

Organizational Behavior Department
Statement on Resources for Doctoral Students

January 24, 2022

Preamble

We as a Department of Organizational Behavior believe that all human beings are created equal. We hold high our intellectual mission to study and address the many ways that human prejudices, exclusions and inequalities are not just accepted and perpetuated but overcome. In the arena of race, for example, we believe that racism means both racist action and inaction in the face of racism. Therefore, we believe change requires antiracism, that is, active participation in combating racism in all forms: in everyday relationships and systemically, including fair and equal access to resources for all doctoral students in our Department.

A list of resources relevant to doctoral students is provided at the end of this document.

Guiding Principles

- Every doctoral student has equal opportunity for access or participation in research projects, teaching and service projects, papers and paid work assuming that their interest, knowledge and skill background is appropriate to the tasks.
- Opportunities and/or compensation for doctoral student work on research, teaching, service, papers or school-based consulting/training interventions are equitable as compared with others involved in such work on the basis of any characteristics not causally related to effective performance (i.e., there is equity based on race, ethnicity, gender and gender expression, sexual orientation, social class, religion, political affiliation, weight, height, or disability status, among others).
- Assignment of TA and Coach roles are guided by providing distinctive learning and development opportunities for doctoral students balanced with the need for assistance in delivering high quality learning experiences.
- Every faculty member is accessible to any doctoral student to provide insights, information, research design/methods, network connections, and resources.
- Faculty members share knowledge and effective practices on raising resources, and collaborate with doctoral students on grant proposals.

Effective Practices - Research

- Doctoral students should notify and keep faculty informed as to their interests in various projects or topics.
- To enhance research and publication outcomes, doctoral students should be prepared to modify their specific topics of interest to relate to those of specific faculty and/or specific projects.
- Faculty should seek to create projects within which to involve doctoral students.
- Faculty should actively raise funds for projects within which to involve doctoral students with compensation. Research funding may be generated from various sources: companies with whom we are providing developmental projects; family and personal foundations from individuals in these companies; companies with whom we are conducting a research contract; private foundations that fund research around their priority themes; governmental funding agencies such as NSF and NIH; and organizational subscription programs.
- Faculty should conduct a conversation annually about funding opportunities, to encourage information sharing and potential collaborations.
- Collaborative efforts between faculty and doctoral students to seek funding for doctoral research tend to be most successful. Faculty should serve as mentors and coaches (going through several rounds of feedback) on grant proposal development, and doctoral students should notify (and involve) faculty about possible funding opportunities in their specific research area.
- Project roles and authorship, as well as co-authorship order if relevant, should be discussed before work on a project begins and follow the CWRU Guidelines on Authorship of Research and Scholarly Publications (https://case.edu/research/sites/case.edu.research/files/2018-04/Authorship_Guidelines_CWRU.pdf) and the American Psychological Association's principles of appropriate authorship (<https://www.apa.org/ethics/code/manual-updates> and <https://www.apa.org/science/leadership/students/authorship-paper>).

Effective Practices - Teaching

- Faculty should conduct an annual conversation to level-set about expectations for the TA/Coach role and resulting workload.
- Faculty and TA/Coach should have a meeting before each course to discuss mutual expectations.
- Course design (assignments, rubrics, grading due dates, grading expectations, etc.) should be developed by instructors and shared with the TA/Coach prior to the start of the course.

All requirements (e.g., copying, Canvas set-up and management, course logistics, etc.) to be undertaken by the TA/Coach should be planned and shared prior to the start of the course. To the extent possible, emergent and urgent changes during the course should be managed in collaboration with and respectful of the doctoral student's time and other commitments.

Resources for Doctoral Students

CWRU Graduate Student Academic Policies and Procedures

<https://case.edu/gradstudies/about-school/policies-procedures>

International Students

- a) International doctoral students may be able to access resources from various governmental and embassy/diplomatic agencies of their own countries.
- b) International Student Services <https://case.edu/international/international-student-services>
- c) Center for International Affairs <https://case.edu/international/>

Doctoral Funding Resources at CWRU

- a) Graduate Studies Fellowships and Travel Awards <https://case.edu/gradstudies/student-resources/fellowships-and-travel-awards>
- b) Social Justice Institute Fellowships <https://case.edu/socialjustice/fellowships>
- c) Kelvin Smith Library Freedman Fellows Program <https://case.edu/library/research/digital-scholarship/freedman-fellows-program>
- d) Office of Research and Technology Management <https://case.edu/research/>
- e) Office of Multicultural Affairs Unity Banquet Scholarship <https://thedaily.case.edu/office-of-multicultural-affairs-offers-scholarship-for-underrepresented-minority-students/>
- f) Flora Stone Mather Center for Women Research Grant <https://case.edu/centerforwomen/research/research-professional-development-grants>
- g) College of Arts & Sciences Office of Research and Grant Development <https://artsci.case.edu/funding/>
- h) CWRU Graduate Award Nominations <https://case.edu/gradstudies/faculty-staff/graduate-awards-nominations>
- i) LGBT Center Awards and Scholarships <https://case.edu/lgbt/awards> and <https://case.edu/lgbt/awards/scholarships>

External Scholarships, Fellowships, and Grants

- a) <https://case.edu/gradstudies/student-resources/outside-funding-opportunities>
- b) <https://case.edu/centerforwomen/about/student-groups/wiser/opportunities/scholarships-fellowships-and-grants>
- c) <https://case.edu/ugstudies/students/honors-fellowships-and-awards/fellowships-and-scholarships/national-fellowships-and-scholarships>
- d) <https://case.edu/financialaid/resources/outside-scholarships>

CWRU Crisis and Community Concerns Reporting

- a) COVID-19 CARE Reports <https://case.edu/studentlife/dean/carecrisis-management/care-report/covid-19-care-reports>
- b) CWRU Community Concerns Reporting <https://case.edu/studentlife/about/community-concerns-reporting/report-incident>
- c) CWRU's Integrity Hotline (<https://case.edu/auditservices/reporting-fraud-integrity-hotline/integrity-hotline>) at 1.866.483.9367 or <https://caseintegrityhotline.com>.

Sexual Harassment Reporting

- a) CWRU's Office of Equity (equity@case.edu or <https://case.edu/equity/sexual-harassment-title-ix/file-report#Contact>) which is the designated Title IX Coordinator for all aspects of sexual harassment reports, investigations, and prevention and education programs.
- b) CWRU's sexual harassment policy is available at <https://case.edu/equity/sexual-harassment-title-ix/sexual-harassment-policy>.

CWRU Health, Counselling, and Psychological Support

- a) Individual counselling and therapy (12 free sessions per year) <https://case.edu/studentlife/healthcounseling/counseling-services>
- b) Group therapy/support group (there are groups for PhD students, supporters, female PhD students, women of color students, minority students, trauma, mindfulness, interpersonal relationships, eating disorders, substance abuse and etc.) <https://case.edu/studentlife/healthcounseling/counseling-services/group-therapy>
- c) LGBT health resources <https://case.edu/lgbt/resources/health-resources>
- d) Transgender resources <https://case.edu/lgbt/resources/transgender-resources>

CWRU Student Resources

- [Bias Reporting System \(BRS\)](#)
- Emergency Situations - [216.368.3333](tel:216.368.3333)
- [Police and Security](#)
- [Discrimination Policy](#)
- [Sexual Misconduct Policy](#)
- [Student Handbook](#)
- [Division of Student Affairs](#)

CWRU Student Policies <https://case.edu/studentlife/university-policies>

External Resources, Network, and Support Groups

- a) The PhD Project <https://www.phdproject.org/>
- b) Management Doctoral Student Association (MDSA) <https://www.managementdsa.org/>
- c) Reaching Out MBA (ROMBA) <https://reachingoutmba.org/>