

Ph.D. Program
Policies and Procedures for the Operations Management Concentration
University of Miami, School of Business Administration

Last updated: June 28, 2017

The PhD is a scholarly degree. The PhD in Business Administration specializing in Operations Management is intended to prepare students to be academic scholars able to initiate and conduct impactful and rigorous research, excel in the teaching of undergraduate and graduate students, and contribute to the broader needs of the profession and society. This PhD is not intended to prepare practitioners or consultants in business. Students with these intentions should seek an MBA.

PhD students are required to take challenging coursework and are held to the most rigorous standards. That said, successful students realize early on that excelling in this program is about much more than coursework. Doctoral students are considered full-time members of the Management Department and are expected to engage themselves accordingly. Students are mentored by the faculty (initially by the Operations Management faculty as a whole and later by the student's faculty advisors), but must also take responsibility for guiding their own development and developing their interests. PhD students should actively initiate contact with area faculty and seek to build collegial, productive relationships, and most importantly, initiate and participate in research projects with the faculty.

Pre PhD Program Requirement (First Two Years)

Incoming PhD students are mentored collectively by all Operations Management faculty. The Operations Management faculty work together to ensure that students build a solid foundation for future research and are consistently evaluated. The Operations Management PhD program coordinator serves as the point of contact for all PhD students in the Operations Management area during the first two years in the program. All coursework needs to be approved by the PhD program coordinator before registration during the first two years in the program.

Students are required to follow a standard curriculum in the first two years, pass first-year screening exam and second-year qualifying exam, and satisfactorily complete first-year and second-year summer papers. If a student has adequate background (from prior coursework at another university) in one or more core courses, he/she may request a waiver of the core course requirement. However, all MGT PhD seminars are mandatory (no waivers) for all OM area PhD students. In addition, the exam and summer paper requirements cannot be waived.

First Year Course Requirement

During the first year, students are required to take the following core courses from the University of Miami's Department of Economics and Department of Mathematics.

Fall semester:

- ECO 510 Mathematical Economics and Applications (I)
- ECO 600 Econometrics
- ECO 602 Advanced Microeconomic Theory
- MTH 633 Introduction to Real Analysis (I)

Spring semester:

- ECO 512 Mathematical Economics (II)
- ECO 633 Advanced Micro Analysis
- MTH 634 Introduction to Real Analysis (II)
- MTH 645 Optimization Methods

All Operations Management PhD students must maintain a cumulative GPA of 3.3 (B+) or above during the first year.

First Year Screening Exam

Within three weeks after the end of the spring semester of the first year, students will take an exam on the material covered in the first year. This exam is designed to be a comprehensive exam of the methodology-related first year course content. Grading of the first year screening exam will be coordinated by the Operations Management PhD program coordinator and any faculty teaching the relevant courses that year. The results of the screening exam, coupled with feedback on the student's first year performance in classes, assessments of oral and written communication skills, departmental citizenship, and any other data deemed pertinent by the Department are used to judge whether the student's performance merits continuation in the Ph.D. program. Any student who has not performed satisfactorily is not allowed to continue as a PhD student in Operations Management.

First Year Summer Paper

The goal of the first year summer paper is to help students learn relevant literature and develop their research interests in the field of Operations Management. The first year summer paper should be written independently by students, with minimal assistance from faculty members. The requirements and procedures are as follows:

- By the end of the student's first academic year in the program (end of May), students receive several lists of research papers, each containing no more than 10 papers on a research topic.
- Each student chooses a research topic and reads the corresponding list of papers. If a student wants to study a research topic not provided by faculty, he/she may choose his/her own list of papers and seek approval from the PhD program coordinator.
- By mid-August, each student needs to submit a literature review report on the chosen research topic to all Operations Management faculty. The report should discuss the list of papers on the research topic, and any other research papers the student finds relevant.
- During the first two weeks of September, each student will give a 30-minute presentation on his/her first year summer paper.

- The first year summer paper will be graded, as pass or fail, by all Operations Management faculty, on the content of the literature review, the quality of writing and presentation.
- Students will be informed of the faculty's assessment of the first year summer paper as soon as possible and within twenty calendar days of their first year summer paper presentation.
- If a student receives a grade of "Fail", he/she will be provided with feedback on the paper. He/she should revise the paper according to the feedback, submit and present the revised version to all Operations Management faculty within three months of receiving the feedback. Any student who fails the first year summer paper two times is not allowed to continue as a PhD student in the Operations Management area.

Second Year Course Requirement

During the second year, students are required to take the following core courses plus some elective courses. See Appendix A for a list of recommended elective courses.

Fall semester:

- ECO 634 Advanced Micro Analysis (II)
- MTH 624 Introduction to Probability Theory
- MGT 685 Economic Models for Operations and Supply Chain Management
- MGT 686 Optimization Models for Operations and Supply Chain Management

Spring semester:

- MTH 722 Stochastic Processes
- MGT Managing Risks in Supply Chain Management (New Course)
- MGT Service Operations (New Course)
- An elective course

All Operations Management PhD students must maintain a cumulative GPA of 3.3 (B+) or above during the second year.

Second Year Qualify Exam

In the summer of the second year, all Operations Management PhD students are required to complete a qualifying exam. The exam is administered by the qualifying exam committee. The committee consists of all Operations Management faculty, and is chaired by the Operations Management PhD program coordinator.

The exam tests the students' knowledge in the field of Operations Management, as well as the methodologies in Operations Management research, which are covered in the coursework in the first two years. The exam is scheduled for two four-hour sessions, closed-book, and graded pass or fail.

The exam is graded by all members of qualifying exam committee. Students will be informed of the overall results of their qualifying examinations as soon as possible and within twenty

calendar days of its administration. Should the student receive an overall grade of “Fail”, the qualifying exam committee chair shall discuss the exam results with the student and suggest a suitable course of action. Students shall be allowed to take the qualifying exam a maximum of two times. The second sitting should correspond to a time frame not shorter than three months from the first sitting and deemed appropriate by the qualifying exam committee as enabling further remedial or other preparatory work as necessary to prepare for the second sitting. The second sitting shall take place by the end of the Fall semester of the third year. Any student who fails the qualifying exam two times is not allowed to continue as a PhD student in the Operations Management area.

Second Year Summer Paper

The second year summer paper is a starting point where students conduct original research that contributes to the existing Operations Management literature. The second year summer paper can be written independently by the student, or co-authored with faculty member(s), at least one of whom is a regular faculty in the Operations Management area. The paper should be of sufficient quality to submit to a conference and eventually a journal. The requirements and procedures are as follows:

- Because the second year summer paper is the students’ first piece of original research, students are encouraged to start working on it as early as possible in the second year and complete it in the summer of the second year.
- By mid-August, each student needs to submit the second year summer paper to all Operations Management faculty. The paper must have substantial operations management content.
- During the first two weeks of September, each student will give a 30-minute presentation on his/her second year summer paper.
- The second year summer paper will be graded by all Operations Management faculty, on its scholarly contribution, model formulation and analysis, the quality of writing and presentation.
- Students will be informed of the faculty’s assessment of the second year summer paper as soon as possible and within twenty calendar days of their second year summer paper presentation.
- If a student receives a grade of “Fail”, he/she will be provided with feedback on the paper. He/she should revise the paper according to the feedback, submit and present the revised version to all Operations Management faculty within four months of receiving the original feedback. Any student who fails the second year summer paper two times is not allowed to continue as a PhD student in the Operations Management area.

Admission to Candidacy and Dissertation Committee

Students who have met the pre PhD program requirements (i.e., obtaining a cumulative GPA of 3.3 or above, passing the first year screening exam and the second year qualifying exam, and satisfactorily completing the first year and the second year summer papers) are admitted to candidacy for the PhD degree at the University of Miami. A dissertation committee chair (or co-chairs) must be determined within three months of admission to candidacy. The dissertation

committee chair must be a regular Operations Management faculty, who shares common research interests with the student and is committed to advising the student. The PhD program coordinator serves as the point of contact between the PhD student and Operations Management faculty until the dissertation committee chair is determined. After that, the dissertation committee chair serves as the advisor of the student.

Based on guidance from the dissertation committee chair, a dissertation committee must be determined within five months of admission to candidacy. This committee must be comprised of the chair plus three other faculty members, one of whom must be an “external” member. An external member can be any full-time tenured or tenure-track faculty from a different emphasis area (e.g., Organizational Behavior), department (e.g., Economics), or university as deemed appropriate by the committee chair.

The responsibilities of the dissertation committee include:

- Advising the student on the dissertation research.
- Advising and approving additional coursework.
- Meeting with the student regularly to review progress and provide feedback.
- Performing annual performance evaluation of the student.
- Conducting dissertation proposal defense.
- Conducting the final oral dissertation defense.

A student may request a change of advisor. To ensure an orderly change, a student requesting a change of advisor has to complete the “Change of Responsibility for PhD Student Advising” form (Appendix B), and submit it to the operations management PhD program coordinator.

Dissertation Proposal

Students who are admitted to candidacy are expected to have an approved dissertation proposal between the end of the third year and the end of the Fall semester of the fourth year. The proposal should be shared with the dissertation committee members at least fourteen days prior to the proposal defense.

The proposal must include:

- 1) relevant background and review,
- 2) how the project contributes to extant theory and research in the area,
- 3) model formulation and preliminary results,
- 4) planned approach and analysis,
- 5) timeline for completion of the research,
- 6) a reasonably comprehensive bibliography.

The student’s dissertation committee will evaluate the proposal and provide feedback to the student. When necessary, the committee may require the student to present a more elaborate proposal.

Even when all coursework is completed, students are required to maintain residency in Miami while completing their dissertation. While working on dissertation research, students will register for MGT 830, Doctoral Dissertation Research.

Dissertation Defense

Students are encouraged to actively seek guidance and input from their committee throughout the dissertation process. Once the dissertation is completely written, an oral defense must be scheduled. The goal is to ensure that the student has demonstrated significant in-depth knowledge in the area of operations management, and developed the ability to contribute their own research to the exiting literature of operations management.

The student's dissertation committee will evaluate the defense, and vote pass, conditional pass, or fail. If a strict majority votes pass, the student passes the defense and is expected to graduate with a PhD in operations management from University of Miami. A conditional pass typically requires some alterations to the dissertation before an unconditional pass grade is awarded. All alterations must be completed within 30 day of the Dissertation Defense. After reviewing these alterations, the committee may change the grade to an unconditional pass. If the student fails, the dissertation committee must decide whether and when the student will be offered a second and final opportunity to defend the dissertation. The dissertation committee evaluating the defense a second time must be the same as the first time.

Additional Requirements of the PhD Program

Course Loads. First- and second-year students are expected to carry a full-time course load. A full-time load is considered taking at least 12 credits per semester in the fall and spring. All coursework needs to be approved prior to registration each semester, by PhD program coordinator or dissertation committee chair. After coursework is completed, students register for credit hours as MGT 830 - Doctoral Dissertation Research. Students typically register for 6-9 credits of MGT 830 per semester (with a maximum of 12 credits allocated for dissertation research overall). Prior to graduation, students must have completed 60 total credits.

Departmental Obligations. During their entire time in the PhD program, students are expected to participate actively in departmental activities, including research seminars and job talk presentations. We also strongly encourage students to present their own research in the seminar series.

RA/TA Assistantship Responsibilities. Doctoral students should focus on coursework and dissertation research. Occasionally, students may be asked to assist faculty with research and teaching responsibilities. Such RA/TA work should not exceed 15 hours per week, and must be pre-approved by PhD program coordinator or dissertation committee chair.

Teaching Requirement. Students within the Operations Management area are required to teach at least one section MGT 303 (the undergraduate OM course), preferably during their third or fourth years of the doctoral program. This teaching will be compensated (i.e., the student will receive money in addition to the fellowship) if students teach more than one sections. No

teaching assignments may be given to first- or second-year students since course responsibilities are only given to students who have successfully fulfilled their pre PhD program requirements.

Summer Work. Students are required to maintain residence in Miami for the summer. After completion of the first year, students take the first year screening exam and work on their first year summer papers. After completion of the second year, students take the qualifying exam and work on their second year papers. Students should use their time in the summer to work on research projects. Students can travel, but they should consult with the PhD program coordinator or dissertation committee chair about summer travel prior to making plans. Exceptions to the summer residency requirement may be made in cases where students have unique out-of-town opportunities to conduct work that facilitates their research program (e.g., opportunities to collect data or visit and work at another university). However, again, such exceptions would require approval of the PhD program coordinator or dissertation committee chair.

Conference Participation. Students within the OM area are strongly encouraged to participate in conferences by presenting research, attending research talks and doctoral consortia, and taking advantage of networking opportunities. Students are expected to present at a national conference no later than their third year. The major conferences attended by faculty in the area include the INFORMS, POMS and MSOM conferences. Students in the dissertation stage are also encouraged to attend the Doctoral Student Consortia at INFORMS and POMS conferences. All conference submissions must be pre-approved by the PhD program coordinator or dissertation committee chair. All conference travel, using the conference money allocated as part of the fellowship, must also be approved by the PhD program coordinator or dissertation committee chair.

Journal Submission. Students are expected to have two submitted papers by the time they are on the job market, with at least one at an advanced stage. Students should endeavor to submit papers to journals as early as possible. In particular, at least one paper should be submitted to a journal by the end of the third year. Because of the lag time in journal feedback, students must allow sufficient time to publish before graduation.

Optional Fifth Year. If students do not finish program requirements within four years, a fifth year may be necessary to complete the program. Although the fellowship expires after four years, students may apply for fifth year funding. The Business School policy for 5th year financial support appears in Appendix C. Please note that fifth year support is *not* “automatic” and, even if approved, entails a teaching requirement (see point 1 in Appendix C).

PhD Student Performance Expectations Contract. Many of the performance expectations described in this document are summarized in the PhD Student Performance Expectations Contract in Appendix D. Upon entering the program all students *are asked to review and sign this contract and submit a copy to the PhD program coordinator.* All parties are requested to keep a copy for their records.

Annual Review Procedures. At the end of each school year (i.e., in May after final grades are released), students are required to go through an annual review. The review is conducted by the PhD program coordinator for students before dissertation stage, and by the dissertation

committee chair afterwards. There are two steps in this annual review process. First, students must fill out a yearly Progress Report (see Appendix E) and submit this form to the PhD program coordinator or dissertation committee chair. After receiving this information, the PhD program coordinator or dissertation chair will fill out the “Doctoral Student/Candidate Annual Performance Feedback” form (Appendix F). Once the performance review form is completed, the PhD program coordinator or dissertation chair will schedule a feedback meeting with the student to provide verbal as well as written feedback (i.e., a copy of this form). The dissertation committee chair should also provide copies of the Progress Report as well as the Annual Performance Feedback form to the OM area PhD program coordinator. All parties are requested to keep a copy for their records.

APPENDIX A

Recommended Elective Courses

(Listed by Department)

Department of Economics

ECO620. Advanced Econometrics.

ECO625. Applied Econometrics.

Department of Mathematics

MTH 733. Real Variables I.

MTH 734. Real Variables II.

MTH 721. Mathematical Probability.

Department of Industrial Engineering

IEN 647. Computer Simulation Systems.

IEN 742. Linear Programming and Extensions.

IEN 764. Supply Chain Management.

IEN 765. Advanced Production Systems.

Department of Electrical & Computer Engineering

ECE 637. Principles of Artificial Intelligence.

ECE 648. Machine Learning.

ECE 677. Data Mining.

Department of Computer Science

CSC 517. Data Structures and Algorithms.

CSC 640. Algorithm Design and Analysis.

Courses that are not on the list may be considered, but students must seek approval from the PhD program coordinator or their dissertation committee chairs.

APPENDIX B
Change of Responsibility for PhD Student Advising

I am accepting the responsibility for advising _____
in preparation for the PhD dissertation and the final oral dissertations defense.

Name and Signature of New Advisor (Dissertation Committee Chair)	Date
_____	_____

Names and Signatures of Other Dissertation Committee Members	Date
_____	_____
_____	_____
_____	_____

Tentative Area of Research: _____

The change of advisor for this student has my approval.

Name and Signature of Current Advisor (Dissertation Committee Chair)	Date
_____	_____

Student Signature	Date
_____	_____

APPENDIX C

Financial Support for PhD Students in Year 5 School of Business, University of Miami

Background

The current admission offer to incoming PhD-BUS and PhD-ECO students at the School of Business includes an annual stipend package that is guaranteed for four years, subject to the students' maintaining good academic standing (B+ average and satisfactory progress towards completing their PhD). The offer letter does not guarantee financial support for a 5th year, but does suggest that such support may be available through some form of teaching and/or research assistantship. But there is no formal policy in place at the School regarding support for 5th-year PhD students.

PhD students in many schools are increasingly staying on for a 5th year to enhance their chances of having one or two articles accepted (or in advanced rounds of review) in leading journals before they go on the job market. For instance, most of the assistant-professor candidates we invited to campus last year were in the 5th year of their PhD programs and had at least one A-level publication. Placing our graduating students in strong, research-oriented schools—a major objective of our PhD program—would necessitate at least some (if not most) of our students spending a 5th year in the program. This brings up the issue of what financial support we could/should offer and guidelines for providing such support. On the one hand, there are clearly budget constraints at the School that must be heeded. On the other hand, it is equally important to consider the potential negative consequences (to both the student and the School) of not providing any financial support in the crucial 5th year after having already made a substantial investment in the student during the first four years. The School's policy in this regard has to weigh and balance both sets of considerations.

The purpose of this document is to formalize the School's policy and procedures pertaining to financial support for 5th-year PhD students. The guidelines that follow are based on the consensus from School's PhD Committee's deliberations in this regard.

5th-Year Support Policy/Procedures

1. The amount of assistance will be limited to 3/4th of the annual stipend offered by the School during the first four years and will cover nine months (mid-August to mid-May). In return for this stipend 5th-year students will be required to teach one course for their departments for no extra pay.* In addition they will be expected to continue providing research- and/or teaching-related assistance to departmental faculty.
2. The one-course teaching requirement may be fulfilled sooner by having a student teach a course in the 3rd or 4th year for no extra pay if (a) no suitable course is likely to be available for the student to teach during the 5th year and/or (b) fulfilling the teaching requirement sooner would benefit the student and the department. In either case, the student's major advisor should discuss this in advance with the department chair and send a note to the PhD Director indicating that the student is fulfilling the teaching requirement early.

3. Students seeking financial assistance during the summer of their 5th year (i.e., support for another three months) would have to (a) teach a summer course (if one is available to teach) or (b) try to obtain some form of research funding (e.g., through their advisors' research grants or DART accounts). Alternatively, they could try to obtain summer support from the schools that hired them.
4. Support for the students' health insurance coverage during the 5th year should be continued at the same level as in preceding years.
5. If requested in advance from and approved by the PhD office, some or all travel expenses for attending one major job-market conference during the 5th year may be reimbursed.
6. The students' major advisors should prepare a brief memo to the PhD Director, requesting 5th-year support, summarizing the students' progress to date, and justifying why they deserve support for a 5th year. In particular, the memo should articulate how/why spending a 5th year in the program would enhance the students' credentials. Support will not be provided if the 5th year is intended as a "make up" year to correct deficiencies from previous years. Requests will be reviewed by the PhD Director in consultation with the SBA PhD committee. In other words, 5th-year support would not be "automatic."

*PhD students have to meet certain requirements to be able to teach courses; details are available at:

https://www6.miami.edu/planning-research/TA_Credentials_and_Evaluation_Form.pdf

APPENDIX D

Ph.D. Student Performance Expectations

Operations Management Area

Adopted May 20, 2011, revised June 28, 2017

Upon starting the program, please read and sign this document and submit to your advisor.

I understand that, as a doctoral student, certain behaviors and outcomes are expected from me throughout my program, including:

1. Working towards obtaining a tenure-track faculty job in a research-oriented university that is endorsed by my faculty advisor.
2. Following the guidance of my advisor in taking classes and doing research; investing my time and effort only in research that my advisor approves.
3. Working on research, teaching, and service activities with my advisor and UM faculty; working with people from other institutions only as approved by my advisor.
4. Completing all requirements as generally expected for successful completion of the Ph.D. program. For example, obtaining satisfactory grades in all classes.
5. Focusing on coursework and dissertation research. Occasionally, students may be asked to assist faculty with research and teaching responsibilities. Such RA/TA work should not exceed 15 hours per week, and must be pre-approved by PhD program coordinator or dissertation committee chair.
6. Showing good professional citizenship; respecting and adhering to the social norms established in the department and academia. In particular, being friendly, collegial, and polite to faculty, staff, and student colleagues; working on developing good interpersonal skills and relationships with others; attending faculty meetings (as invited), research presentations, and other professional events; reading and commenting on colleagues' papers and research presentations.
7. Attending and participating in professional conferences (such as INFORMS), as directed and approved by my faculty advisor.
8. Reporting my progress in my studies and research periodically (at least once a week) to my advisor. Being fully honest -- telling my advisor about work related issues and personal issues that affect my work.
9. Going through my advisor when making requests for resources, financial support, or assistance.

10. Obtaining the consent and approval of my advisor before undertaking extended absences (3 or more days) from the university (including summer travel).

11. If English is a second language, devoting sufficient time and energy to improving my language skills so that I can read, write, hear, and understand English at an advanced level. Enrolling in English writing and speech classes to improve my language skills, as determined by my advisor.

I further understand that if my advisor feels I have not met these expectations and/or feels that my performance is less than that expected of a doctoral student, I will be dismissed from the program.

Signature

Date

APPENDIX E

Progress Report for PhD Students

Students should complete this form at the end of each school year (i.e., after grades are made available in May) and submit a copy to their advisor.

Answer the questions below. Short answers are fine, but try to give an accurate picture of what was achieved or of what is planned. The first six questions relate only to the last 12 months. Answers to questions 8-10 are non-binding—you are stating your plans.

NOTE: As you significantly pass certain milestones, certain questions may no longer be relevant and, if so, you do not need to answer them (e.g., If you are in your fourth year and finished your coursework in your second year, you certainly don't need to answer Q4!).

1. Description of the research done:
2. List of papers in progress or completed:
3. List of conferences attended; list talk/presentation title if any:
4. Courses taken this past school year:
5. Total number of credits earned in program:
6. Courses taught (as main instructor; **satisfies the teaching requirement**):
7. Courses assisted (as teaching assistant; **does not satisfy the teaching requirement**):
8. Research directions for the next 12 months:
9. Estimated or actual dissertation proposal date (month/year):
10. Estimated graduation date (month/year):
11. If you have not met your teaching requirement for graduation, indicate when you plan to do so. If you have met your teaching requirement for graduation, explain how. *Please include the course number, section and title.*

APPENDIX F

DOCTORAL STUDENT/CANDIDATE ANNUAL PERFORMANCE FEEDBACK OPERATIONS MANGEMENT AREA

Faculty advisors should offer each student written feedback, using this form, at the end of each school year. If any student does not ‘meet expectations’ on any of the below criteria, a plan should be created to develop their skills in that area. If a student has deficient performance across these areas, this may be reason to ask the student to leave the program.

Please check the appropriate rating and offer comments for any rating below ‘meets expectations.’

1. Course loads: Is the student taking a sufficient number of credit hours per semester? Is the student on track to complete ‘required courses’ as noted in the policies and procedures document?

- Exceeds expectations
- Meets expectations
- Some concern
- Below expectations

Comments:

2. Course performance: Is the student getting good grades? Is the student finishing courses they are registered for (i.e., not taking incompletes)?

- Exceeds expectations
- Meets expectations
- Some concern
- Below expectations

Comments:

3. RA/TA Assistantship: Is the student fulfilling duties accurately? Meeting deadlines?
Responding to faculty correspondence in a timely manner?

- Exceeds expectations
- Meets expectations
- Some concern
- Below expectations

Comments:

4. Departmental citizenship: Does the student attend the seminar series? Job talk presentations?
Other relevant department functions? Has the student presented in the seminar series?

- Exceeds expectations
- Meets expectations
- Some concern
- Below expectations

Comments:

5. Oral and written communication skills: Are the student's academic writing skills progressing as they should? Is the student able to convey their research ideas easily through conversation? Is the student proficient in the English language – enough to teach in the classroom?

- Exceeds expectations
- Meets expectations
- Some concern
- Below expectations

Comments:

6. Research activity: Is the student proactively engaging in an appropriate amount of research activity? Is the student making sufficient progress in submitting papers to conferences and for journals (depending on stage in the program)?

_____ Exceeds expectations

_____ Meets expectations

_____ Some concern

_____ Below expectations

Comments:

7. Other: Are there other aspects of the student's functioning that warrant evaluation or commentary? What are these aspects and what feedback seems most appropriate?

APPENDIX G
Department of Management
Ph.D. Candidate Teaching Policies and Procedures
Adopted September 9, 2015

Upon passing your qualifying exam, please read and sign this document and submit to your advisor.

Taking on a teaching assignment for the Department of Management is a significant responsibility. At the University of Miami School of Business, instructors teaching Management courses often receive some of the highest teaching ratings in the school. Anyone teaching courses for the department is expected to deliver a high quality course experience. Managing a course appropriately entails adhering to certain policies of the department.

This document is intended to familiarize you with norms and requirements within the Department of Management in terms of teaching. You are expected to read these policies and sign the document indicating your commitment to following them.

1. On your syllabus please include information related to the following university policies: 1) academic integrity, 2) accessibility resources, and 3) religious holidays.
2. During and after your course be sure to collect and compile any information necessary for AACSB reporting purposes. Please consult with your advisor to see if your course is a 'tracking course' and what is required.
3. Do not let students leave early from class on a regular basis. If your class is scheduled to meet from 6:25 – 9:05PM, then students should be dismissed at 9:05PM. Sometimes course material planned for the day does not take as long as expected. A good practice is to plan additional exercises or examples to use in case you have 'extra time' towards the end of class.
4. If you need to miss a class you are scheduled to teach, you have a few options for how to handle this. First, please know that missing class is discouraged in general, but is necessary sometimes for reasons such as 1) professional conferences, 2) job talks, 3) illness, or 4) family emergency.
 - a. The preferred way to handle a missed class is to schedule someone else to cover the class for you. Consult with your advisor to deem who would be appropriate to ask. In general, you could ask another faculty member who teaches the same course or another doctoral student with expertise in that subject area.
 - b. If you are not able to find someone else to cover the class, then you can reschedule the class. For example, if your class meets on Tuesdays and Thursdays, you may be able to find an available room on a Friday afternoon to hold a 'make-up' class. That said, rescheduling is not ideal since many students often cannot attend at a different time (which is why getting someone else to cover the course is the preferred option).
 - c. Keep in mind that if you cancel multiple classes, then you run the risk of your course not meeting the course hour requirements.

This list is certainly not exhaustive but is meant to help you be aware of key issues. You are encouraged to consult with your advisor and other faculty members for advice on general teaching practices and etiquette within the school!!

By signing below, you indicate that you have read and understood these teaching policies and are committed to adhering to them.

Signature

Date

APPENDIX H
Department of Management
Office Space Allocation for Ph.D. Students – General Guidelines
Adopted September 13, 2015

Given that the Department of Management has limited office space that must be allocated among many Ph.D. students and candidates, these guidelines are intended to inform such decisions made by the Department Chair. The goal is to allocate offices in a way that maximally benefits both the department and the students (win-win!). The primary consideration is supporting students who are teaching classes or will teach in the following semester. A secondary consideration is allocating based on seniority among the students (i.e., in order to manage perceptions of fairness). The department should also endeavor to not disrupt students in their final (fourth and fifth) years by requiring them to move offices.

1. When new and desirable office space becomes available, that may be allocated to PhD students, first preference should be to students who are teaching or about to start teaching in the following semester. Having better office space allows the PhD students who are teaching to meet with their students in a location that is comfortable, convenient, private, and signals credibility.

Once a student has been allocated office space, every effort should be made to keep this senior student in that office (even if they are not teaching). Dislodging students from offices may engender negative feelings and be disruptive to the students' productivity. Also, students who teach in their third year will often teach in subsequent years for financial reasons (which again would necessitate an office). The dislodging consideration, however, does not apply to students who are in their sixth year or beyond and are not teaching. For students who are in their sixth year or beyond and are not teaching, their offices may be allocated to more junior students who are about to begin teaching.

2. If office space is available, but no students are scheduled to teach in the following semester, then the office should be allocated based on seniority (how long the student has been in the program). The exception is in cases where a student may have seniority (in terms of tenure) over another student but not be progressing appropriately in the program. For example, if one student is in the beginning of her fourth year but has NOT passed the qualifying exam, then preference for the office should be given to a third year student who has passed the qualifying exam.

3. If students are of equal tenure, then the decision should be based on other responsibilities the students might have. For example, if a student is helping a faculty member with a special project or is conducting interviews, then this might merit allocating the office to this student.

4. If no such responsibilities differentiate the students of equal tenure, then the merit of these students should be compared (i.e., their relative accomplishments). If one student has more academic publications or presentations than the other, then the more accomplished student should be allocated the office.