualitative studies, 4) Data Collection/Extraction procedures as relevant (if primary data

are collected include survey instruments, sampling plan, pilot testing, laboratory techniques, focus group techniques, and/or power analysis as appropriate. If a comprehensive or systematic literature review is to be done, outline inclusion/exclusion criteria and search methods), 5) Study Design including research model, variables, tests of validity and reliability, statistical or other analytical or qualitative methods used, 6) Plan of analysis and timeframe for completion of paper. 7) Potential implications of findings; 8) Target journals; and 9) Key Words. *The committee chair may require more detail in the methods section. Alternate methods of presentation may be appropriate if your methods are overlapping between papers. The student should consult with the chair prior to preparing the proposal.*

- 6) **References:** The references should be prepared consistent with *Academy of Management*, *American Psychological Association*, or other applicable style guidelines, depending on the targeted journal.
- 7) **Annex (optional section normally for 3-paper model dissertations):** Draft of one or more papers to be included within the dissertation may be included with the proposal. Draft of papers is not required for proposal defense but if a student has completed a preliminary draft, it should be included with the proposal.

All dissertation research and included papers must be initiated after the student's admission to the doctoral program and conducted under the supervision of at least one member of the dissertation committee. In consultation with the dissertation committee, students may request inclusion in the dissertation of revised or expanded versions of papers written as part of prior coursework. The student may not seek research help from committee members for work to be completed for a course and all requirements of a course must be completed under the direction of the course faculty.

Part of doing the three-paper model is to give the student experience in determining co-authorship and collaborative expectations. Before defending the three-paper model proposal, the student would identify authors and the position of authorship and consult with her or his chair about the recommendations for authorship orders and responsibilities. As a general rule, the student should be the first author on all the papers included in the dissertation. Exceptions to this rule should be discussed with the student's committee prior to commencing work. If either the student or a committee member's role on a paper changes significantly, the authorship list may be modified to reflect the changed levels of involvement of coauthors. Membership or chairpersonship in a dissertation committee does not necessarily imply co-authorship of the papers drafted for the dissertation. Authorship of a paper requires that the faculty member(s) has made a substantial, direct, intellectual contribution to the work.

d. Dissertation Proposal Defense

The proposal defense is an oral presentation of the written work and defense of the proposed research methods before the student's dissertation committee and guests. All dissertations in the Area of Management have open invitations within the RCOBA for students and faculty. The student may choose to invite guests outside the College.

The defense should not be scheduled until all of the student's committee members are satisfied that the proposal is adequately prepared. This typically requires numerous drafts with feedback

from the chair and at least two drafts with other committee members. The student should ensure that sufficient time is allowed to support this collaborative process. The student should fully address any committee member concerns prior to the defense.

Scheduling a mutually convenient time for the defense is the student's responsibility. The defense should be scheduled at time when preferably all committee members are available. If this is impossible, not more than one member should be unavailable and not more than one committee member may attend via telephone. If one member will be absent from the defense, unanimous approval of the proposal from committee members present is needed.

Notice of the defense must be given to the Management Doctoral Coordinator and RCOBA Graduate Services Office a minimum of 4 weeks prior to the defense. This requires a memo from your committee chair providing the dissertation topic, list of committee members and affiliation for your outside member, date, and location of defense. The memo must be accompanied by a copy of the proposal and an abstract.

You must also notify the Management Doctoral Coordinator of any audiovisual equipment needed, including conference calling.

The dissertation chair will advise the student as to what to expect during the defense. The student is encouraged to practice a dry run prior to the presentation.

- Presentations are typically limited to 45 minutes in duration
- Proposal presentations should be concise but include:
 - Background (personal interest, why this topic, relevant theory)
 - Important conclusions from relevant literature and gap(s)
 - Research question(s) (how this is a unique research contribution)
 - Methods (for example: population, data source, analytic model, operationalization of variables)
 - A handout of your abstract and presentation is helpful for those attending the presentation.

At the time of the defense, the dissertation chair should meet privately with the committee prior to the defense to discuss the defense process with the committee.

The chair will then notify the student when the presentation should begin and invite guests into the room. The chair will explain the defense process to the student and guests. This process will take the format of the student's formal presentation followed by a question period from both committee members and guests. In a peer-review setting, PhD students are expected to demonstrate readiness to conduct high quality research in a dissertation that addresses a clearly specified research question, with appropriate theory and methods.

At the conclusion of the defense and question and answer period, the chair will excuse the student and guests from the room. Committee members will then discuss the dissertation outcome. The committee will then invite the student back to meet privately with the committee. At this time the committee may ask the student additional questions and may place additional

requirements on the proposed research. The proposal will be either approved or not approved and the RCOBA Graduate Services Office will be notified. Any revisions required of the proposal must be submitted to the RCOBA Graduate Services Office within two weeks of the defense.

Upon successful defense of the proposal the student advances to the status of doctoral candidate.

e. Dissertation Format

The two dissertation formats available to students are the: (1) Unified (Traditional) Dissertation, or (2) Three-paper Dissertation.

Unified (Traditional) Dissertation:

The Unified Dissertation format closely follows the scientific method steps: Problem, Apparatus, Methods, Observation, and Conclusions. Hence, the standard unified dissertation format includes the following five Chapters:

- I. Introduction
- II. Theory
- III. Methods
- IV. Results
- V. Discussion.

Three-paper Dissertation:

The Three-paper Dissertation format also uses the five-step format corresponding to the scientific method; but within each of the three papers. Also, in addition to the three papers, the Three-paper Dissertation format includes the following chapters:

- I. General introduction and purpose of the research
- II. Paper 1 – Generally a theory paper
- III. Paper 2 – Empirical Paper
- IV. Paper 3 – Empirical Paper, and
- V. Discussion of the import of the research to the field in general.

For both the unified dissertation or the three paper-model dissertation, proposal chapters may be slightly modified, primarily to change from the future to the past tense (since the work has been completed) and to update the literature or the research methods to reflect any modifications or new information that was adopted during the course of the research.

In the three-paper model, if desired, additional summary information may be provided in an appendix as well as any unpublishable findings that are nevertheless helpful in demonstrating the rigor and thoroughness of the research. Journal submission dates and peer review progress of these submissions (under review, in revision, accepted, or published) should be included in this appendix as applicable.

f. Dissertation Defense

The dissertation defense should not be scheduled until the student's committee members are satisfied with the dissertation draft or the three completed paper drafts. It is in the student's best interest to allow adequate time for all committee members to read the dissertation, provide feedback, act on their feedback and ensure that they are satisfied with the changes prior to scheduling. (Note: It has been our students' experience that when on the job market, they will be held in higher regard if it is likely that their dissertation will be successfully defended by the time they would start in the position.)

Note that there is a calendar deadline each semester (check with the RCOBA Graduate Services Office) for the last date to submit a dissertation before graduation. All revisions and editorial changes must be signed off by the committee prior to this date. Students should consider this when scheduling a defense date. The defense should be scheduled at time when preferably all committee members are available. If this is impossible, not more than one member should be unavailable and not more than one committee member may attend via telephone. If one member will be absent from the defense, unanimous approval of the proposal from committee members present is needed.

Notice of the defense must be given to the Management PhD Coordinator and RCOBA Graduate Services Office a minimum of 4 weeks prior to defense. This requires a memo from the dissertation chair providing the dissertation topic, list of committee members, date and location of defense. The memo must be accompanied by a copy of the dissertation and an abstract.

A similar process is followed as described for the proposal defense. The presentation will typically recap the research question(s), and methods and then reveal findings and conclusions. In a peer-review setting, doctoral candidates are expected to demonstrate mastery of the research craft in management, and to show the capability to conduct ongoing independent research.

The committee may make one of four decisions regarding the dissertation: accept as presented, accepted with minor changes, accepted with significant revisions, or not accepted and the student can no longer continue in the doctoral program.

Most students require at least minor changes. It is the student's responsibility to complete these changes and obtain their committee's approval. This must be completed before the student can be certified for graduation. Students are referred to Appendix G of the RCOB Doctoral Handbook for Doctoral Oral Defense Guidelines.

VI. Management as a Doctoral Minor or Supporting Field

Doctoral students from other programs in the RCOBA or from other programs within in the University may elect Management as a supporting field or a minor with the approval of their respective doctoral advisors. Students taking Management as a minor or supporting field must work with the Management Doctoral Coordinator or the Management faculty members on their advisory or dissertation committee to develop a coherent set of courses consistent with their background and objectives. Course work may either emphasize one of the management specializations (e.g., Entrepreneurship; Leadership; Organizational Behavior; Organization

Theory; Strategic Management; Individualized Specialization/supporting field) or combine courses that provide a rigorous overview of the field of management.

***a. Qualifying Exams for Management as a Support Field
(RCOBA Ph.D. Students)***

As per RCOBA guidelines, a support field for Ph.D. students consists of 9-12 hours of graduate work in a particular area. The qualifying exam for Management as a support field will consist of a six-hour written exam based on the specific courses that the student has selected. Normally exam questions will be solicited from the faculty members from which the student has taken courses. If a particular faculty member is unavailable, the questions will be based on the course content. The student will be responsible for informing the Management Doctoral Coordinator of the specific course content. This can be done by providing a syllabus of the course.

The exam will be administered by the RCOBA Graduate Programs Office on the day designated by that office. It is anticipated that these exams will be graded by those faculty members who have participated in writing the questions for the exam. If any other graduate faculty member desires to grade all or portions of the exam, they will have the opportunity to do so. The grading scale discussed previously will be used. In order to pass the exam, the student should obtain an average passing grade across all questions and rates. There is no oral exam.

***b. Qualifying Exams for Management as a Minor (Non-RCOBA
Doctoral Students)***

The Graduate School specifies that a doctoral student needs to have 15 hours of graduate courses outside his/her major to constitute a minor. A minor in RCOBA involves 15 graduate credits, including leveling work, in one of the following areas:

- Accounting (including Taxation)
- Business Statistics
- Finance (including Banking)
- Management
- Management Information Systems
- Marketing
- Operations Management

A qualifying exam must be passed. This exam is administered by the Doctoral Coordinator in the minor field.

It is suggested that for a minor in Management, the format of the qualifying exam be similar to that of the supporting field exam, i.e., a course based, six hour written exam. Area of Management faculty members are responsible to the Doctoral Coordinator in Management for providing questions and grading the answers to those questions that have been included in the qualifying exam. It is recommended that, where feasible, questions be solicited from the faculty members who taught the course for the particular student and this faculty member would also be responsible for evaluation of the written exam.

VII. Typical Duties of Management Ph.D. Students

The length of a typical program varies from 4 to 5 years depending upon the individual student's research interest and progress in the program (please see provisions for 5th –year extension following). During the first 2 years, the typical student takes 9 hours of course work each semester, is a teaching assistant for 10 hours a week and a research assistant for 10 hours a week. This varies on the needs of the department and some students will be assigned to two different professors for 10 hours each per week.

Extension of doctoral study to a fifth year is contingent upon the following:

1. Availability of funding;
2. Candidacy status (i.e., a successfully defended dissertation proposal) by the time of application which shall be no later than the last day of classes of the equivalent of the 4th year Spring Semester; and
3. Submission of an application that:
 - a. Is supported by both the student's Chair and the Area Doctoral Coordinator,
 - b. Makes a compelling case that a fifth year of study will significantly contribute to student learning, quality of research produced, and PhD Program citizenship, and
 - c. Is approved by the PhD Committee.

Teaching assistant duties include teaching a stand-alone class (depending on your previous academic training) or being a teaching assistant for a large section class. Research assistant duties involve working with faculty on a wide range of activities including data entry, data coding, library searches and co-authorship of a paper. These assignments are made by the Management Area Coordinator and attempts are made to match the interests of Ph.D. students with available faculty. (*Note: To thoroughly ground you in your core content domain, you are expected to teach two (2) courses at least two (2) times in the topic area where you intend to seek a tenure-track appointment, and the Area Coordinator together with the PhD Coordinator will make every effort to help you to accomplish this goal.*)

a. Research Expectations (Some content borrowed and/or adapted from ASU SCM handbook)

Research assistantships are generally awarded for a period of 4 years to encourage students to work with Management Area faculty on research projects early and get articles into the multi-year publication pipeline. Students should focus on developing a 'pipeline' of papers, where projects are at different stages of the research process such that when there is a lag of effort required on one project, another project is ramping up.

Students should not be limited to conducting research with faculty to which they are explicitly assigned. This not only helps to build a pipeline of research, but also helps to expose the student to a number of research streams and establish relationships with which the student can build a dissertation committee. While independent scholarship is not discouraged, PhD students, particularly those in the first few years of the program, should strongly consider at least consulting with experienced faculty for guidance in navigating the research and publication process to maximize the probability of the ultimate success of the project.

Research expectations for placement at a ‘Research I’ institution

- Qualifying elements:
 - Likelihood of degree completed prior to leaving
 - Articles accepted in peer-reviewed journals
 - Teaching experience and good teaching evaluations
 - Strong content knowledge
 - Strong skills in appropriate research methods
 - Journal articles in the pipeline
 - Collegiality
- “Deal Makers” (Dramatically improves likelihood of employer interest)
 - Journal articles accepted or published in premier academic journals (on the RCOB ‘5*’ list), or multiple accepted articles in journals on the RCOBA ‘5’ list.
 - Clear research program plan and strong potential for publication success

VIII. Financial Support

Students are encouraged to increase their exposure and contact with the professional community by attending and presenting papers at professional meetings. The Area Coordinator of Management will try to provide financial support whenever possible. Students will also receive funding for their teaching and research assistantship. Scholarships are available both within and outside of the RCOBA. Graduate students employed at least 50% are eligible for health insurance benefits through Texas Tech University. Some percentage of the health insurance benefits cost is paid by the employee.

a. Management PhD Student Research Grants

The Area of Management within the Rawls College of Business has authorized the Area of Management to fund PhD student scholarships from the Professor and Mrs. James G. Hunt Endowed Graduate Scholarship fund for the 2023 Fall Semester in support of student research.

Please submit scholarship applications via Qualtrics to the PhD Program Committee by the designated deadline. The PhD Program Committee will make decisions on awarding these scholarships.

Scholarship applications should include the following 10 items, submitted via [Qualtrics](#).

- 1) Name of the PhD student(s).
- 2) Name of the faculty advisor / co-author on the project (if any).
- 3) Title of the research project.
- 4) One page maximum (single - spaced with 12-point font and 1-inch margins) summary of the research project.
- 5) Current stage of the project (e.g., under development, completed working paper, under review at a conference or journal, etc.).
- 6) Requested dollar amount of the scholarship. Note these designated award limits for particular applications apply:
 - a. Up to \$3,000 in scholarship funds to support second year papers
 - b. Up to \$5,000 in scholarship funds to support pre-dissertation research
 - c. Up to \$8,000 in scholarship funds to support dissertation-level research
- 7) Budget justification: Details for the use of funds (and anticipated dates for the use of funds).
- 8) Target conference or journal for this research.
- 9) Did you previously receive a Rawls PhD scholarship to support research? If so, how much did you receive, what was the project title, where has it been presented/submitted/published, and are the funds requested with this application related to the prior project?
- 10) Brief faculty member assessment – Two to four sentences on a separate page using TTU letterhead and **signed by the faculty member**. As part of the assessment, the faculty members should provide an assessment of the probability of project completion using the following categories: high, medium, or low risk.

Criteria for awarding scholarships:

- 1) Quality of the research project and likelihood of publication in a top-tier journal. To aid the committee, the student must include a faculty member's assessment of the quality of the project (see (10) above).
- 2) PhD student's year and stage in the program. **Preference will be given to projects assisting the student's dissertation**, but other studies are also eligible if the faculty advisor strongly supports the idea.
- 3) What the funds will be used for and whether multiple research projects can benefit from the expenditure of the funds.
- 4) The continued availability of funding.

Stipulations if scholarship is awarded:

It is the expectation of the Area of Management and the PhD Program Committee that any funded project must:

- 1) Be submitted to a regional, national, or international management conference (e.g., SMA, SIOP, AOM, SMS) within one year from the award date.
- 2) Provide a project update, including a status report of the funding, within one year from the award date.

IX. Annual Review Process

There will be a yearly review of all Ph.D. in Business Administration (Management) students. This review will consider each student's academic and professional progress (e.g., grades,

incompletes, oral and written communication skills, participation in professional activities and research). The review will be conducted by the Management Doctoral Coordinator, with input from the Management Area Graduate Faculty.

Questionnaires are used to aid in the annual review assessment. The questionnaires will be completed as follows:

1. Doctoral student uses “Faculty Success” to submit information on all research, teaching, and service accomplishments for the past year; Faculty Success is used to generate an Annual Activity Report for the doctoral student.
2. Instructors may be asked to complete a questionnaire regarding the conceptual/research abilities of student.
3. Graduate Faculty members who are working with the student on research projects may be asked to complete a questionnaire assessing the student’s contributions to the project(s).
4. The PhD Committee will complete an overall assessment for each student taking into account information from the above reviews.

Students who are judged not to be making satisfactory progress may be recommended to the Graduate School for suspension or dismissal from the doctoral program.

Before admission to candidacy, the review is performed by the Area’s Doctoral Coordinator (after receiving input from the Area’s faculty). After admission to candidacy, the review is performed by the chair of the student’s Dissertation Committee.

X. Placement Upon Completion

Most students “go to market” during the Academy of Management meeting between their third and fourth year. Students **must have defended their dissertation proposal** prior to the Academy meeting held in the year that they are on the job market.

IMPORTANT NOTE: To assist with the development and maintenance of the reputation of the Program, interviewing for post-graduation positions should not begin until the student has passed qualifying exams and defended a dissertation proposal. To avoid misunderstandings, permission to begin the interview process must be obtained in writing from the Doctoral Coordinator and from the student’s Chair before such interviews should commence. Failure to comply with this citizenship expectation may affect a student’s status in the Program, and will be taken into consideration in the renewal of scholarship funding.

Interviews at the Academy meeting typically last 30 minutes and may be followed with an invitation to visit a school. Having publications will increase a candidate’s chances of getting good interviews and good job offers.

Appendix 1. Optional Handout -- Critical Thinking Checklist for Ph.D. Students

YEAR 1

Activity/Competence	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Qualifying Exam Preparation	√					
Directed Studies						
Dissertation						
First Year Paper	√	√	√			
Research Assistantships	√	√	√			
Reviewing (Journal & Conference)	√					
Seminars: core required	√	√				
Seminars: other conceptual	√	√				
Seminars: statistics and methods	√	√	√			
Submissions for Publication	√	√	√			
Teaching	√	√				

YEAR 2

Activity/Competence	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Qualifying Exam		√	√	√	√	√
Directed Studies						
Dissertation	√	√				
Specialty (i.e., Second Year) Paper	√	√	√	√	√	√
Research Assistantships	√	√	√	√	√	
Reviewing (Journal/Conference)		√	√	√		
Seminars: core required			√	√	√	√
Seminars: other conceptual			√	√	√	√
Seminars: statistics and methods	√	√	√	√		
Submissions for Publication	√	√	√	√	√	
Teaching			√	√	√	

Key to boxes:

Primary focus during year	√
Competency achieved	
Competency in future	

NOTE: This Appendix is designed to serve as a tool to aid in the development of the critically thinking skills required of research scholars. It is not intended to be restrictive to either the students or the faculty. While recognizing that students enter a doctoral program at different levels of knowledge acquisition and progress at different rates, the specific knowledge content and skills may vary by individual. The mix of skills developed within program components may likewise vary.

Appendix 1 (Continued): Critical Thinking Checklist for Ph.D. Students

YEAR 3

Activity/Competence	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Qualifying Exam						
Directed Studies			√	√	√	√
Dissertation	√	√	√	√		
Specialty Paper					√	√
Research Assistantships				√	√	√
Reviewing (Journal & Conference)				√	√	√
Seminars: core required						
Seminars: other conceptual						
Seminars: statistics and methods			√	√	√	√
Submissions for Publication	√	√	√	√	√	√
Teaching				√	√	

YEAR 4

Activity/Competence	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Qualifying Exam						
Directed Studies						
Dissertation				√	√	√
Specialty Paper						
Research Assistantships				√	√	√
Reviewing (Journal & Conference)				√	√	√
Seminars: core required						
Seminars: other conceptual						
Seminars: statistics and methods						
Submissions for Publication			√	√	√	√
Teaching				√	√	√

Key to boxes:

Primary focus during year

Competency achieved

Competency in future

√

NOTE: This Appendix is designed to serve as a tool to aid in the development of the critically thinking skills required of research scholars. It is not intended to be restrictive to either the students or the faculty. While recognizing that students enter a doctoral program at different levels of knowledge acquisition and progress at different rates, the specific knowledge content and skills may vary by individual. The mix of skills developed within program components may likewise vary.

Appendix 2: Graduate Faculty in Management

Name	From	Research Interests
Jared Allen, Ph.D.	University of Central Florida	Psychology of entrepreneurship, entrepreneurial pivoting, entrepreneurial failure
Andrew Blake, Ph.D.	University of Arkansas	Executive and entrepreneur personality, strategic decision making, stakeholder perceptions, machine learning
Claudia Cogliser, Ph.D.	University of Miami	Leader/follower relationships, transformational leadership, research methods
Jamie Collins, Ph.D.	Texas A&M University	Strategic management, entrepreneurship
Yitzhak Fried, Ph.D.	University of Illinois	Organizational behavior, human resource management
William Gardner, DBA	Florida State University	Leadership, business ethics, social influence processes
Hans Hansen, Ph.D.	University of Kansas	Organization change, organizational aesthetics, abductive inquiry, qualitative methods
Diana Hechavarria, Ph.D.	University of Cincinnati	Nascent entrepreneurship, social entrepreneurship, women's entrepreneurship
Alanna Hirshman, Ph.D.	West Virginia University	Corporate social responsibility, organizational crises, media stakeholder theory, sensemaking and sensegiving, signaling theory
Don Kluemper, Ph.D.	Oklahoma State University	Personality, workplace mistreatment, leadership
Lauren Locklear, Ph.D.	University of Central Florida	Emotions (gratitude/appreciation), interpersonal relationships, interpersonal mistreatment
Duane Hoover, Ph.D.	Washington University, St. Louis	Organizational behavior, experiential learning, organizational change
Sean Lux, Ph.D.	Florida State University	Entrepreneurship, strategic management

Name	From	Research Interests
Ronald K. Mitchell, Ph.D.	University of Utah	Entrepreneurial cognition, transaction cognition, stakeholder theory
Muhammad Muhammad, Ph.D.	Texas Tech University	Entrepreneurial cognition, social entrepreneurship, the biology of entrepreneurship, and high tech research.
Emily Neubert, Ph.D.	Indiana University	Entrepreneurial decision making and behavior; Biases
Christine Nitttrouer, Ph.D.	Rice University	Stigma theory, allyship, and discrimination reduction (including bias, prejudice, and discrimination), but also at the organizational-level
Tricia Pal, Ph.D.	Texas Tech University	Intersections of leadership and gender, organizational culture and climate.
Chandra Pathki, Ph.D.	Univeristy of Illinois, Chicago	Leadership, work interactions, and individual differences
Ted Waldron, Ph.D.	University of Georgia	Entrepreneurship, competitive dynamics, social movements, and institutional change
Larry Williams, Ph.D.	Indiana University	Research methods, organizational behavior, organizational citizenship behaviors

Appendix 3: Third-year Doctoral Progress Report



TEXAS TECH UNIVERSITY
Graduate School™

Print Form

THIRD-YEAR DOCTORAL PROGRESS REPORT

- Please fill out this report form for every student listed on the "Third-year Doctoral Progress Report Request" you have received
- Print and sign
- Return to Enrollment Management in the Graduate School MSI030

Date _____

RNumber _____

Student Name _____

Department _____

PROGRESS IN SCHEDULED DEGREE REQUIREMENTS

(check one)

- ☐ The student is making satisfactory progress and is current in scheduled degree requirements
- ☐ The student is making unsatisfactory progress and is delinquent in the following scheduled degree requirements:

Signature, Graduate Advisor

PROGRESS IN RESEARCH

(check one)

- ☐ The student's research progress is satisfactory
- ☐ The student's research progress is unsatisfactory for the following reasons:

Signature, Dissertation Chair

Texas Tech University Graduate Enrollment Management
Box 41030
Lubbock, Texas 79409-1030

An EEO/Affirmative Action Institution

Phone 806-742-2781
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Revised 3-1-12