Memorandum

Date: January 14, 2015
To: Wendy Crone, Interim Dean of the Graduate School
From: Russell Coff, Associate Dean for Research and the PhD Program, Wisconsin School of Business
cc: Daniel Kleinman, Kelly Haslam
Re: Response to GFEC inquiries subsequent to the external review of the WSB PhD program

The Graduate Faculty Executive Committee (GFEC) has requested an additional update following the 2013 review of the PhD program at the Wisconsin School of Business (WSB). Accordingly, this memo provides additional information on how the WSB PhD program has followed up on the review. In particular, it responds to the specific issues that GFEC had raised including: the scope of the PhD committee's responsibility and authority; a common review process for all business PhD students; a united WSB graduate student handbook; WSB programs in Real Estate and Operations & Information Management; and Ongoing efforts to recruit underrepresented minority graduate students.

1. Clarifying the Scope of the PhD Committee's authority.

   It appears that GFEC is concerned that the WSB PhD program is somewhat heterogeneous across the departments within the school. A greater degree of consistency is desirable so the push in this direction is welcome. At the same time, it is important to understand the tremendous heterogeneity in the underlying disciplines. WSB governance structures and formal administrative policies recognize this heterogeneity and it is not within the power of the Research Programs administration nor the PhD and Research Committee to circumvent faculty governance policies. As an example, some WSB departments are strongly linked to Economics (e.g., Finance and Real Estate) while others are more closely linked to Psychology or Sociology (Management and Marketing). Just as we expect the Economics and Psychology Departments within L&S to have very different PhD programs, it is essential to accommodate differences across departments within WSB. There is only a single (one credit) course that is required of all WSB PhD students and this is quite a new development. Of course, all are bound by Graduate School rules so there are checks on the heterogeneity that can be allowed. One function of the PhD and Research Committee is to assure that high standards are maintained and WSB departments adhere to these rules.
Appendix A lists the recently revised portion of the WSB governance documents that refer to curriculum committees, including the PhD and Research Committee. Many curriculum changes are initiated by departments within the WSB since they typically pertain to a given sub-specialization rather than requirements for all students in the program. Program changes are considered by the PhD and Research Committee. In some cases, there may be discussion and action taken over how offerings in one department may affect students in other business departments. The committee acts as a vetting body and in some cases an arbiter for program changes. Those changes that are approved by the committee and that affect all PhD students across all programs must be approved through a vote at a formal WSB Faculty Governance Meeting.

In addition to considering program content issues that affect all PhD students, the committee focuses on best practices to improve effectiveness within departmental emphases and across the entire program. The committee meets monthly throughout the academic year and minutes are distributed after each meeting. Recent focus has been on revising the application, improving the review process for PhD students, and finding ways to reach out to prospective applicants who are students in other schools on campus.

2. Progress on a common review process for all business PhD students;
The committee has developed and recommended a streamlined review process to assure that all students are reviewed and receive valuable feedback annually. A pilot program using the new instrument during the past academic year was met with positive results. This has now been fully implemented in several of the departments and the remaining departments will begin using it for the 2015 reviews. Appendix B shows an example of the form that is used. A generic version is also included in the student handbook. Since each WSB department has distinct requirements (courses, exams, papers, etc.), our intent is to adapt the process to each department so it is consistent with these needs.

The process requires three steps: student completes the form and provides input, the advisor reviews the form and provides additional input, and the department’s PhD coordinator meets with the student to discuss the overall feedback and action steps going forward.

The first step, where the student completes the form, is critical because it engages the student in the process and serves to convey the key elements and milestones of success in the program. For example, if the student has not submitted a working paper to a major conference, this may alert them that this is an opportunity to pursue.

The second step engages the advisor to make sure that the student’s perspective on progress is shared. Some students may be either too hard on themselves or fail to recognize the need for change.

The third step involves the department’s PhD coordinator who synthesizes the information in a meeting with the PhD student. This assures that feedback is delivered in a constructive way and helps to maintain continuity across advisors.
3. **United graduate student handbook is available to students;**
The WSB PhD graduate student handbook is attached in Appendix C. This was developed using the graduate school handbook template. The PhD and Research Committee voted to approve the handbook in December and it has been distributed to all students electronically. It is available through the student intranet site where critical information is posted for all students. New students entering the program in the future will also receive a printed copy during the PhD Orientation.

   We will strive to keep the handbook up to date with ongoing updates to the online version as changes occur.

4. **WSB monitoring of Real Estate and Operations & Information Management Programs;**
   We continue to monitor these programs. At this point, the PhD committee feels that the programs should not be eliminated. The Real Estate program is closely related to the Finance program. In fact, at other schools, these departments are sometimes combined. At WSB, Real Estate is a much stronger focus and it does not make sense to fully combine it with Finance. However, the first two years for the Real Estate PhD program are identical to those for the Finance department since they share some common fundamental knowledge. Specifically, the first year is completed in the Economics department (micro and macro Economics courses as well as Econometrics) and the second year involves a series of seminars in the Finance department. As such, the main difference for a Real Estate student is focused independent study and mentorship with Real Estate faculty beyond the first two years. While there are no Real Estate students at the moment an incoming student would become part of the Finance cohort and would not be isolated.

   The Operations and Information Management department has hired three new research active faculty in the last two years and is seeking to hire two more this year. They continue to recruit PhD students and, as the department grows, the prospects for new students will be increasingly strong. As such, we anticipate that the PhD program in this department will grow much stronger in this department in the years to come.

5. **Ongoing efforts to recruit underrepresented minority graduate students.**
   The PhD committee recognizes the imperative to recruit under-represented minority students. We have long recognized this as a critical goal and, for example, have been very active in the PhD project ([http://phdproject.org/](http://phdproject.org/)), which seeks to encourage applicants from underrepresented minorities. We have taken a number of additional steps to improve in this area such as highlighting and contacting minority candidates early in the application process. This and other efforts have resulted in a small number of Advanced Opportunity Fellowships. While there has been some progress, we recognize that there is much room for improvement. WSB has recently hired several faculty who are underrepresented minorities and we are hopeful that this will help us recruit minority students as well.

   We are currently exploring other possibilities like a Summer Research Opportunity Program. This is attractive but it is unclear whether we have the financial and faculty resources that would be required to make this work effectively.
Appendix A
Governance Documents Regarding the PhD Committee’s Responsibility and Authority

3. School Faculty: Committees

a. Standing Curriculum Committees
   i. The standing curriculum committees of the school are:
      Ph.D. Committee
      Full-time Master’s Committee
      Evening/Exec/Corporate Exec MBA Committee
      Undergraduate Committee
   ii. Membership in each Ph.D./Full-time Master’s/Undergraduate standing curriculum committee shall consist of one voting member of the faculty from each of the Departments of Accounting and Information Systems; Actuarial Science, Risk Management, and Insurance; Finance, Investment, and Banking, Management and Human Resources; Marketing; Operations and Information Management; and Real Estate and Urban Land Economics; student voting members, not to exceed two; and ex-officio members as designated. With the advice of the department chairs, the Dean will select the members of each standing committee and its chair. The latter must be a voting member of the faculty and is normally the appropriate Associate Dean.
   iii. Membership in the Evening/Exec/Corporate MBA standing curriculum committee shall consist of a minimum of four members drawn from current or past faculty/staff instructors in these programs, of which three or more are voting members of the faculty; student voting members, not to exceed two; and ex-officio members as designated. The Dean will select the members of this standing committee and its chair. The latter must be a voting member of the faculty and is normally the appropriate Associate Dean.
   iv. Standing curriculum committees of the School faculty will report to the faculty regarding past year’s activities at least once per year.
   v. Matters regarding adding or removing degrees, majors, specializations, options within majors, certificates (and assigning and changing the names of all preceding elements), and required co-curricular elements, are typically initiated by a department (or group of departments or the Undergraduate or full-time MBA Programs Offices or the Evening/Exec/Corporate MBA Program office). Proposals are to be forwarded to respective standing School curriculum committee for deliberation. If the curriculum committee approves a change, it must then ask the School’s Academic Planning Council (APC) for its opinion. The curriculum committee shall bring its final recommendations, together with APC’s written comments, to the full faculty for a vote.
   vi. Minimum requirements for the Ph.D. program are determined by the Graduate School. Other matters pertaining to Ph.D. programs, such as change of admission standards, addition/deletion of course requirements, etc., are determined by respective departments. Such changes must comply with Graduate School rules and any School of Business rule regulating our Ph.D. programs. All departmental changes must be shared with the Ph.D. committee, which should communicate those changes to all departments. Any school-wide curriculum or program changes must be approved by the Ph.D. committee and brought to the full faculty for a vote.
Appendix B
Format for Evaluation of PhD Students
## Path Through PhD Program — Student Progress

### Name (last, first)
[XXX]

### Primary advisor:

### Year in program:
5

### Expected grad calendar year:
2015

### Date:
6/15/2014

### STUDENT: Please provide information on the items below, which reflect key stepping-stones in completing a PhD successfully (include additional detail to the right needed). Your self-assessment of how you feel you are doing is a key part of the annual feedback process designed to enhance your progress through the program. Submit this form via email and attach your CV as a PDF (file name "CV-YourLastName-Year" (e.g., CV-Posen-14). Please also attach a summary of your grades by semester as a PDF file name "Grade-YourLastName-Year" (e.g., Grade-Posen-14).

### FACULTY: Evaluate student's progress up to this point in the program. Please do so at the end of each section, and provide an overall evaluation at the end of this form.

### # Activity | Response | Student clarification or explanation (as needed - please be very brief)
--- | --- | ---
### 1 Course work | | |
| a. Total # grad credits complete (32 grad credits needed) | 103 | Includes MBA credits |
| b. Average course grade (overall GPA) | 3.775 | |
| c. Modal grade in core+major courses | A | |
| d. Course grades below AB (if yes, list course names) | Y | Econometrics 1 Received a "B" |
| e. Incomplete courses (if yes, list course names) | N | |
| f. PhD minor designated | Y | Distributed Minor - Research Methods |

**Faculty Evaluation**

| 1 | 1 = meets/exceeds expectations; 2 = minor improvement needed; 3 = below expectations, significant improvement needed |

### 2 Teaching | | |
| a. Effective as grader (TA that does not lead discussion) | 1 | |
| b. Effective as a TA (discussion leader) | 1 | |
| c. Effective teaching a complete course | 1 | |
| d. Mentoring other students in teaching | 1 | |
| e. Generating/improving teaching materials (and sharing) | 1 | |

**Faculty Evaluation**

| 1 | 1 = meets/exceeds expectations; 2 = minor improvement needed; 3 = below expectations, significant improvement needed |

### 3 Socialization & Departmental Activity | | |
| a. Reasonable presence in the building | 1 | |
| b. Participate in departmental social functions | 1 | |
| c. Participate in recruiting of PhD students | 1 | |
| d. Assisting w/special events in MHR (conferences...) | 1 | |
| e. Mentoring PhD students | 1 | |
| f. Improving language skills (international students) | n/a | |

**Faculty Evaluation**

| 1 | 1 = meets/exceeds expectations; 2 = minor improvement needed; 3 = below expectations, significant improvement needed |

### 4 Seminar participation | | |
| a. Attend seminars (regularly/occasionally/rarely) | regularly | |
| b. Attend seminars in other departments | rarely | |
| c. Meet with external seminar speakers | regularly | |
| d. Speak / ask questions in seminars | rarely | |
| e. Present paper in internal seminar | occasionally | |

**Faculty Evaluation**

| 1 | 1 = meets/exceeds expectations; 2 = minor improvement needed; 3 = below expectations, significant improvement needed |

### 5 Scholarships and Grants | | |
| a. Applied for scholarships (excl. your annual funding) | Y | |
| b. Awarded scholarships (excl. your annual funding) | N | |
| c. Applied for grant funding (travel/research) | Y | |
| d. Awarded grant funding (travel/research) | Y | UW Business School, Vilas |

**Faculty Evaluation**

| 1 | 1 = meets/exceeds expectations; 2 = minor improvement needed; 3 = below expectations, significant improvement needed |

### 6 Research Paper(s) | | |
| a. Actively generating new research ideas | Y | trying my best |
| b. Acquired data for empirical projects | Y | In progress |
| c. Preliminary draft completed | Y | |
| d. Responded to feedback (from faculty, colleagues) | Y | |
| e. Working paper stage (complete shareable draft) | 3 | |
| f. Number of active research projects | 4 | |

**Faculty Evaluation**

| 1 | 1 = meets/exceeds expectations; 2 = minor improvement needed; 3 = below expectations, significant improvement needed |

### 7 Major-conferences | | |
| a. Attend major conference | Y | |
| b. Review for major conference | Y | |
| c. Discussant at major conference | N | |
| d. Paper submission to major conference | Y | |
| e. Paper acceptance at major conference | Y | |
| f. Paper presentation at major conference | Y | |
| g. Doctoral consortium participation | N | |
| h. Awards | Y | Reviewer Award 2013, Student Paper Award 2012 |

**Faculty Evaluation**

| 1 | 1 = meets/exceeds expectations; 2 = minor improvement needed; 3 = below expectations, significant improvement needed |

### 8 Specialty-conferences | | |
| a. Attend specialty conference | Y | |
| b. Review for specialty conference | N | |
| c. Discussant at specialty conference | N | |
| d. Paper submission to specialty conference | Y | |
| e. Paper acceptance at specialty conference | Y | |
| f. Paper presentation at specialty conference | Y | |
| g. Doctoral consortium participation | Y | |
| h. Awards | N | |

**Faculty Evaluation**

| 1 | 1 = meets/exceeds expectations; 2 = minor improvement needed; 3 = below expectations, significant improvement needed |

### 8 Major (A level) Journal | | |
| a. # Submissions to top journals | 4 | |
| b. # R&Rs | 2 | R&R @ xxxxxx current, R&R @ yyyyyyyyy current |
| c. # Acceptances | 1 | zzzz 2014 |
| d. Co-authorship (Faculty/student) | Y | Several listed on CV |

**Faculty Evaluation**

<p>| 1 | 1 = meets/exceeds expectations; 2 = minor improvement needed; 3 = below expectations, significant improvement needed |</p>
<table>
<thead>
<tr>
<th>Faculty Evaluation</th>
<th>1</th>
<th>1 = meets/exceeds expectations; 2 = minor improvement needed; 3 = below expectations, significant improvement needed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>9 Other Pubs (B journal/chapter/proceedings)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. # Submissions</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>b. # R&amp;Rs</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>c. # Acceptances</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>d. Co-authorship (Faculty/student)</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Faculty Evaluation</td>
<td>1</td>
<td>1 = meets/exceeds expectations; 2 = minor improvement needed; 3 = below expectations, significant improvement needed</td>
</tr>
<tr>
<td><strong>10 Comprehensive exam</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Committee formed</td>
<td>Y</td>
<td>Passed</td>
</tr>
<tr>
<td>b. Date set</td>
<td>Jul-12</td>
<td></td>
</tr>
<tr>
<td>c. Pass exam</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>Faculty Evaluation</td>
<td>1</td>
<td>1 = meets/exceeds expectations; 2 = minor improvement needed; 3 = below expectations, significant improvement needed</td>
</tr>
<tr>
<td><strong>11 Pre-Proposal</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Advisor selected</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>b. Committee selected</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>c. Preliminary draft of proposal</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>d. Proposal successfully defended</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Faculty Evaluation</td>
<td>1</td>
<td>1 = meets/exceeds expectations; 2 = minor improvement needed; 3 = below expectations, significant improvement needed</td>
</tr>
<tr>
<td><strong>12 Dissertation stage</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Job market paper</td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>b. Application process/networking</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>c. Job talks</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>d. Job accepted</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>e. Final defense</td>
<td>n/a</td>
<td></td>
</tr>
<tr>
<td>Faculty Evaluation</td>
<td>2</td>
<td>1 = meets/exceeds expectations; 2 = minor improvement needed; 3 = below expectations, significant improvement needed</td>
</tr>
<tr>
<td><strong>13 Student Final Comments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Assess your overall progress in the program</td>
<td>Excellent</td>
<td></td>
</tr>
<tr>
<td>(Poor, Satisfactory, Good, Excellent)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Add any additional information which may be helpful in understanding your progress in the program or ways in which your advisor or the PhD coordinator can help facilitate your progress.</td>
<td>I struggled to get my dissertation topic/idea honed in. This is partly because I worked on a wide variety of projects (with some success). I believe I have narrowed it in though, just took more time than I would have liked.</td>
<td></td>
</tr>
<tr>
<td><strong>14 Faculty Evaluation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Overall assessment by faculty</td>
<td>1</td>
<td>1 = meets/exceeds expectations; 2 = minor improvement needed; 3 = below expectations, significant improvement needed</td>
</tr>
<tr>
<td>b. Faculty comments on student progress and areas needing attention and additional work.</td>
<td>XXX is a very hard worker who I expect to be very successful in the field. He has had tremendous success already in publishing two papers and with advanced stage R&amp;Rs on two more. There have been some challenges along the way but this is part of the learning process. I am hopeful that these experiences will help him to manage this effectively in the future.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C
Wisconsin School of Business PhD Program Handbook
Graduate management education standards for today’s fast-paced and changing global environment require frequent update and modification. *Policies, procedures, and requirements defined, outlined, or described in this handbook are subject to periodic change and modification as determined by faculty of the Wisconsin School of Business.* You will be notified about specific changes that may affect your program of study. However, it is strongly advised that you consult regularly with your advisor and/or the administrative staff of the Research Programs Office in order to assure that you know about the latest requirements for your degree.

*Approved: December 10, 2014*

*Updated: January 14, 2015*
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I. PROGRAM OVERVIEW

The Wisconsin School of Business offers the following seven areas of study for Ph.D. students, with major and minor options available for each:

- Accounting
- Actuarial Science, Risk Management, and Insurance
- Finance, Investment, and Banking
- Management and Human Resources
- Marketing
- Operations and Information Management
- Real Estate and Urban Land Economics

All programs of study are subject University of Wisconsin-Madison Graduate School requirements and Wisconsin School of Business PhD Program requirements. Departmental advisors guide students on course choices and sequences in the field of study to which they are admitted.

General Academic Requirements

Minimum degree requirements and policies for all University of Wisconsin-Madison graduate students are found in the Graduate Catalog of the University of Wisconsin-Madison Graduate School. Specific course requirements and program requirements unique to each student’s research program will be handled through departmental advising. The Ph.D. website shows relevant program options for each department or Ph.D. Program track.

Intention/Role of Handbook

This handbook is intended for graduate students who are pursuing Business Ph.D. degrees. The UW-Madison Graduate School is the ultimate authority for granting graduate degrees at the University. The Wisconsin School of Business administers the Business Ph.D. program under the authority of the Graduate School. The Graduate School’s Academic Policies and Procedures provide essential information regarding general University requirements. Degree requirements beyond the minimum required by the Graduate School lie with the Wisconsin School of Business faculty and its designated authority, the school’s Ph.D. and Research Committee and the staff of the Research Programs Office. The policies described in this handbook have been approved by the Ph.D. and Research Committee. Degree and course requirements may change over time. However, students will meet the degree and course requirements in effect when they entered the program as long as those courses remain available. Since administrative procedures and processes change over time, students will follow the procedures and processes outlined in the current handbook and will be guided by their advisor toward suitable substitutions when necessary. The information in this handbook should also be supplemented by individual consultation with your advisor and committee so that individual needs/interests are addressed within the framework of degree requirements. Additional information is available via the Ph.D. Program website and departmental web pages. Students may also wish to consult the Graduate School’s Web page. Please contact Research Programs staff in the Wisconsin School of Business regarding questions or concerns in understanding requirements.

Key Terms

Where these regulations refer to the "chair," this typically means the Assistant Dean for Research Programs at the Wisconsin School of Business. "Faculty" refers to the faculty of the Wisconsin School of Business. Other key individuals and roles are as follows:

Associate Dean for Ph.D. and Research
Assistant Dean for Research Programs
Assistant Director for Research Program/Ph.D. Coordinator/Graduate Coordinator
Faculty Ph.D. Directors/Coordinators
Department Chairs
Department Assistants

Program Vision/Mission statements

The Wisconsin School of Business’s Ph.D. program produces scholars with the capability to enhance intellectual understanding of business theory and practice and transmit this knowledge to business scholars, professionals, and students. Our graduates are well equipped for an academic career at world-class research universities and institutes.

Learning Outcomes/Training Goals

The Wisconsin School of Business Ph.D. programs have a rich tradition of training scholars who can both enhance the intellectual understanding of business theory and practice and effectively transmit this knowledge to other scholars, business professionals, and students.

- Our faculty are highly recognized for their expertise, cutting-edge research, and innovative teaching.
- Our students develop close working relationships with faculty and peers that will pay dividends throughout their careers.
- Our students become well-rounded scholars through pursuit of minor coursework offered by highly ranked departments across the University of Wisconsin-Madison campus.
- Our graduates are leaders in research and teaching at top educational institutions around the world.

Program statistics/prospects

Student enrollment, 50-55 students
Typical time to degree, 5 years

Job market

<table>
<thead>
<tr>
<th>Name</th>
<th>Discipline</th>
<th>Placement After Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
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<td></td>
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<tr>
<td>Abbie Daly</td>
<td>Accounting</td>
<td>University of Wisconsin-Whitewater</td>
</tr>
<tr>
<td>Cass Hausserman</td>
<td>Accounting</td>
<td>Portland State University</td>
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<tr>
<td>Jocelyn Leitzinger</td>
<td>Management</td>
<td>University of Michigan, Post Doc</td>
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<tr>
<td>Xiao “Joyce” Lin</td>
<td>ASRMI</td>
<td>University of Connecticut</td>
</tr>
<tr>
<td>Liang Ma</td>
<td>Finance</td>
<td>University of South Carolina</td>
</tr>
<tr>
<td>Xiao “Sean” Ma</td>
<td>OIM</td>
<td>University of Arkansas</td>
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<tr>
<td>Erika Paulson</td>
<td>Marketing</td>
<td>Quinnipiac University</td>
</tr>
<tr>
<td>Marc Regin</td>
<td>ASRMI</td>
<td>Temple University</td>
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<tr>
<td>Ozgur Isil</td>
<td>OIM</td>
<td>University of Scranton</td>
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<tr>
<td>Mingxiang Li</td>
<td>Management</td>
<td>Florida Atlantic University</td>
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<td>2013</td>
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<tr>
<td>Wenyu Wang</td>
<td>Finance</td>
<td>Indiana University</td>
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<tr>
<td>Jason O’Toole</td>
<td>Management</td>
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<tr>
<td>Mevan Jayasinghe</td>
<td>Management</td>
<td>Michigan State University</td>
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<tr>
<td>Qing Liao</td>
<td>Accounting</td>
<td>Miami University of Ohio</td>
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<td>Ahreum Maeng</td>
<td>Marketing</td>
<td>University of Kansas</td>
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<td>Mengying Wang</td>
<td>Finance</td>
<td>University of Massachusetts-Boston</td>
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<tr>
<td>Lin Bao Boldt</td>
<td>Marketing</td>
<td>Clark University</td>
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<tr>
<td>Laura Swenson</td>
<td>Accounting</td>
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<tr>
<td>Adam Vitalis</td>
<td>Accounting</td>
<td>Georgia Tech</td>
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<tr>
<td>Yi “Kitty” Yao</td>
<td>ASRMI</td>
<td>Peking University</td>
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<tr>
<td>Xu “Vivian” Zheng</td>
<td>Marketing</td>
<td>City University of Hong Kong</td>
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<tr>
<td>Alexander Boquist</td>
<td>Finance</td>
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<tr>
<td>Daniel Wangerin</td>
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<tr>
<td>Yunjie Sun</td>
<td>ASRMI</td>
<td>University of Munich</td>
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<td>Tiantian Gu</td>
<td>Finance</td>
<td>Northeastern University</td>
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<tr>
<td>Heather Pesch</td>
<td>Accounting</td>
<td>University of Wisconsin-Whitewater</td>
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<tr>
<td>Jenna Pieper</td>
<td>Management</td>
<td>University of Texas-Dallas</td>
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<tr>
<td>Marcia Keune</td>
<td>Accounting</td>
<td>University of South Carolina</td>
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<tr>
<td>Yoon Hee Kim</td>
<td>OIM</td>
<td>University of Western Ontario</td>
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<tr>
<td>Jodi Gissel</td>
<td>Accounting</td>
<td>Marquette University</td>
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<tr>
<td>Michael Ciuchta</td>
<td>Management</td>
<td>University of Central Florida</td>
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<tr>
<td>Timothy Keune</td>
<td>Accounting</td>
<td>University of South Carolina</td>
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<tr>
<td>Tor-Erik Bakke</td>
<td>Finance</td>
<td>University of Oklahoma</td>
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<tr>
<td>Matthew O’Hern</td>
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<td>University of Oregon</td>
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<tr>
<td>Eden Blair</td>
<td>Management</td>
<td>Bradley University</td>
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<td>Alok Kumar</td>
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<td>Pennsylvania State University</td>
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<tr>
<td>Wenjuan Xie</td>
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<td>University of New Hampshire</td>
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<tr>
<td>Anthony Nyberg</td>
<td>Management</td>
<td>University of South Carolina</td>
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<tr>
<td>Lara Khansa</td>
<td>OIM</td>
<td>Virginia Tech University</td>
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<tr>
<td>Paul Johnson</td>
<td>ASRMI</td>
<td>University of Illinois at Urbana-Champaign</td>
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<tr>
<td>Yongqiang Chu</td>
<td>Real Estate</td>
<td>University of South Carolina</td>
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<td>Ty Henderson</td>
<td>Marketing</td>
<td>University of Texas at Austin</td>
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<td>Greg Reilly</td>
<td>Management</td>
<td>University of Connecticut</td>
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<td>Yan Gong</td>
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<tr>
<td>Ben Van Roo</td>
<td>OIM</td>
<td>RAND Corporation</td>
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<tr>
<td>Pamela Murphy</td>
<td>Accounting</td>
<td>Queen’s University (Canada)</td>
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<tr>
<td>Ting Luo</td>
<td>Accounting</td>
<td>Tshinghua University (China)</td>
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<tr>
<td>Name</td>
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<tr>
<td>Ye Chen</td>
<td>OIM</td>
<td>Yahoo.com</td>
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<td><strong>2006</strong></td>
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<tr>
<td>Victoria Dickinson</td>
<td>Accounting</td>
<td>University of Florida</td>
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<td>Jae Yong Shin</td>
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<td>Yanfeng Zheng</td>
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<td>June-Young Kim</td>
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<td>Scott Griffin</td>
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<td>Keenan Yoho</td>
<td>Operations</td>
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<td>Hsingwen Hsu</td>
<td>Accounting</td>
<td>York University (Canada)</td>
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<td>Hoon Cho</td>
<td>Real Estate</td>
<td>Korea Adv. Inst. of Science and Technology</td>
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<td>Kiat-Ying Seah</td>
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<td>National University of Singapore</td>
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<td><strong>2005</strong></td>
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<tr>
<td>Harald Fischer</td>
<td>Management</td>
<td>University of Connecticut</td>
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<tr>
<td>Ryan Lafond</td>
<td>Accounting</td>
<td>Massachusetts Institute of Technology</td>
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<td>Kofi Okyere</td>
<td>Accounting</td>
<td>Syracuse University</td>
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<tr>
<td>Jeffrey Wallman</td>
<td>Marketing</td>
<td>University of Oklahoma</td>
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<tr>
<td>Maura Troester</td>
<td>Marketing</td>
<td>University of Colorado at Boulder</td>
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<tr>
<td>Ingo W. Holzinger</td>
<td>Management</td>
<td>York University (Canada)</td>
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<tr>
<td>Matthew Magilke</td>
<td>Accounting</td>
<td>University of Utah</td>
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<tr>
<td>Yoonjung Lee</td>
<td>Finance/Statistics</td>
<td>Harvard University</td>
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<tr>
<td>Anocha Aribarg</td>
<td>Marketing</td>
<td>University of Michigan</td>
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<tr>
<td>Helen L. Brown</td>
<td>Accounting</td>
<td>Boston College</td>
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<tr>
<td>Joel Pike</td>
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<td>University of Illinois at Urbana-Champaign</td>
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<tr>
<td>Yanyun Zhu</td>
<td>Finance</td>
<td>University of Illinois at Urbana-Champaign</td>
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</tbody>
</table>

**Program Structure**

Administration/Ph.D. and Research Committee (governance)
- 1 Faculty member from each of the 7 sub-departments within the Wisconsin School of Business
- 2 Ph.D. students (recruited yearly and voted upon by the faculty committee members)
- Associate Dean for Ph.D. and Research
- Assistant Dean for Research Programs (Ad hoc)
- Assistant Director for Research Programs (Ad hoc)
- 1 Academic staff member from the Business Library (Ad hoc)

This committee meets monthly throughout the academic year and is responsible for initiating, monitoring, changing, and arbitrating policy and procedural matters related to the Business Ph.D. programs.
Faculty-- Wisconsin School of Business Faculty. Contact information for our faculty can be found at
bus.wisc.edu/directory/

Doctoral students at the Wisconsin School of Business form key relationships with faculty advisors, mentors, and
Ph.D. colleagues. A shared commitment to research makes these bonds particularly significant.

A list of Wisconsin School of Business faculty members follows, including their major research and publication
interests. More information about our faculty and doctoral students, their research, and other activities, is available
on-line at the Wisconsin School of Business web site. Start with general information at www.bus.wisc.edu. The
latest in research-related events and opportunities, and research citations and other information of particular
interest to doctoral students, can be found at www.bus.wisc.edu/phd.

Accounting and Information Systems

Kristian Allee
Ph.D., Michigan State University
Assistant Professor of Business - Accounting and Information Systems
Financial Accounting for Public and Private Firms; Cost of Equity Capital Determination; Corporate Reporting and
Disclosure Strategies; Corporate Taxation

Derek Barr
Ph.D., University of Mississippi
Assistant Professor of Business - Accounting and Information Systems
Internal audit and Fraud

Mark Covaleski
Ph.D., Pennsylvania State University
Professor of Business - Accounting and Information Systems
Robert Beyer Professor of Managerial Accounting and Control
Managerial accounting and cost management; health care fiscal management; accounting and control in hospitals,
universities and high technology firms

Fabio Gaertner
Ph.D., University of Arizona
Assistant Professor of Business - Accounting and Information Systems
Executive Compensation; Tax Reporting; Incentives Used in Nonprofit Hospitals

Emily Griffith
Ph.D., University of Georgia
Assistant Professor of Business - Accounting and Information Systems
Auditor judgment and Decision-making

Karla Johnstone
Ph.D., University of Connecticut
Professor of Business - Accounting and Information Systems
Ernst and Young Professor of Accounting
Decision making in financial accounting, auditing, and managerial accounting; corporate governance; CFO
compensation; auditor client acceptance; fraud; concurring partner review; client-auditor negotiation; audit budget-
setting process; accounting curriculum effectiveness
**Stacie Laplante**  
Ph.D., University of Washington  
Associate Professor of Business - Accounting and Information Systems  
Intersection of Financial and Tax Reporting; Influence of Tax and Financial Reporting on Capital Markets; Importance of Tax and Accounting Information on Business Decisions

**Dan Lynch**  
Ph.D., Michigan State University  
Assistant Professor of Business - Accounting and Information Systems  
Financial reporting issues related to income taxes; Corporate tax avoidance; State and local taxation

**Ella Mae Matsumura**  
Ph.D., University of British Columbia  
Professor of Business - Accounting and Information Systems  
Robert and Monica Beyer Professor of Accounting  
Managerial accounting and strategic cost management; audit sampling; Economic theory of agency relationships; statistical models in auditing, and Economic models of strategic interaction in auditing; corporate governance; performance measurement; incentives; decision making; sustainability

**Brian Mayhew**  
Ph.D., University of Arizona  
Professor of Business – Accounting and Information Systems  
Auditing; business consulting; audit quality; the role of reputation in markets experimental Economics; impact of agency costs on firm valuations and performance

**R. D. Nair**  
Ph.D., University of Michigan  
Professor of Business - Accounting and Information Systems  
Financial Accounting Standards Board pronouncements; accounting standards; financial reporting issues

**Logan Steele**  
Ph.D., University of Arizona  
Assistant Professor of Business - Accounting and Information Systems  
Financial Accounting; Relationship between firms’ underlying operations and their financial reporting outcomes; How firms’ pricing strategies influence their financial reporting quality; How information in the financial statements about manufacturing firm operations can be used to predict future performance and how different measures of firm income can provide incremental information.

**Tyler Thomas**  
Ph.D., Michigan State University  
Assistant Professor of Business - Accounting and Information Systems  
Managerial and Cost Accounting; Performance Measurement; Motivation; Incentives/Compensation

**Terry Warfield**  
Ph.D., University of Iowa  
Professor of Business - Accounting and Information Systems  
PwC Professor in Accounting  
Financial reporting, including behavior of financial markets relative to accounting disclosures, accounting choice, disclosure, and regulatory policy; financial institution financial reporting
John Wild  
Ph.D., University of Wisconsin-Madison  
Professor of Business - Accounting and Information Systems  
Financial accounting and reporting; earnings quality; informativeness of accounting measures; financial markets; audit reports; corporate governance; financial statement analysis; managerial ownership; audit committees; financial forecasts; international financial markets

Actuarial Science, Risk Management and Insurance

E.W. (Jed) Frees  
Ph.D., University of North Carolina  
Assurant Health Insurance Professor of Business - Actuarial Science  
Actuarial science; regression and business forecasting; panel data

J. Tyler Leverty  
Ph.D., Georgia State University  
Associate Professor of Business - Actuarial Science, Risk Management and Insurance  
Economics of insurance markets; insurance company operations; Insurance regulation; Public policy issues in insurance

Anita Mukherjee  
Ph.D., University of Pennsylvania—Wharton  
Assistant Professor of Business - Actuarial Science, Risk Management and Insurance  
Public economics, Development economics, Law and economics, Behavioral economics

Marjorie Rosenberg  
Ph.D., University of Michigan  
Professor of Business - Actuarial Science, Risk Management and Insurance, and Medical Informatics  
Applications of statistics and actuarial science; Bayesian methodology related to health insurance.

Joan Schmit  
Ph.D., Indiana University  
American Family Insurance Professor of Business - Risk Management and Insurance  
Interaction of law and insurance; workers’ compensation regulations; tort reform and government programs, joint and several liability, Superfund

Peng Shi  
Ph.D., University of Wisconsin-Madison  
Assistant Professor of Business - Actuarial Science, Risk Management and Insurance  
Predictive Modeling; Multivariate Regression Models; Longitudinal/Panel Data; Asymmetric Information in Insurance

Justin Sydnor  
Ph.D., University of California, Berkeley  
Assistant Professor of Business - Actuarial Science, Risk Management and Insurance  
Psychology and Economics, Applied Microeconomics, (Behavioral) Industrial Organization, Insurance Markets, Risk and Decision-making
Finance, Investment and Banking

David Brown
Ph.D., Stanford University
Laun Professor of Business - Finance, Investment and Banking
Director, Quantitative Master’s of Finance Program
Financial market structures, securities regulation, investments and risk management; gold-mining firms

Briana Chang
Ph.D., Northwestern University
Assistant Professor of Business – Finance, Investment and Banking
Economic theory; finance; financial economics; financial markets

P. Dean Corbae
Ph.D., Yale University
Professor of Business - Finance, Investment and Banking
Consumer credit; bankruptcy; foreclosures; banking industry dynamics

Bjorn Eraker
Ph.D., University of Chicago
Associate Professor of Business - Finance, Investment and Banking
Asset Pricing, Derivatives, Econometrics of Financial Markets, Equilibrium Modeling

Mark Fedenia
Ph.D., University of Wisconsin-Madison
Associate Professor of Business - Finance, Investment, Banking
Investment management; mergers and acquisitions

Michael Gofman
Ph.D., University of Chicago
Associate Professor of Business – Finance, Investment and Banking
Financial intermediation; economic and financial networks; corporate finance; portfolio theory

James Johannes
Ph.D., University of Wisconsin-Madison
US Bank Professor of Banking, Director, Puelicher Center for Banking Education
Banking and financial institutions, monetary economics and policy

Robert Krainer
Ph.D., University of Michigan
Professor of Business - Finance, Investment and Banking
Business cycles, corporate finance, financial markets, international trade and finance

Oliver Levine
Ph.D., University of Pennsylvania
Assistant Professor of Business – Finance, Investment and Banking
Risk management; corporate financial policy; financial markets; international trade and finance; capital market imperfections and stability
Antonio Mello
Ph.D., University of London
Aschenbrener Faculty Scholar and Professor of Business – Finance, Investment and Banking
International finance; corporate hedging; privatization; corporate finance and industrial organization; Risk management; corporate financial policy; capital market imperfections and stability

Elizabeth Odders-White
Ph.D., Northwestern University
Associate Professor of Business - Finance, Investment and Banking
Market microstructure; corporate finance; trading of equity securities within U.S. markets

Mark Ready
Ph.D., Cornell University
Aschenbrener Faculty Fellow and Professor of Business - Finance, Investment and Banking
Financial markets; asset pricing; trading strategies

Roberto Robatto
Ph.D., University of Chicago
Assistant Professor of Business - Finance, Investment and Banking
Macroeconomics; Monetary and financial economics; Evolutionary foundations of economic behavior; Labor economics

James Seward
Ph.D., University of Wisconsin-Madison
Prochnow Fellow in Finance and Associate Professor of Business – Finance, Investment and Banking
Corporate finance; initial public offerings; corporate restructuring; medium of exchange in corporate takeovers; equity-linked securities

Randall Wright
Ph.D., University of Minnesota
Professor of Business – Finance, Investment and Banking
Monetary, macro and labor economics; asset pricing

Youchang Wu
Ph.D., University of Vienna
Assistant Professor of Business – Finance, Investment and Banking
Delegated portfolio management, corporate investments, liquidity and asset return; mutual and hedge funds

Management and Human Resources

Ramon Aldag
Ph.D., Michigan State University
Professor of Business - Management and Human Resources
Leadership, organizational culture, group decision processes, job design, decision making (including computer-aided decision-making), stress and coping, self-management.
Russell Coff  
Ph.D., UCLA  
Professor of Business - Management and Human Resources  
Knowledge-based assets; sustainable competitive advantage

Randall Dunham  
Ph.D., University of Illinois  
Keenan A. Bennett Chair of Industrial Management  
Professor of Business - Management and Human Resources  
Organizational commitment; the management of organizational change; organization-based self-esteem; employee benefit plans; focus of control in the workplace; work schedules; focus of attention at work

Jonathan Eckhardt  
Ph.D., University of Maryland  
Associate Professor of Business - Management and Human Resources  
Entrepreneurship, strategy; commercial software markets; venture finance; initial public offerings; firm formation

Barry Gerhart  
Ph.D., University of Wisconsin-Madison  
Professor of Business - Management and Human Resources  
John and Barbara Keller Distinguished Chair in Business  
Compensation; human resource management; incentives; staffing

Larry "Chip" Hunter  
Ph.D., Massachusetts Institute of Technology  
Associate Professor of Business - Management and Human Resources  
Human resource management; labor markets and relations; sociology of work; unions and collective bargaining

Chad Navis  
Ph.D., Emory University  
Assistant Professor of Business - Management and Human Resources  
Entrepreneurship; Industry/field emergence; New venture identity; organizational imprinting

Hart Posen  
Ph.D., University of Pennsylvania  
Associate Professor of Business—Management and Human Resources  
Agent-based modeling; Competitive strategy; Entrepreneurship; Strategy; Technology strategy

Sarada  
Ph.D., University of California, San Diego  
Assistant Professor of Business - Management and Human Resources  
Entrepreneurship; Labor Economics; Public Finance; Household Finance; Development Economics; Industrial Organization; Corporate Finance

Jihae Shin  
Ph.D., University of Pennsylvania—Wharton  
Assistant Professor of Business - Management and Human Resources  
Work motivation; Performance in multiple-task environments; Creativity; Decision making under uncertainty
Alexander Stajkovic  
Ph.D., University of Nebraska  
Associate Professor of Business – Management and Human Resources  
Social cognition; self-efficacy; incentive motivators

Ann Terlaak  
Ph.D., University of California—Santa Barbara  
Associate Professor of Business - Management and Human Resources  
Competitive strategy, regulation; emergence and diffusion of cleantech and environmental management practices

Charlie Trevor  
Ph.D., Cornell University  
Professor of Business - Management and Human Resources  
Compensation; human resource management; consequences of employee turnover

Maria Triana  
Ph.D., Texas A&M University  
Associate Professor of Business - Management and Human Resources  
Diversity/discrimination, organizational justice, human resources selection

Marketing

Neeraj Arora  
Ph.D., Ohio State University  
Professor of Business - Marketing  
Arthur C. Nielsen, Jr., Professor of Marketing Research  
Econometric models of consumer choice based upon theories from economics and psychology by using Bayesian statistics

Kevin YC Chung  
Ph.D., Carnegie Mellon University  
Assistant Professor of Business - Marketing  

Amber Epp  
Ph.D., University of Nebraska-Lincoln  
Assistant Professor of Business - Marketing  
Understanding collective phenomenon including the interplay of relational identities, collective goals, network agency, and group decision-making

Jan Heide  
Ph.D., University of Wisconsin-Madison  
Professor of Business - Marketing  
Irwin Maier Chair in Marketing  
Channels of distribution; strategic partnerships; inter-organizational relationships; marketing strategy
Paul Hoban  
Ph.D., University of California—Los Angeles  
Assistant Professor of Business - Marketing  
Consumer response to advertising and promotion; Online marketing and electronic commerce; Word of mouth; Firm decision making under competition; Bayesian methods; Structural econometrics; Empirical games

Noah Lim  
Ph.D., University of Pennsylvania  
Associate Professor of Business - Marketing  
His current research combines economics and psychology to study how managers should design sales incentives to maximize sales effort

Qing Liu  
Ph.D., The Ohio State University  
Assistant Professor of Business - Marketing  
Conjoint analysis, consumer choice, experimental design and Bayesian methods

Paola Mallucci  
Ph.D., University of Minnesota  
Assistant Professor of Business - Marketing  
Behavioral and Experimental Economics; Social Preferences and Influences in the Marketplace; Pricing and Contractual Choices; Corporate Social Responsibility and Public Good Creation

C. Page Moreau  
Ph.D., Columbia University  
Professor of Business - Marketing  
Consumer learning and knowledge transfer; New product development and acceptance; Creativity and design

Thomas O’Guinn  
Ph.D., University of Texas at Austin  
Professor of Business - Marketing  
Sociology of consumption; brands; commercial communication; advertising and visual communication

Joann Peck  
Ph.D., University of Minnesota  
Associate Professor of Business - Marketing  
Extensions of the research involving the sense of touch; consumer-company relationships; attitude theory, typicality and categorization

Evan Polman  
Ph.D., Cornell University  
Assistant Professor of Business - Marketing  
Consumer and Managerial Decision Making; Creativity; Ethics; Emotions; Psychology Experiments

Robin Tanner  
Ph.D., Duke University  
Assistant Professor of Business - Marketing  
Non-conscious influences on consumer choice and optimism; implications for selective processing for consumer choice
J. Craig Thompson
Ph.D., University of Tennessee
Professor of Business - Marketing
Churchill Professor of Marketing
Philosophy of science; postmodern culture; consumer lifestyles and motivations; gender issues and consumption

Liad Weiss
Ph.D., Columbia University
Assistant Professor of Business - Marketing
Marketing and Consumer Behavior Judgment and Decision Making; Social Cognition; Self-Concept; Categorization

Operations and Information Management

Hessam Bavafa
Ph.D., University of Pennsylvania—Wharton
Assistant Professor of Business - Operations and Information Management
Health care operations, Econometric analysis, Stochastic modeling

Robert Batt
Ph.D., University of Pennsylvania, Wharton School
Assistant Professor of Business - Operations and Information Management
Healthcare Operations Management/ Emergency Department Operations; Empirical Methods; Service Operations

Gregory DeCroix
Ph.D., Stanford University
Professor of Business - Operations and Information Management
Contracts; distribution systems; incentives; process management; production planning and inventory theory; supply chain management; sustainable development and business

Mark Finster
Ph.D., University of Michigan
Associate Professor of Business - Operations and Information Management
Customer-focused improvement; creativity and innovation; strategic breakthrough management, quality improvement; cost improvement; response-time improvement; productivity improvement; system-wide performance management; cycle-time reduction; structure and organization for customer-focused improvement; new product and service development; quality function deployment; employee empowerment; policy management and deployment; cross-functional system management; quality control; learning organizations; standardization; benchmarking; quality assurance; quality planning; service management; total quality management.

Donald Hausch
Ph.D., Northwestern University
Professor of Business - Operations and Information Management
Information and its influence on economic decision-making; auctions and competitive bidding; procurement; financial signaling; pari-mutuel betting; applied game theory

Sung Kim
Ph.D., Georgia Institute of Technology
Associate Professor of Business - Operations and Information Management
Electronic commerce; information technology; online marketing; philosophical and methodological issues
Rafael Lazimy  
DBA, Harvard University  
Associate Professor of Business - Operations and Information Management  
Knowledge-based systems; decision-support systems; integrated modeling systems; mathematical programming; stochastic optimization; multiple-criteria optimization

James Morris  
Ph.D., University of Wisconsin-Madison  
Professor of Business - Operations and Information Management  
Operations research; computer models for facility location and distribution system design; optimization models

Jordan Tong  
Ph.D., Duke University  
Assistant Professor of Business—Operations and Information Management  
Decision making; decision-making biases; operations and technology management

Urban Wemmerlöv  
Ph.D., Lund Institute of Technology, Sweden  
Professor of Business - Operations and Information Management  
Kress Family - Wisconsin Distinguished Professor of Productivity and Quality; Director, Erdman Center for Manufacturing and Technology Management; Associate Director, Manufacturing Systems Engineering Program (College of Engineering)  
Analysis, design, evaluation, implementation, and operation of manufacturing systems; reorganizing factories (office and manufacturing cells); cellular and just-in-time systems; measurement systems in manufacturing; implementation problems; management of technological and organizational change.

Real Estate and Urban Land Economics

Morris Davis  
Ph.D. University of Pennsylvania  
Associate Professor of Business - Real Estate and Urban Land Economics  
Aggregate outputs; house prices; housing markets; welfare; health economics

Moussa Diop  
Ph.D., Pennsylvania State University  
Assistant Professor of Business—Real Estate & Urban Land Economics  
*Corporate Real Estate; Real Estate Investment Trusts; Mortgage Markets and Mortgage Securitization; International Real Estate Markets*

Jaime Luque  
Ph.D., University of Lisbon  
Assistant Professor of Business – Real Estate and Urban Land Economics  
*General Equilibrium with Financial Markets; Repo Markets; Housing and Urban Economics; Market Microstructure; Real Estate Economics*
Stephen Malpezzi  
Ph.D., George Washington University  
Professor of Business - Real Estate and Urban Land Economics  
Robert E. Wangard Faculty Scholar  
Urban economics; housing markets; international real estate and public policy; urban markets in developing countries

François Ortalo-Magné (Dean)  
Ph.D., Department of Economics, University of Minnesota  
Albert O. Nicholas Dean  
Professor of Business - Real Estate and Urban Land Economics  
Housing price and transaction fluctuations, housing market finance, farm land values and rents, agricultural policy; international real estate

Erwan Quintin  
Ph.D., University of Minnesota  
Associate Professor of Business - Real Estate and Urban Land Economics  
Growth and development economics, financial economics and macroEconomics

Timothy Riddiough  
Ph.D., University of Wisconsin-Madison  
Director, Center for Real Estate  
E.J. Plesko Chair of Real Estate and Urban Land Economics  
Professor of Business - Real Estate and Urban Land Economics  
Housing and urban economics; mortgage finance; real estate valuation and investment; urban economics

Abdullah Yavas  
Ph.D., University of Iowa  
Professor of Business – Real Estate and Urban Land Economics  
Mortgage contracts, brokerage, economics of information and uncertainty, experimental economics

II. ADVISING

Advisor

Every graduate student must have an advisor from the appropriate major department. At the time of enrollment, a major field academic advisor is appointed to counsel the student about courses and program changes and to act as a channel of communication within the department, to other departments within the Wisconsin School of Business and the Graduate School. In the early stages of the Ph.D. program, the advisor’s function may be served by a committee within the department or by the Ph.D. admission chair/departmental coordinator for the respective department.

A Ph.D. candidate is required to select a “permanent” major professor (with the concurrence of the department) who will direct the selection of any additional courses, supervise the dissertation, and serve as the chair of the dissertation reading and oral examining committees. This person may or may not be the one who served as advisor in the early stages of the degree program. The major professor/student relationship is a critical one and one of mutual agreement, which may be terminated by either party.
Advisor / Advisee Roles

The advisor serves a dual role: first, to assist the student in acquiring the highest level of knowledge and competence in the field that is possible; and second, to chair the committee that will determine whether the student has performed adequately at each of his/her degree milestones. The chair or co-chair of the committee must be considered Graduate Faculty from the student’s program. Advisors will play a role in tracking the student’s progress toward degree completion, assisting with course selection and academic planning, and helping students identify possible research mentors, committee members, and opportunities.

Annual Review

All Ph.D. students are reviewed annually by their academic department. Overall performance in the areas of Research, Teaching and Department Activities will be rated. Each department may emphasize unique performance characteristics and/or deficiencies through input from all departmental faculty members who have worked with the student during the year covered by the review. The review form below provides the initial mechanism for the review of each student. The department’s Ph.D. coordinator will provide a copy of the review form to the student for initial completion by the student. The coordinator will then seek input from other faculty members within the department. Finally, the coordinator will report to the student in writing a synthesis of review perspectives from the various faculty in the department and will provide the student with a specific evaluation of where the student meets, exceeds, or falls short of faculty expectations for performance and satisfactory progress toward degree completion. In any case where the student is not meeting expectations, the coordinator will meet with the student in person to outline a performance improvement plan and will follow up on that plan in writing with the student.

Path through the PhD Program - Student Progress Report

The review form below outlines some critical stepping-stones in completing a PhD successfully. Please complete this and attach your CV to document professional activities.

<table>
<thead>
<tr>
<th>Name</th>
<th>Dept</th>
<th>Yr in program</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

1. Course work
   a. # credits complete (32 grad credits)
   b. Average course grade (overall)
   c. Average grade in core/major courses
   d. Course grades below AB
   e. Incomplete courses
   f. PhD minor designated

2. Teaching
   a. Effective as a grader
   b. Effective as a TA (discussion leader)
   c. Effective teaching a complete course
   d. Mentoring other students in teaching
   e. Generating teaching materials (and sharing)

3. Socialization & Departmental Activity
   a. Reasonable presence in the building
   b. Participate in departmental social functions
   c. Participate in recruiting of PhD students
   d. Assisting w/special events (conferences…)
   e. Mentoring PhD students

4. Seminar participation
   a. Attend seminars (Always/Occasional/Rare)
   b. Meet with external seminar speakers
   c. Speak / ask questions in seminars
   d. Present in internal seminar

5. Comprehensive exam
   a. Committee formed
   b. Date set
   c. Pass exam

6. Research Paper(s)
   a. Draft completed
   b. Responded to feedback
   c. Completed successfully
7. Major-conferences
   a. Review for major conference
   b. Attend major conference
   c. Discussant at major conference
   d. Paper submission to major conference
   e. Paper acceptance at major conference
   f. Paper presentation at major conference
   g. Doctoral consortium participation
   h. Awards

8. Specialty-conferences
   a. Review for specialty conference
   b. Attend specialty conference
   c. Discussant at specialty conference
   d. Paper submission to specialty conference
   e. Paper acceptance at specialty conference
   f. Paper presentation at specialty conference
   g. Doctoral consortium participation
   h. Awards

9. Publication – Major journal
   a. # Submissions to top journals
   b. # R&Rs
   c. # Acceptances
   d. Co-authorship (Faculty/student/Sole)

10. Other Pubs (B journal/chapter/proceedings)
    a. # Submissions
    b. # R&Rs
    c. # Acceptances
    d. Co-authorship (Faculty/student/Sole)

11. Pre-Proposal
    a. Advisor selected
    b. Committee selected
    c. Preliminary draft of proposal
    d. Proposal successfully defended

12. Dissertation stage
    a. Job market paper
    b. Application process/networking
    c. Job talks
    d. Job 🤝
    e. Final defense

Notes (list item# & comments)

Criteria for Satisfactory Progress

Satisfactory progress toward the graduate degree is expected at all times. Satisfactory progress standards are determined by the Ph.D. faculty of the Wisconsin School of Business and these criteria are communicated to the staff of the Research Programs Office of the school, which will work with advisors to assure that all students are continuously aware of their status in the program. Students will receive an annual evaluation and should take responsibility for assuring that they continue toward the degree objective satisfactorily. Any questions should be addressed to the Assistant Director of Research Programs, who serves as Ph.D. Coordinator of the Wisconsin School of Business.

Continuous Registration

A graduate student must be registered in a formal degree program for every semester (excluding summer sessions) after matriculation until the degree requirements have been completed.
Credit Load

The Wisconsin School of Business requires that Ph.D. non-dissertators must carry a minimum of eight credits per semester. Ph.D. dissertators must carry three credits per semester.

Grade Point Average

The Graduate School requires an average record of B or better in all work (excluding research credits) taken as a graduate student unless conditions for probationary status require higher grades. The Wisconsin School of Business requires that doctoral students maintain a grade point average of at least 3.2 (excluding research credits). Some departments within the business school may have a higher grade point expectation. Grades of P and S are considered satisfactory at the B level; grades of Incomplete are considered for this purpose to be unsatisfactory if they are not removed during the next semester.

Graduate students who do not meet the Graduate School and Wisconsin School of Business grade point average requirements will be placed on probation. Students placed on probation have one semester to remove the probationary status. In special cases, a student who does not meet this standard may be permitted to continue upon recommendation of the major department (advisor and/or chair of the department) and the approval of the departmental doctoral committee and the Assistant Dean for Research Programs.

Time Limits

All students are encouraged to complete their degree requirements in the shortest time possible. A Ph.D. student generally takes the preliminary examination within three years. The student must take the final oral examination within five years after passing the preliminary examination. A dissertator who fails to take the final oral examination within five years after passing the preliminary examination is required to take another preliminary examination to be admitted to candidacy for a second time.

Actions Associated with Lack of Satisfactory Progress

Registration

Ph.D. non-dissertators who do not maintain continuous registration will be required to reapply for admission to the program. Ph.D. dissertators who do not maintain continuous registration will be assessed a degree completion fee equal to 12 times the current per credit dissertator rate.

Credit Load

Graduate students who do not satisfy the minimum credit load requirements may be dismissed from the degree program.

Continuation

Any student’s continuation in the UW-Madison Graduate School is subject to maintaining satisfactory progress toward the degree, remaining in good standing academically, and is at the discretion of the Wisconsin School of Business and Graduate School.

Advisee

Knowing the procedures and requirements of the University is the student's responsibility. Since the advisor's role can vary, students should discuss roles and expectations with their advisors or prospective advisors. Both the student and the advisor have a responsibility to make their expectations clear to each other.
Advisor Selection

The advisor should be a faculty member whose expertise and project/research interests match closely with those that the student intends to acquire. Students are encouraged to gather information from courses, faculty and student seminars, the program website, and publications to help identify faculty with matching interests. While no faculty member is obliged to accept a student’s request to serve as advisor, invitations are usually accepted except in cases where the faculty member judges that a different advisor would serve the student’s needs better. For more information, see the Advisor policy from the Graduate School, http://grad.wisc.edu/acadpolicy/#advisor.

A student who later decides that a different faculty advisor would be preferable should discuss this with the current advisor and then seek the change. Selection of an advisor, or a change of advisors, should be based on the faculty member’s ability to guide the student expertly into the chosen area of interest/research. When a student has selected or changed advisors, the student must notify the Assistant Director of Research Programs, who serves as the Ph.D. Coordinator. Students may see their official advisor listed in MyUW. (The official advisor is entered in ISIS by the Ph.D. Coordinator.)

Additional Advising Contacts

Students should always reference the program’s website, this Handbook, the Graduate School’s website (www.grad.wisc.edu), and the Graduate School’s Academic Guidelines (http://grad.wisc.edu/acadpolicy/) for answers to various program-related questions. However, when students need further clarification on any of these policies or procedures they should contact the Ph.D. Coordinator.

Questions To Ask Of Prospective Advisors

Many of these questions are not simple and may not elicit a quick answer. However, any advisor should be willing to discuss these important issues with you. You may also want to discuss these issues with any students that are currently studying under a prospective advisor being considered. This list is by no means complete; you should spend some time thinking about what is most important to you in your graduate training.

1. What dissertation projects would be available to me if I were to study as your advisee?
2. Would these projects expose me to a variety of different approaches?
3. In general, how available will you be to answer questions I might have?
4. What is your philosophy regarding the amount of guidance the advisor should provide to a student during preparation of the thesis proposal, literature seminars, thesis, etc.?
5. What regularly scheduled activities (e.g., group meetings, joint group meetings, research clubs) provide an opportunity to get outside input on my (research) project and to hear about the work of other students?
6. Do you encourage your students to attend seminars and presentations, including those that may be outside of one’s narrow field of interest/research?
7. Do your advisees have the opportunity to attend professional meetings where they can interact with colleagues/researchers from other institutions?
9. Do you include your graduate students in professional activities that will familiarize them with their field of interest/research, such as reviewing manuscripts and meeting with visiting speakers?

10. What are your former graduate students (if any) doing now?

12. What is your general philosophy of graduate training and what goals do you have for your graduate students?

III. DOCTORAL DEGREE REQUIREMENTS

Requirements

The Doctor of Philosophy degree is the highest degree conferred by the university. It is a research degree and is never conferred solely because of any prescribed period of study, no matter how faithfully pursued. Minimum course and other requirements are listed below. The degree is granted only upon evidence of general proficiency, distinctive attainment in a special field, and particularly on ability for independent investigation. This ability must be demonstrated in a dissertation, which presents original research or creative scholarship with a high degree of literary skill.

Minimum Graduate Level Credit Requirement

Doctoral students are required by the Graduate School to earn a minimum of 32 credits of coursework in their program at the University of Wisconsin-Madison prior to applying for dissertator status. The Wisconsin School of Business may require more than 32 credits to complete the required courses in the selected major area. Coursework completed at another University may be counted toward the completion of major program course requirements but may not be used to fulfill the required 32 credits taken at the University of Wisconsin-Madison. The Graduate School requires that students have at least a 3.0 GPA in their graduate course work in order to continue in the program. The Wisconsin School of Business requires its students to maintain a GPA of 3.2 with some departments requiring a higher GPA.

Major Field

The Ph.D. degree is never granted for a program of miscellaneous studies. The program as a whole must be rationally unified, and all courses must contribute to an organized program of study and research. Courses are selected from groups embracing one principal subject of concentration—the major. The specific major areas for doctoral studies within the Wisconsin School of Business are described later in this brochure.

External Minor

The Wisconsin School of Business requires that all doctoral students in business select a minor field of study. The minor may be from any UW-Madison college or department outside of the Wisconsin School of Business that offers the doctoral degree or may combine courses from multiple departments, including some from a different major area in business. See [http://bus.wisc.edu/phd/program-overview/areas-requirements/minor-for-business-students](http://bus.wisc.edu/phd/program-overview/areas-requirements/minor-for-business-students) for details. The most common minor completed by Business Ph.D. students is the "Distributed" minor. Finance students usually complete a minor in Economics. Students in the Joint Business (Finance) and Economics Ph.D. program are not required to complete a minor.
Option A

Requires a minimum of 10 credits in only one department/major outside of the Wisconsin School of Business and has the name of that department major (for example: Sociology). See individual department for specific recommendations and requirements. Option A requires signatures of your major advisor and minor department.

Option B (Distributed)

Requires 10 to 12 credits in two or more departments inside or outside of the Wisconsin School of Business and outside of your major. Option B requires signature of your major advisor. In addition, the major department is responsible for setting standards for grade performance and/or examination to measure the student’s level of preparation in this supporting field. Completion of the Option B minor is certified by the Assistant Dean for Research Programs of the Wisconsin School of Business.

The minor, whether Option A or B, is designed to represent a coherent body of work taken as a graduate student, and should not be simply an after-the-fact ratification of a number of courses taken outside the major department. To ensure coherence, a minor program should be approved by the student’s major professor/advisor and the Assistant Dean for Research Programs of the Wisconsin School of Business prior to actually taking minor course work. Failure to gain approval prior to registration for the minor courses may result in denial of approval for the minor.

A copy of the minor agreement must be signed by major and minor professors and/or the Assistant Dean for Research Programs of the Wisconsin School of Business and becomes a part of the student’s permanent record.

Ph.D. Minor in Business for Students from Other Colleges or Departments

Graduate students working toward a doctorate in other colleges or departments of the university may take a minor in a selected area of concentration offered in the Wisconsin School of Business. The student should plan the minor program with a major professor and the professor, professors, or committee in the Wisconsin School of Business responsible for the courses that meet the student’s need. The minor program must be approved prior to the student’s registration for the courses. Failure to gain approval prior to registration for the minor courses may result in denial of minor approval.

Under most circumstances, the minor requirement is fulfilled upon satisfactory completion of 10 to 12 credits of graduate work at the 700 level or above. Courses designated as foundation courses for master’s programs do not count toward the minor. However, if the student has not had sufficient background in business and Economics, one or more of the basic foundation courses, perhaps even at the undergraduate level, may be required before entering the minor program.

Examinations and Other Requirements

Language

The Graduate School requires that Ph.D. candidates be competent in English. For students whose native language is English, The English as a Second Language Test (ESLAT) is required. International students whose native language is not English must achieve competence as defined by the UW-Madison Department of English to carry a full academic load of graduate courses.
Preliminary Examinations

Each doctoral student is required to meet a preliminary examination requirement set by his or her department. This is generally met at the end of the second or third year in the Ph.D. program and is a necessary step on the way to becoming a dissertator (an official Ph.D. degree candidate). The Preliminary requirement may be met in various ways as determined by the academic department. Some exams are traditional written exams; some are computer-assisted; some require an oral component; some are conducted in the form of a question-and-answer presentation. Students are advised to become familiar with the format and expectations of the prelim exam in their respective departments. A warrant from the Graduate School is required for this academic step. Contact the Ph.D. Coordinator at least 1 month prior to the exam date to arrange logistics. Copies of previously given preliminary exams are kept by the PhD Coordinator and may be viewed by making an appointment. These materials may not be photo copied or removed from the Research Programs Office.

Admission to Candidacy

A student is officially admitted to candidacy for the Ph.D. degree after passing the preliminary examination in the major field. Students are not eligible to take the preliminary examination until they have cleared their records of all incomplete grades and submitted their major and minor program forms to the Wisconsin School of Business. The Graduate School issues the warrant authorizing the department to admit the student to the preliminary examination. When this warrant is appropriately completed and filed with the Dean of the Graduate School, it constitutes a formal application for admission to candidacy for the Ph.D. degree. Students who have passed the preliminary examination, satisfied the Ph.D. minimum graduate level credit requirement, and completed the major and minor course requirements are required to register each semester (Fall and Spring) until the Ph.D. dissertation is filed with the Graduate School. If students fail to maintain continuous registration, they will be required to pay a Ph.D. dissertation and degree completion fee. This fee will be equal to 12 times the current per credit fee/tuition rate. Contact the Graduate School for specific information. A candidate for the Ph.D. degree who fails to take the final oral examination within five years after passing the preliminary examination is required to take another preliminary examination and must be admitted to candidacy for a second time.

Teaching Requirement

Candidates for the Ph.D. degree may be required to teach part-time in the Wisconsin School of Business at a satisfactory level under the supervision of an appropriately designated faculty member. In some cases, two semesters of equivalent part-time research may be substituted for the teaching requirement. Waiver of the teaching and/or research requirement is possible in exceptional cases. Contact the major advisor for further information.

Dissertation

All candidates must complete a dissertation that represents their own independent contribution to research.

Final Oral Examination

The candidate may not take the final oral examination until all other requirements for the degree, including those of the Graduate School, have been satisfied. The student’s record must be cleared of incomplete grades. The final oral examination is conducted by at least five professors; four must be members of the UW graduate faculty. At least one member of this committee must be from a UW-Madison department outside the Wisconsin School of Business. Contact the Ph.D. Coordinator at least 1 month prior to the exam date to make arrangements.
Major Concentrations Available in the Wisconsin School of Business Doctoral Program

Major concentrations are offered in the following seven areas by the Wisconsin School of Business:

- Accounting and Information Systems
- Actuarial Science, Risk Management and Insurance
- Finance, Investment and Banking
- Management and Human Resources
- Marketing
- Operations and Information Management (includes Management Information Systems, Operations Management, Operations Research, Quality and Productivity Improvement)
- Real Estate and Urban Land Economics

Course Requirements for Specific Doctoral Majors in Business

In addition to the Graduate School requirements, a doctoral student in the Wisconsin School of Business must meet the requirements of the departmental program to which they have been admitted. Minimum departmental requirements follow: (These requirements may change. Consult the advisor in the appropriate department for the latest information).

Accounting and Information Systems Foundation Requirements

A. A graduate degree in accounting or equivalent course work and/or work experience in accounting to demonstrate competence in an accounting function area (financial, managerial, auditing, tax, or information systems) at the master's level.
B. An upper division course in micro-Economic theory, taught using a mathematical approach.
C. Mathematics: One year of calculus (MATH 221 and MATH 222) and linear algebra¹ (MATH 320 or MATH 340)

Accounting Major Requirements

Three seminars in accounting research (3 credits each) are required.

- ACCT IS 971A Introduction to Accounting Research
- ACCT IS 971B Behavioral Accounting Research
- ACCT IS 971C Archival Accounting Research

Economics Requirement

All students are required to take either AG ECON 635 or ECON 711 (MicroEconomic Theory) and one Economics elective. The elective should be chosen from the following: ECON 461, 464, 467, 501, 521, 548, 712, 713, 741, 743, 761.

Statistics and Research Methods

Either ECON 709 and ECON 710 or PSYC 610 and PSYC 710 (A two-semester graduate level Statistics sequence in another discipline may be substituted if approved by the Accounting and Information Systems Ph.D. Director)

¹ vectors, vector spaces, matrices, linear transformations, eigenvalues
Supporting Courses
Three to five courses in finance, psychology, Economics, sociology, or other approved disciplines. The sequence of courses in the minor should provide the coherent program of study that prepares the student to complete the dissertation. The minor course sequence requires approval of the student’s faculty advisor and the Accounting and Information Systems Ph.D. Director. Together with other coursework, the sequence must meet Graduate School requirements.

Independent Research
Students are required to present to the faculty an original research project (possibly co-authored with a faculty member or with another student) by the end of the student’s third year in the program. Independent of the presentation requirement, students must have completed a draft of their dissertation proposal (approved by their advisor) prior to the preliminary oral examination.

Actuarial Science, Risk Management and Insurance

Prerequisites General Business:
Students are required to hold a previous BBA or master’s degree in business OR take two business courses from outside the Actuarial Science, Risk Management and Insurance (ASRMI) and Finance Departments.

Foundation
The foundation preparation required of the doctoral candidate at the Wisconsin School of Business majoring in Risk Management and Insurance includes:
1. Actuarial Science, Risk Management and Insurance
   - GEN BUS 805: Introduction to Decision Theory
   - GEN BUS 806: Advanced Statistical Methods
   - RMI 700: Principals of Risk Management
   - RMI 920: Seminar in Actuarial Science, Risk Management & Insurance I
   - RMI 930: Seminar in Actuarial Science, Risk Management & Insurance II

   And at least one of the following:
   - RMI 610: Property Risk Management
   - RMI 615: Liability Risk Management
   - RMI 620: Employee Benefits Management
   - RMI 630: Life and Health Insurance
   - RMI 815: Risk Financing Techniques

2. Economics
   - ECON 711: Economic Theory-MicroEconomic Sequence
   - ECON 302: Intermediate MacroEconomic Theory
   - ECON 709: Economic Statistics and Econometrics I
   - ECON 710: Economic Statistics and Econometrics II

3. Statistics
   - STAT 309: Intro—Statistical Methods
   - STAT 310: Intro to Mathematical Statistics
4. Finance

- Two courses at the 800 level or higher.

5. Minor Program
All students must complete a minor program of 10 credits in a department other than the Wisconsin School of Business (external minor) or a combination of courses from major departments within and outside of the Wisconsin School of Business. Courses taken as part of the program requirement may count toward fulfillment of the minor program.

**Finance, Investment and Banking**

The doctoral program in finance prepares individuals for careers in research and teaching at the university level. It is a highly quantitative program and provides a strong foundation in financial and Economic theory as well as mathematical statistical techniques. Through a program of elective courses and dissertation research, students specialize in particular areas of finance. A second degree option is a **Joint Ph.D. Business (Finance) and Economics degree**.

1. Background Courses
Successful candidates usually have completed and performed well in basic undergraduate microEconomics, macroEconomics, corporate finance, accounting and investments. In addition, they will have taken three semesters of calculus, two semesters of mathematical Statistics, one semester of real analysis, and one semester of linear algebra. We admit students from a wide variety of backgrounds, and we do not require that a candidate have majored in business or Economics. However, the candidate must have taken sufficient preliminary coursework prior to entering.

2. Core Courses

**Finance**

- FIN 920 Theory of Finance
- FIN 970 Ph.D. Seminar - Investments
- FIN 971 Ph.D. Seminar – Corporate Finance
- FIN 972 Topics Seminar – Finance Ph.D.

**Econometrics**

- ECON 709 ECON Statistics & Econometrics I
- ECON 710 ECON Statistics & Econometrics II

**Economics**

- ECON 711 ECON Theory – MicroEconomics Sequence I
- ECON 713 ECON Theory – MacroEconomics Sequence I
- ECON 712 ECON Theory – MacroEconomics Sequence I or ECON 714 Economic Theory—MacroEconomics Sequence II

**Math**

- MAT 521 Real Analysis*

*The requirement may be waived if an equivalent has been completed prior to admission.
3. Additional Courses

In addition to the required courses, students must take three advanced courses that form a coherent package and enhance the student's research skills. The courses must be approved by the Ph.D. committee chair. Students often choose elective courses offered by the mathematics, Statistics or Economics departments. Suggested elective include:

- MATH 635 Introduction to Brownian Motion & Stochastic Calculus
- ECON 715 Econometric Methods I
- ECON 718 Time Series Analysis
- ECON 719 Economic Statistics and Econometrics III
- ECON 761 Industrial Organization Theory
- GBUS 806 Panel Data Analysis

However, it may also be appropriate to choose courses in computer science, law, psychology, accounting, or other areas taught at the University of Wisconsin-Madison. MATH 521 may count for this requirement if not taken before admission. In every semester of the program after the first year, students must enroll in FIN 973 (Seminar - Workshop in Finance). Admitted students who have not taken basic undergraduate micro Economics, macro Economics, corporate finance, accounting, and investments must either take these courses early in their program or, in the case of finance classes, be a teaching assistant for them.

4. Finance Workshop and Brownbag Series

Students are required to attend the weekly finance workshop and are strongly encouraged to attend the weekly brownbag seminar. Within two semesters of passing the Ph.D. preliminary exam, doctoral students are required to make a presentation in either the workshop or the brownbag seminar of either a thesis proposal or a literature survey. In addition, students are required to give a workshop presentation of their dissertation research. Normally this presentation occurs shortly before the student begins their job search.

5. Summer Paper

During the first summer the students are required to complete a literature review paper on a topic approved by the Ph.D. committee or by the student’s advisor. During the second summer, students are required to complete a research paper that should be on a finance topic and contain elements of original research that extend the existing literature. The topic may be either theoretical or empirical and should be chosen in consultation with one or more of the finance faculty, who may also provide guidance during the paper’s development. The written paper should be submitted no later than the first day of the Fall semester. The student will make an oral presentation of the paper to the finance faculty early during that Fall semester. In order to successfully complete this requirement, it is important for the student to choose a topic and begin data gathering and other preliminary work in the Spring semester.

Minor Requirement

The Course work in Economics specified under core courses satisfies the requirements for an External Minor.

Examinations

Finance Prelim: This examination is comprehensive in nature and includes material from the Required Courses and significant research articles in the finance literature. Students who have previously taken the appropriate finance Required Courses (described above) should be ready for the Preliminary Examination after four semesters in the program. The exam is scheduled at the discretion of the Finance Faculty; but typically, it is given during June of each year. Based on the performance on this examination and the quality of the summer paper, the Ph.D. committee makes a recommendation to the full finance faculty to approve the student’s passage to dissertator status. Students who fail this exam on the first try are allowed to re-take the exam only once during the subsequent January.
Final Oral Exam: This examination is a defense of the dissertation. It is conducted by the dissertation committee in a public forum open to other faculty and doctoral students. The dissertation committee consists of the principal advisor, two reading members, and two non-reading members. One of the members must be from outside the Wisconsin School of Business.

GPA Requirement and Financial Support

- GPA—In addition to any GPA requirements imposed by the Graduate School, Finance Ph.D. students must maintain a 3.5 GPA in their coursework.
- Loss of Financial Support—Students with less than a 3.33 GPA in a set of six first-year courses specified by the Finance Ph.D. Director will no longer receive financial support from the Finance Department.
- Extenuating Circumstances for Continuing Financial Support—In situations where there are significant extenuating circumstances, the Ph.D. Committee can recommend the financial support be continued for a student with a GPA below 3.33 in the relevant set of 6 courses. The nature of the extenuating circumstances and rational for continuing financial support should be documented with copies provided to the Wisconsin School of Business Ph.D. Coordinator.

Ph.D. Joint Degree Option: Business (Finance) and Economics

Admission Requirements and Procedures: Applicants may apply either to the economics department or the finance department. Admission to the program is only granted if both departments agree. Our current experience has been the flow has come from economics to finance. If admission to the joint program is granted after enrollment to either the economics or the finance department, then an add/change major form is required. One of the requirements is to pass the economics micro and macro comprehensive exams offered in the summer following the first year, admission to the joint program must be granted sufficiently early in the student’s tenure or else he/she will fall behind the requirements.

Curriculum Overview: Students in the joint program are required to take a common curriculum. That is, there are no “new” course requirements (and hence no new “curriculum costs”). Joint students are required to meet all requirements of both the economics and finance PhD programs. The finance PhD program already requires many of the first year economics PhD program classes (but not all of them). The key differences between the separate programs are: Year 1, Finance does not require ECON703 or ECON714, nor micro or macro comprehensive exams; Year 2, Finance does not require an economics field of the student’s choice and economics does not require a finance comprehensive exam; Year 3, Finance does not require another economics field of the student’s choice. Since there are no new courses, if a student who was admitted to one of the separate programs “transfers in” to the joint program, courses for which the student meets the appropriate grade required by each department will be granted the appropriate credit.

The specific curriculum along with specific program requirements (B=both, E=Economics, F=Finance) and credits in parentheses is:

<table>
<thead>
<tr>
<th>Year 1: Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>(B) Micro I Econ 711 (3)</td>
<td>(B) Micro II Econ 713 (3)</td>
<td>(E) Econ Micro Comp</td>
</tr>
<tr>
<td>(B) Macro I Econ 712 (3)</td>
<td>(E) Macro II Econ 714 (3)</td>
<td>(E) Econ Macro Comp</td>
</tr>
<tr>
<td>(B) Metrics I Econ 709 (3)</td>
<td>(B) Metrics II Econ 710 (3)</td>
<td></td>
</tr>
<tr>
<td>(E) Math Econ 703 (3)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Credits Year 1: 21

<table>
<thead>
<tr>
<th>Year 2: Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
<tbody>
<tr>
<td>(F) Financial Theory FIN 920 (3)</td>
<td>(F) Topics in Finance FIN 972 (3)</td>
<td>(F) Finance Comp</td>
</tr>
<tr>
<td>(F, E) Corporate Finance FIN 971 (3)</td>
<td>(F, E) Asset Pricing FIN 921 (3)</td>
<td>(B) Paper Submission</td>
</tr>
<tr>
<td>(E) Economics Major Field (3)</td>
<td>(E) Economics Major Field (3)</td>
<td></td>
</tr>
<tr>
<td>(F) Finance Workshop FIN 973 (2)</td>
<td>(F) Finance Workshop FIN 973 (2)</td>
<td></td>
</tr>
</tbody>
</table>
Total Credits Year 2: 22. E*: while this finance class was not required by economics, by permission of the economics graduate director, it could satisfy a minor field course requirement.

<table>
<thead>
<tr>
<th>Year 3: Fall</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td>(E) Economics Minor Field (3)</td>
<td>(E) Economics Minor Field (3)</td>
</tr>
<tr>
<td>(E,F) Paper Workshop ECON 965, FIN 999 (4)</td>
<td>(E,F) Paper Workshop ECON 965, FIN 999 (4)</td>
</tr>
<tr>
<td>(F) Finance Workshop FIN973 (2)</td>
<td>(F) Finance Workshop FIN973 (2)</td>
</tr>
</tbody>
</table>

Total Credits Year 3: 18

**Advancement to Dissertator Status requires:** (i) Successful completion of both economics and finance comprehensive exams; (ii) successful completion of sole-authored paper requirement (includes submission of first draft, response to referee report and revision if necessary, acceptance of revision, two presentations (Year 3 Fall and Spring).

All milestone requirements – field paper, three signature proposal, dissertation committee – are required to include at least one faculty member from the economics and finance departments. A single dissertation, approved by members comprised of both departments, is sufficient to fulfill the dissertation requirement. Completion of this joint Ph.D. will take approximately 5 years, possibly 6, to complete. That is the median for PhDs in each department. While rigorous, the program requirements are similar to that of the University of Chicago joint program. In particular, their program requires passing the core comprehensive exams in economics, a second year paper, and passing one field preliminary exam.

**Management and Human Resources**

The Ph.D. program in Management and Human Resources is intended to develop competence in management studies, research methods, and an external minor. Entering students may have already satisfied some of these requirements. Following completion of required coursework, students must pass a preliminary examination. Finally, they must write and successfully defend a dissertation.

**A. Background Requirements**

1. The following are school-wide requirements: Students must have an undergraduate or graduate degree in business or take four graduate-level courses, with the approval of their major advisor, in at least two areas outside the major area from among accounting, finance, marketing, management, operations and information management, or Economics.
2. One calculus course and one course in linear and matrix algebra or demonstrated mastery of these topics through approved proficiency testing.
3. One intermediate-level MicroEconomics course (may be satisfied in (a) above).

**B. Management Studies**

1. Primary Concentration
   i. Students select a Primary Concentration in either Human Resource Management, Organizational Behavior, or Organizational Theory/Strategy.
2. Secondary Concentration
   i. Students select a Secondary Concentration in either Human Resource Management, Organizational Behavior, or Organizational Theory/Strategy.
3. Course Work in Management Studies:
   i. Foundation Courses include one course in each of Human Resource Management, Organizational Behavior, and Organizational Theory/Strategy.
   ii. Concentration Courses include four courses in two areas of concentration; two must be doctoral seminars.
C. Doctoral Seminars

The MHR Department offers a slate of PhD seminars across the group's core areas of research. The seminar offerings vary from year to year. The expectation is that students will take all PhD seminars offered by the MHR Department.

D. Advanced Research Methods and Statistics

A minimum of 18 credits in research methods and Statistics consisting of two courses in Statistics, two in research methodology and two depth courses. Courses are selected in consultation with the student’s advisor.

E. Minor

The minor program is required of all doctoral students and consists of either 10 credits of coursework from one department outside the Wisconsin School of Business (departmental minor – Option A), or 12 credits of coursework from two or more departments outside the Wisconsin School of Business (distributed minor – Option B).

The Ph.D. program in Management and Human Resources is intended to develop competence in management studies, research methods, and an external minor. Entering students may have already satisfied some of these requirements. Following completion of required coursework, students must pass a preliminary examination. Finally, they must write and successfully defend a dissertation.

Marketing

Ph.D. students should develop considerable knowledge of the following areas during the course of their program: research and quantitative methods, marketing and behavioral theories, and managerial issues. Course requirements are designed to help develop this knowledge base. The following are the minimum course requirements for doctoral students in marketing. Students may choose, and are encouraged, to take more course work as desired.

A. Prerequisites:
   Either a BBA or an MBA degree, or four courses selected from two or more of the following areas: accounting, finance, management, Economics, operations and information management. In addition, all incoming students are expected to have competency at an intermediate level of Statistics (GEN BUS 706 or equivalent).

B. Marketing:
   Four doctoral seminars in marketing at the University of Wisconsin-Madison.

C. Methods:
   Four courses at the graduate level, either inside or outside the Wisconsin School of Business. Courses must be at a level beyond that of intermediate Statistics, with at least one course in the methods of data collection and at least one in the methods of data analysis.

D. Minor
   Option A – Departmental Minor: 10 credits in one department outside the Wisconsin School of Business.
   Option B – Distributed Minor: 10 credits in more than one department outside the Wisconsin School of Business, with the possibility of some courses in Business in areas other than the major.

E. Summer Paper Requirement
   Following students’ first year in the program, they are required to complete a research project, typically in collaboration with a faculty member. The summer paper should be based on a student’s research interests, and it may be empirical or conceptual in nature. The summer paper must be submitted to the doctoral committee no later than August 31. Students will receive written feedback from the committee,
including specific comments that will be similar to what they can expect in reviews from journals. Students will present the research to the department during the fall speaker series and receive feedback from the doctoral committee on their progress.

F. Preliminary Examination
In the summer following students’ second year in the doctoral program, they will sit for the preliminary examination. The examination is designed to assess a student’s breadth and depth of knowledge before they begin working extensively on their dissertation. The examination will be reviewed by the doctoral committee in consultation with the full faculty.

G. Other Requirements
Other courses may be required by the department based on the student’s previous academic background. Each student, before the start of the second semester in the program, must complete a form showing a list of intended courses. This form must be approved by the Faculty Chair of the Doctoral Program in the Marketing Department, and any changes to the list must also be approved. Approval must be gained for all methods and minor courses before they are taken.
All marketing and methods courses must be satisfactorily completed before the preliminary examination can be taken; the examination cannot be taken before the student has completed at least two years of full-time coursework in the Marketing Department Doctoral Program at the University of Wisconsin-Madison.

Operations and Information Management

This description covers Ph.D. programs in both Information Systems (IS) and Operations and Information Management (OIM). The Department of Operations and Information Management offers Ph.D. programs in two areas: Information Systems and Operations Management. Both programs are designed to prepare individuals for academic careers in research and teaching. The requirements and framework described below apply to both programs and have been designed to assure basic knowledge in certain fundamental areas while allowing sufficient flexibility for students and advisors to design a course of study that best fits the student's interests.

A. Foundation
All foundation courses can be waived based on previous coursework. No courses in the foundation can be taken as pass/fail.

B. Business Foundation
Twelve (12) credits of graduate-level courses in functional areas (i.e., operations management, marketing, finance, accounting, or management), selected in consultation with advisor. An undergraduate or MS degree in business or an MBA from an accredited institution can be used to fulfill these requirements.

C. Mathematical Foundation
MATH 340 Elementary Matrix and Linear Algebra OR
MATH 521 Advanced Calculus OR
Other advanced mathematics course approved by advisor

D. Statistical Foundation
STAT 333 Applied Regression Analysis OR
Other statistics course approved by advisor

E. Economics Foundation
ECON 311 Intermediate Microeconomic Theory-Math Treatment OR
ECON 711 Economic Theory OR
Other economics course approved by advisor

Special Foundation
Other foundation courses may be required in the student’s chosen area of concentration, as determined by advisor (e.g., a student in IS is required to have programming skills).

Research Methods
Together with the student's advisor, a minimum of four courses (12 credits) must be chosen in the area of research methodology. These courses can be drawn from inside or outside the Wisconsin School of Business. Coursework in this group may be used to fulfill the requirements for the major and minor program.

Coursework in Major Area

Coursework in the candidate’s major research area of interest is to be chosen together with the advisor. In addition, each student must complete a research paper before taking the preliminary exam (see below). The main purpose of this paper is to let the student explore and deepen his/her knowledge in an area of study, structure the field, identify critical problems, and formulate a set of propositions and/or a research plan for future studies. The methodologies involved are most likely literature searches, case studies, and/or simple experiments. The paper, which will be done as a three credit-hour independent study under the supervision of the advisor, may represent the foundation for the candidate’s dissertation.

For a student entering the Ph.D. program with a master’s degree in the major area, the expected length of study to complete the required coursework beyond the foundation—major and minor—is estimated to take two years.

Coursework in Minor Area

All students must complete a minor program consisting of at least 10 credits chosen in consultation with the advisor. Coursework can be drawn from a department other than the Wisconsin School of Business (external minor) or of a combination of courses from departments inside and outside the Wisconsin School of Business but excluding the OIM department. Courses taken as part of the requirements for the major area of study may count toward fulfillment of the minor program.

Preliminary Examination
By the end of the third year of study, and after the student has completed a research paper submitted to the advisor, the student is required to sit for a four-hour written exam in the major area of study. Immediately after the written exam, an article taken from the literature is to be reviewed as a take-home assignment. Within seven days, the student is to orally present his/her review. The preliminary exam, the written research paper, and the quality of the oral presentation will be graded by a departmental sub-committee, and a decision of pass/fail will be taken by the department as a whole. All incomplete/progress grades must be removed before the preliminary exam. This exam can only be taken twice. Failure to pass the second time, within the one-year time span after taking the first preliminary exam, will lead to the student’s termination in the Ph.D. program.

Dissertator Status
To achieve dissertator status, the student must have:
Passed the preliminary examination
Fulfilled the minor requirements
Completed all requirements for the major (except the proposal exam and the dissertation)
Removed any incomplete or progress grades in non-research courses
Satisfied any residence requirements
Proposal Examination
An oral dissertation proposal exam is to be taken approximately one year after the successful passing of the preliminary exam. The purpose of this exam is to test the student’s preparation to conduct the proposed research, the suitability of the topic, and the viability of the research methodology. Two weeks prior to the exam, a dissertation proposal document should be submitted to the examination committee. This proposal should contain (1) a clear statement of, and motivation for, the dissertation topic; (2) a thorough review of the literature; (3) an in-depth discussion of the research methodologies and analysis approaches that will be followed; (4) anticipated findings and contributions of the research; and (5) a time-phased plan of milestones to be reached during the remainder of the candidate’s study.

The proposal examination committee, chosen in conjunction with the student’s advisor, shall consist of between three and five professors. The proposal exam can only be taken twice. The second exam must be taken within one year of the first exam. Failure to pass the second time, as decided by the examination committee, will lead to the student’s termination from the Ph.D. program.

Dissertation Defense
A final oral examination in defense of the dissertation research must be taken, as administered by the candidate’s Ph.D. examination committee. This final exam can only be taken twice. The examination committee, chosen in conjunction with the candidate’s advisor, must consist of at least five current graduate University of Wisconsin-Madison faculty members, and at least one of these must represent a graduate field outside the Wisconsin School of Business. Each member of the committee must receive the written dissertation document at least two weeks before the exam. As per Graduate School requirements, the candidate has five years from the date of passing the preliminary examination to take the final oral examination and deposit the dissertation. Failure to take the final oral examination within five years after passing the preliminary examination requires the candidate to take another preliminary examination and be admitted to candidacy a second time.

Real Estate and Urban Land Economics
The doctoral program in real estate prepares individuals for careers in research and teaching at the university level. The program is highly quantitative and provides a strong foundation in financial and Economic theory as well as mathematical statistical techniques. Through a program of elective courses and dissertation research, students specialize in particular areas of real estate Economics and finance. Typically, at least four years is required between the time a student enters the program and the dissertation is completed. Individuals interested in research positions at non-academic financial institutions may find the Quantitative Masters in Finance (QMF) program offered by the Finance Department more appropriate to their needs than the Ph.D. program.

A. Background Courses
a. Three semesters of calculus, two semesters of mathematical Statistics, one semester of real analysis, and one semester of linear algebra.
b. Introductory course work covering microEconomics and macroEconomics
c. A course in real analysis is required for the program, and students are strongly encouraged to complete such a course prior to starting the program. Otherwise, it is desirable to take Mathematics 521 (or equivalent) as early in the program is possible, at least no later than the fall semester of the second ye
d. Students are expected audit RE710 and at least one more master’s level courses in real estate.
B. Core Courses

- Real Estate 870 Advanced Real Estate Finance Theory
- Real Estate 875 Advanced Urban Land Economics
- FIN 920 Theory of Finance I
- FIN 921 Theory of Finance II
- ECON 709 Economic Statistics and Econometrics I
- ECON 710 Economic Statistics and Econometrics II
- ECON 711 MicroEconomics I
- ECON 712 Macroeconomics I
- ECON 713 MicroEconomics II
- ECON 715 Econometric Methods I

C. Real Estate Workshop

Starting in the second year, students take the real estate research workshop, RE 978. This workshop is designed to help students make progress toward completion of their second year summer paper and their dissertation. Students are encouraged to take this course during their first year.

D. Finance Workshop

Finance 973 is taken each semester beginning with the second semester in the program and continuing as long as the student is in residence. Furthermore, students are encouraged to audit this course during their first semester.

5. Additional Courses Beyond the Core

At the beginning of the second year in the program, each student should propose a set of three advanced courses that form a coherent package and enhance the student’s research skills. This set of three courses must be approved by the Real Estate Ph.D. Committee. Students are free to choose elective courses offered by the Economics, finance, mathematics, or Statistics departments; however, it may also be appropriate to choose courses in computer science, law, psychology, accounting or other areas taught at the University of Wisconsin-Madison.

Students are strongly encouraged to audit one Real Estate 700 level course beyond RE 710.

E. Summer Paper Requirement

During the first summer, students are normally preparing for the MicroEconomics preliminary exam. During subsequent summers they are involved with research activities or supplementary course work. They may also be employed in assistantship positions or internships which enhance their knowledge and research skills. During the second summer, there is also a specific requirement to complete a research paper. This paper should be on a real estate Economics or finance topic and contain elements of original research which extend the existing literature. The topic may be either theoretical or empirical and should be chosen in consultation with one or more of the real estate faculty, who may also provide guidance during the paper’s development. The written paper should be submitted no later than the first day of the fall semester. The student will make an oral presentation of the paper to the real estate faculty early during that fall semester. In order to successfully complete this requirement, it is important for the students to choose a topic and begin data gathering and other preliminary work in the spring semester.
F. Minor Requirement

The course work in Economics specified under core courses is sufficient to satisfy the requirements for an external minor if the student takes Macro II as an elective. The course work in finance specified under core courses is sufficient to satisfy the requirements for an external minor in finance, if the student takes one more course from finance courses 600 and above, not including Fin 700 or Fin 973.

G. Examinations

a. MicroEconomics Theory Examination: Students must take the MicroEconomics Theory Exam at the end of their first year in the program.

b. Real Estate Ph.D. Preliminary Examination: This examination is comprehensive in nature and includes material from the core courses, significant research articles in the real estate Economics and finance literature. Students who have previously taken the appropriate core courses (described above) should be ready for the preliminary examination after five semesters in the program. The examination is scheduled at the discretion of the real estate faculty; but typically, it is given during January of each year. Based on the performance on this examination and the quality of the summer paper (see section 5 above), the Ph.D. committee makes a recommendation to the full real estate faculty to approve the student’s passage to dissertator status.

c. Final Oral Examination: This examination is a defense of the dissertation. It is conducted by the dissertation committee in a public forum open to other faculty and doctoral students. The dissertation committee consists of the principal advisor, two reading members, and two non-reading members. One of the members must be from outside the Wisconsin School of Business.

H. Teaching/Research Assistance

The department will attempt to provide financial support to all Ph.D. students. Students are expected to provide teaching assistance for at least one semester for undergraduate or graduate teaching in real estate and research assistance also for at least one semester. These appointments should be considered an integral part of the training for academic positions.

I. Review Process

The overall review process is described in a document entitled Real Estate Ph.D. Review Procedures. As a part of that process, the progress of each student will be reviewed annually by the Real Estate Department faculty.

GenBus 965: Beginning a Research Career (Offered each Fall)
Instructor: Russ Coff

In addition to any doctoral seminars required by a student’s individual department, all Business Ph.D. students must register for and attend the New PhD Student Orientation class the first semester they begin their studies at UW.

Course Overview and Objectives
This one credit course is required of incoming students in the Wisconsin School of Business PhD program. Students are often overwhelmed and do not absorb material when offered all at once before they begin their regular courses. This format offers fundamental content about conducting research and academic life that is not specific to a given department in the business school but will help to frame and motivate other studies. This format gives students more time to absorb the content at a point when they can better see how it applies to them.

Also, this seminar will give students a chance to interact with each other, create more of a cohort effect, and draw on each other as resources to propel themselves forward in the program. It is an opportunity to network with
other PhD students at different stages in the program who can highlight critical resources and knowledge to help chart a path through the program.

**Learning Objectives**
Our ultimate goal is to help students come up to speed more quickly to become productive researchers who can eventually be placed in excellent research positions. Specific objectives include:

- **Resources/tools**: Be able to find and utilize resources (data, software, financial resources, etc.) that are critical to success in the program;
- **Academic careers**: Understand the bigger picture of what is required to be a successful academic (tenure process, networking, preparation for the job market ...);
- **Research process**: Understand the basics of how research is conducted (generating ideas, framing a contribution, responding to reviewers...);
- **PhD Program steps**: Chart a path through the requirements of the PhD program

**Assignments and Evaluation**
Since this is only a one-credit course, we will keep the workload to a minimum. There will be supplementary readings that go into deeper detail on the resources or topics. However, evaluation will generally be based on attendance and participation in the discussion. The objective here is to provide a set of tools that help students align their efforts to perform better throughout the program.

**Outline of Session Topics**

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Date</th>
<th>Instructor(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome: Coordination, Q&amp;A, Life balance, and suggestions for International Students</td>
<td>9/3</td>
<td>Russ Coff, Abbie Daly (Acct), Liang Ma (Fin)</td>
</tr>
<tr>
<td>2</td>
<td>Academic careers: Tenure Process – What does it look like and implications for your time management &amp; development of a research program</td>
<td>9/10</td>
<td>Russ Coff, Hart Posen (MHR), Stacie Laplante (Acct)</td>
</tr>
<tr>
<td>3</td>
<td>Resources/Tools: Navigating library resources (MadCAT, databases, tour, Bloomberg terminal...)</td>
<td>9/17</td>
<td>Peggy Smith (Library)</td>
</tr>
<tr>
<td>4</td>
<td>Research Process: Strategies for generating research ideas; Framing a contribution</td>
<td>9/24</td>
<td>Evan Pollman, Noah Lim (Mkt)</td>
</tr>
<tr>
<td>5</td>
<td>Financial databases: Accessing WRDS, CRSP, Compustat, IBES, Thompson Reuters, Wisconsin longitudinal study, SEC EDGAR, UW Data and Info Services Center (DISC), Survey of Consumer Finances, BLS, etc.</td>
<td>10/1</td>
<td>Michael Enyart (Library), Amanda Convery (Acct)</td>
</tr>
<tr>
<td>6</td>
<td>Statistical and data analysis software (SAS, Stata, R, LaTeX): where and how to access each, what each is good for, where to find more information...</td>
<td>10/8</td>
<td>Amanda Convery (Acct), Joe Raffiee (MHR)</td>
</tr>
<tr>
<td>7</td>
<td>Resources/Tools: Citation management: Introduction to Zotero, Evernote, Endnote, OneNote, etc.</td>
<td>10/15</td>
<td>Michael Enyart (Library), Marc Ragin (ASRMI)</td>
</tr>
<tr>
<td>8</td>
<td>Research Process: Responding to reviewer feedback</td>
<td>10/22</td>
<td>Brian Mayhew (Acct), Mingxiang Li (MHR), Tiffany Trzebiatowski (MHR)</td>
</tr>
<tr>
<td>9</td>
<td>PhD Program: Proposing/dissertating (Selecting your committee, # of members, # outside WSoB, faculty rank, how to communicate with your committee)</td>
<td>10/29</td>
<td>Belle Heberling/Phil Miller</td>
</tr>
<tr>
<td>10</td>
<td>Academic Careers: Teaching (beyond TIP)</td>
<td>11/5</td>
<td>Rob Tanner (Mkt)</td>
</tr>
</tbody>
</table>
Instructors are generally either faculty (F) or PhD students (S)

IV. ENROLLMENT

Enrollment Requirements

WSOB Ph.D. students must enroll for a minimum of 8 credits each semester (fall and spring). Dissertators must continuously enroll for 3 credits with their advisor (fall and spring). All of the credit requirements must be satisfied by graded, graduate-level courses; courses numbered below 300, audit, and pass/fail do not satisfy the minimum requirement.

The Graduate School’s policy on enrollment requirements is as posted at http://grad.wisc.edu/acadpolicy/#EnrollmentRequirements.

Auditing Courses
Graduate School policy on Auditing Courses may be found at http://grad.wisc.edu/acadpolicy/#auditingcourses.

Continuous Enrollment
Graduate School policy on Continuous Enrollment may be found at http://grad.wisc.edu/acadpolicy/#continuousenrollmentrequirement.

Residence for Tuition Purposes
Graduate School Residency for Tuition Purposes can be found here as well as the full Registrar’s Office policy.

- http://grad.wisc.edu/acadpolicy/#residencefortuitionpurposes
- http://registrar.wisc.edu/residence.htm

Transfer of Graduate Work from Other Institutions:
http://grad.wisc.edu/acadpolicy/#transferofgraduateworkfromotherinstitutions
V. SATISFACTORY PROGRESS – ACADEMIC EXPECTATIONS

Most graduate programs have requirements that exceed the Graduate School’s minimum requirements (http://www.grad.wisc.edu/catalog/dreg_criteria.htm). In most cases, the WSB requirements exceed the minimum requirements for the Graduate School and so these are the relevant criteria.

Wisconsin School of Business Ph.D. Program Guidelines
Minimum course grade requirements (for all and/or specific courses) 8 credits per semester as a non-Dissertator and 3 credits per semester as a Dissertator (Fall and Spring only)

Minimum GPA requirements:
- Accounting: 3.2
- Actuarial Science, Risk Management and Insurance: 3.2
- Finance: 3.5
- Management and Human Resources: 3.2
- Marketing: 3.2
- Operations and Information Management: 3.2
- Real Estate: 3.5

Course/seminar attendance requirements (see individual Department listings)
The seminar and course requirements exceed minimum Graduate School standards but vary by department. Please see the individual department listings for specific requirements.

Incomplete grade requirements (see the Graduate School Rules)

Continuous enrollment and/or credit requirements (see the Graduate School Rules)

A student’s failure to comply with the expectations for satisfactory progress outlined above may result in disciplinary action or dismissal. See the next section for more details.

Graduate School Guidelines

Continuation in the Graduate School is at the discretion of a student's program, the Graduate School, and a student's faculty advisor. The Graduate School sets minimum standards that all graduate students in the university must meet. The Wisconsin School of Business has additional requirements that exceed these Graduate School minimum requirements. The definition of satisfactory progress is defined elsewhere in this document. The Graduate School Catalog, grad.wisc.edu/catalog, also includes the Graduate School's minimum degree requirements and each program's minimum criteria for satisfactory progress.

The Graduate School requires that students maintain a minimum graduate GPA of 3.00 in all graduate-level work (300 or above, excluding research, audit, credit/no credit, and pass/fail courses) taken as a graduate student unless probationary admission conditions require higher grades. The Graduate School also considers Incomplete (I) grades to be unsatisfactory if they are not removed during the subsequent semester of enrollment; however, the instructor may impose an earlier deadline.

A student may be placed on probation or suspended from the Graduate School for low grades or for failing to resolve incompletes in a timely fashion. (http://grad.wisc.edu/acadpolicy/#probation)
In special cases the Graduate School permits students who do not meet these minimum standards to continue on probation upon recommendation and support of their advisor.
The Wisconsin School of Business requires satisfactory progress to continue guaranteed funding support. [http://grad.wisc.edu/acadpolicy/#satisfactoryprogress](http://grad.wisc.edu/acadpolicy/#satisfactoryprogress). This condition of continued funding is also found in each student’s financial package award letter.

VI. CONDUCT EXPECTATIONS

Professional Conduct

All students are expected to adhere to the highest standards of professional behavior and ethics. Students should avoid even an appearance of improper behavior or lack of ethical standards while in Graduate School at UW-Madison, in all professional settings, and in their personal lives. Students should conduct themselves according to the standards expected of members of the profession to which the student aspires. Concerns about infractions of Professional Conduct may be effectively handled informally between the instructor/advisor and the student. If a resolution is not achieved, a graduate program representative may be included in the discussion. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Students are responsible for reading the information here as well as the information published on all the relevant web sites. Lack of knowledge of this information does not excuse any infraction.

Professional Ethics: Students shall show respect for a diversity of opinions, perspectives and cultures; accurately represent their work and acknowledge the contributions of others; participate in and commit to related opportunities; aim to gain knowledge and contribute to the knowledge base of others; understand the UW Student Code of Conduct; represent their profession and the program; and strive to incorporate and practice disciplinary ideals in their daily lives. Resumes/CVs must reflect accurate information.

Honesty and Integrity: Students shall demonstrate honesty and integrity as shown by their challenging of themselves in academic pursuits; honesty and ethics in research and IRB applications—including honesty in interpretation of data, commitment to an unbiased interpretation of academic and professional endeavors; and the need to document research activities, protect subject/client confidentiality and HIPPA regulations. Students shall follow-through and pull their weight in group activities and understand where collaboration among students is or is not allowed; not plagiarize others or past work (self-plagiarism), cheat, or purposefully undermine the work of others; and avoid conflicts of interest for the duration of their time in the program. As a professional, honesty and integrity also extends to personal behavior in life outside of the academic setting by realizing that students are representatives of the program, UW-Madison, and the profession as a whole.

Interpersonal and Workplace Relationships: Students shall interact with peers, faculty, staff and those they encounter in their professional capacity in a manner that is respectful, considerate, and professional. This includes and is not limited to attending all scheduled meetings, honoring agreed upon work schedules, being on-time and prepared for work/meetings, contributing collaboratively to the team, keeping the lines of communication open, offering prompt response to inquiries, and employing respectful use of available equipment/technology/resources. Chronic or unexplained absences are unprofessional in the workplace and could be grounds for termination or removal of funding. To facilitate the free and open exchange of ideas, any criticism shall be offered in a constructive manner, and the right of others to hold different opinions shall be respected.

Commitment to Learning: Students are expected to meet their educational responsibilities at all times. Be actively prepared for class and be ready for questions and answers. Be on time for every class and always show courtesy during class or if you have to leave class early. If possible, students should notify the instructor at least
one day in advance of a planned absence. Students who are unable to attend class are responsible for finding out what occurred that day and should not expect instructors to give them individual instruction. Recognizing that the pursuit of knowledge is a continuous process, students shall show commitment to learning by persevering despite adversity and seeking guidance in order to adapt to change. Students shall strive for academic excellence and pursue and incorporate all critique, both positive and negative, in the acquisition of knowledge in order to understand and respect the community in which they work.

Professional Appearance: Students shall convey a positive, professional appearance in order to represent the program in a dignified manner. Appearance includes a person’s dress, hygiene, and appropriate etiquette/protocols for the environment (including safety protocols and protective clothing in environments that require them).

The Wisconsin School of Business, the Graduate School, and the Division of Student Life all uphold the UW-System policies and procedures in place for academic and non-academic misconduct. In addition, graduate students are held to the same standards of responsible conduct of research as faculty and staff. Furthermore, unprofessional behavior towards clients/subjects, faculty, staff, peers and public are significant issues in the evaluation and promotion of students. In turn, we hold expectations for the highest level of academic integrity and expect professional, ethical, and respectful conduct in all interactions. Students may be disciplined or dismissed from the graduate program for misconduct or disregard for professional conduct expectations regardless of their academic standing in the program. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Students are responsible for reading the information here as well as the information published on all the relevant web sites. Lack of knowledge of this information does not excuse any infraction.

**Academic Misconduct**

Academic misconduct is an act in which a student (UWS 14.03(1)):

- Seeks to claim credit for the work or efforts of another without authorization or citation
- Uses unauthorized materials or fabricated data in any academic exercise
- Forges or falsifies academic documents or records
- Intentionally impedes or damages the academic work of others
- Engages in conduct aimed at making false representation of a student's academic performance
- Or assists other students in any of these acts.

Examples of academic misconduct include but are not limited to:

- Cutting and pasting text from the Web without quotation marks or proper citation
- Paraphrasing from the Web without crediting the source
- Using notes or a programmable calculator in an exam when such use is not allowed
- Using another person's ideas, words, or research and presenting it as one's own by not properly crediting the originator
- Stealing examinations or course materials
- Changing or creating data in a lab experiment
- Altering a transcript
- Signing another person's name to an attendance sheet
- Hiding a book knowing that another student needs it to prepare for an assignment
- Collaboration that is contrary to the stated rules of the course
- Tampering with a lab experiment or computer program of another student.
Additional information regarding Academic Misconduct:
Graduate School Policy & Procedure: Misconduct, Academic:
http://grad.wisc.edu/acadpolicy/#misconductacademic

Dean of Students Office: Information for Students: How to Avoid Academic Misconduct? What Happens If I engage in Academic Misconduct? What Should I do if I know a Classmate is Cheating?
http://www.students.wisc.edu/doso/students.html

Dean of Students Office: Academic Misconduct Flowchart:
http://students.wisc.edu/doso/misconductflowchart.html

University of Wisconsin System: Chapter UWS 14: Student Academic Disciplinary Procedures:
http://students.wisc.edu/doso/docs/uws_chapter_14.pdf

Non-Academic Misconduct
The university may discipline a student in non-academic matters in the following situations:

- For conduct which constitutes a serious danger to the personal safety of a member of the university community or guest
- For stalking or harassment
- For conduct that seriously damages or destroys university property or attempts to damage or destroy university property, or the property of a member of the university community or guest
- For conduct that obstructs or seriously impairs university-run or university-authorized activities, or that interferes with or impedes the ability of a member of the university community, or guest, to participate in university-run or university-authorized activities
- For unauthorized possession of university property or property of another member of the university community or guest
- For acts which violate the provisions of UWS 18, Conduct on University Lands
- For knowingly making a false statement to any university employee or agent on a university-related matter, or for refusing to identify oneself to such employee or agent
- For violating a standard of conduct, or other requirement or restriction imposed in connection with disciplinary action.

Examples of non-academic misconduct include but are not limited to:

- Engaging in conduct that is a crime involving danger to property or persons, as defined in UWS 18.06(22)(d)
- Attacking or otherwise physically abusing, threatening to physically injure, or physically intimidating a member of the university community or a guest
- Attacking or throwing rocks or other dangerous objects at law enforcement personnel, or inciting others to do so
- Selling or delivering a controlled substance, as defined in 161 Wis. Stats., or possessing a controlled substance with intent to sell or deliver
- Removing, tampering with, or otherwise rendering useless university equipment or property intended for use in preserving or protecting the safety of members of the university community, such as fire alarms, fire extinguisher, fire exit signs, first aid equipment, or emergency telephones; or obstructing fire escape routes
- Preventing or blocking physical entry to or exit from a university building, corridor, or room
- Engaging in shouted interruptions, whistling, or similar means of interfering with a classroom presentation or a university-sponsored speech or program
• Obstructing a university officer or employee engaged in the lawful performance of duties
• Obstructing or interfering with a student engaged in attending classes or participating in university-run or university-authorized activities
• Knowingly disrupting access to university computing resources or misusing university computing resources.

Additional information regarding Non-Academic Misconduct

Graduate School Academic Policies & Procedures: Misconduct, Non-Academic:
http://grad.wisc.edu/acadpolicy/#misconductnonacademic

Dean of Students Office: Non-Academic Misconduct Standards Statement:
http://students.wisc.edu/doso/nonacadmisconduct-statement.html

Dean of Students Office: Non-Academic Misconduct Process
http://students.wisc.edu/doso/nonacadmisconduct.html

University of Wisconsin System: Chapter UWS 17: Student Non-Academic Disciplinary Procedures:
http://students.wisc.edu/doso/docs/NewUWS%2017.pdf

University of Wisconsin System: Chapter UWS 18: Conduct on University Lands:
http://students.wisc.edu/doso/docs/NewUWS%2018.pdf

Research Misconduct

Much of graduate education is carried out not in classrooms, but in laboratories and other research venues, often supported by federal or other external funding sources. Indeed, it is often difficult to distinguish between academic misconduct and cases of research misconduct. Graduate students are held to the same standards of responsible conduct of research as faculty and staff. The Graduate School is responsible for investigating allegations of research misconduct. This is often done in consultation with the Division of Student Life as well as with federal and state agencies to monitor, investigate, determine sanctions, and train about the responsible conduct of research. For more information, contact the Associate Vice Chancellor for Research Policy, 333 Bascom Hall, (608) 262-1044.

Please see section on “Grievance Procedures and Misconduct Reporting” for further information on reporting research misconduct of others. Here are links for additional information regarding Research Misconduct and Responsible Conduct:

Graduate School Policies & Procedures: Responsible Conduct of Research
http://grad.wisc.edu/acadpolicy/#responsibleconductofresearch

Graduate School Office of Research Policy: Introduction & Guide to Resources on Research Ethics:
http://grad.wisc.edu/respolcomp/resethics/

http://kb.wisc.edu/gsadminkb/page.php?id=34486
VII. DISCIPLINARY ACTION AND DISMISSAL

Failure to meet the program’s academic or conduct expectations can result in disciplinary action including dismissal from the program. If a student is not making satisfactory progress in regards to academic or conduct expectations, the advisor will consult with the Assistant Dean for Research Programs to determine if disciplinary action or dismissal is advisable or recommended.

Student progress will be reviewed through coursework (grades and grade point average) and through a written performance evaluation annually. It is recommended that advisors meet with all advisees at the time the written review is presented. If the advisor and the Ph.D. and Research Committee find that a student has failed to achieve satisfactory progress with academic or conduct expectations, dismissal proceedings may be initiated. Students placed on probation will be placed on probation for one semester and will be reviewed by the appropriate authorities following the probationary semester. Students placed on probation may be subject to dismissal proceedings or allowed to continue based upon review of progress during the probationary semester.

The status of a student can be one of three options:

1) Good standing (progressing according to standards; any funding guarantee remains in place).
2) Probation (not progressing according to standards but permitted to enroll; loss of funding guarantee; specific plan with dates and deadlines in place in regard to removal of probationary status).
3) Unsatisfactory progress (not progressing according to standards; not permitted to enroll, dismissal, leave of absence or change of advisor).

Any graduate student who fails to meet the program’s expectations during two consecutive semesters (not including summer) may be subject to dismissal from the program at the end of the subsequent semester. Any student who fails to meet the program’s expectations because of failure to pass any required exams and procedures within designated time limits may be subject to loss of financial support or dismissal from the program at the end of the subsequent semester.

A semester GPA below the department’s minimum outlined elsewhere in this document will result in the student being placed on academic probation. If adequate improvement is not attained during the subsequent semester of full time enrollment the student may be dismissed from the program or allowed to continue for 1 additional semester based on advisor appeal to the Graduate School. A cumulative GPA minimum of 3.0 is required to graduate, but departments also have higher minimums. Consult with your advisor to assure you achieve at the appropriate level. See the Graduate School Academic Policies & Procedures: Probation http://grad.wisc.edu/acadpolicy/#probation and Grade Point Average (GPA) Requirement http://grad.wisc.edu/acadpolicy/#gparequirement.

Students may be disciplined or dismissed from the graduate program for any type of misconduct (academic, non-academic, professional, or research) or failure to meet program expectations regardless of their academic standing in the program. Separate and apart from a violation of Professional Conduct, a student may face University disciplinary action with regard to the same action. Concerns about infractions of Professional Conduct may be effectively handled informally between the student and the advisor/faculty member. However, if a resolution is not achieved, the issue may be advanced for further review by the Programs Office and/or the Ph.D. and Research Committee.
The Research Programs Office and the Ph.D. and Research Committee administer the regulations established by the faculty of the Wisconsin School of Business. They make sure students are meeting the program expectations and impose sanctions, in conjunction with the student’s advisor and departmental committee members, when appropriate. Faculty and faculty committees determine whether the quality of a student's work and conduct are satisfactory, and determine whether the student is satisfying the academic requirements in a timely fashion and meeting program conduct expectations.

Links for additional information regarding Academic Misconduct:
- [http://grad.wisc.edu/acadpolicy/#misconductacademic](http://grad.wisc.edu/acadpolicy/#misconductacademic)
- [http://www.students.wisc.edu/doso/students.html](http://www.students.wisc.edu/doso/students.html)
- [http://students.wisc.edu/doso/misconductflowchart.html](http://students.wisc.edu/doso/misconductflowchart.html)

Links for additional information regarding Non-Academic Misconduct:
- [http://grad.wisc.edu/acadpolicy/#misconductnonacademic](http://grad.wisc.edu/acadpolicy/#misconductnonacademic)
- [http://students.wisc.edu/doso/nonacadmisconduct.html](http://students.wisc.edu/doso/nonacadmisconduct.html)
- [http://students.wisc.edu/doso/docs/NewUWS%2017.pdf](http://students.wisc.edu/doso/docs/NewUWS%2017.pdf)
- [http://students.wisc.edu/doso/docs/NewUWS%2018.pdf](http://students.wisc.edu/doso/docs/NewUWS%2018.pdf)

Links for additional information regarding Research Misconduct and Responsible Conduct:
- [https://grad.wisc.edu/acadpolicy/#responsibleconductofresearch](https://grad.wisc.edu/acadpolicy/#responsibleconductofresearch)
- [http://kb.wisc.edu/gsadminkb/page.php?id=34486](http://kb.wisc.edu/gsadminkb/page.php?id=34486)

### VIII. GRIEVANCE PROCEDURES & REPORTING MISCONDUCT AND CRIME

**Grievance Procedures**

If a student feels unfairly treated or aggrieved by faculty, staff, or another student, the University offers several avenues to resolve the grievance. Students' concerns about unfair treatment are best handled directly with the person responsible for the objectionable action. If the student is uncomfortable making direct contact with the individual(s) involved, they should contact the Assistant Dean for Research Programs for consultation and advice on next steps. For more information see the Graduate School Academic Policies & Procedures: Grievances & Appeals: [https://grad.wisc.edu/acadpolicy/#grievancesandappeals](https://grad.wisc.edu/acadpolicy/#grievancesandappeals)

**Procedures for proper accounting of student grievances:**

The student is encouraged to speak first with the person toward whom the grievance is directed to see if a situation can be resolved at this level. Should a satisfactory resolution not be achieved, the student should contact the Assistant Dean for Research Programs to discuss the grievance. That individual will facilitate problem resolution through informal channels and facilitate any complaints or issues of students. The first attempt is to help students informally address the grievance prior to any formal complaint. Students are also encouraged to talk with their faculty advisors regarding concerns or difficulties if necessary. University resources for sexual
harassment, discrimination, disability accommodations, and other related concerns can be found on the UW Office of Equity and Diversity website: http://www.oed.wisc.edu.

Other campus resources include

- The Graduate School - grad.wisc.edu
- McBurney Disability Resource Center - mcburney.wisc.edu
- Employee Assistance Office - eao.wisc.edu
- Ombuds Office - ombuds.wisc.edu
- University Health Services – uhs.wisc.edu
- UW Office of Equity and Diversity - http://www.oed.wisc.edu

If the issue is not resolved to the student’s satisfaction, the student can submit the grievance to the Associate Dean for Ph.D. and Research in writing, within 60 calendar days of the alleged unfair treatment. On receipt of a written complaint, Associate Dean for Ph.D. and Research will obtain a written response from the person toward whom the complaint is directed. This response will be shared with the person filing the grievance. The Associate Dean for Ph.D. and Research, in conjunction with the appropriate faculty jurisdiction within the school, will determine a decision regarding the grievance. At this point, if either party (the student or the person toward whom the grievance is directed) is unsatisfied with the decision of the Associate Dean for Ph.D. and Research, the party may file a written appeal to the Associate dean for Academic Affairs of the Graduate School. Either party has 10 working days to file a written appeal to the School/College. Documentation of the grievance will be stored for at least 7 years. Significant grievances that set a precedent will be stored indefinitely. The Graduate School has procedures for students wishing to appeal a grievance decision made at the school/college level. These policies are described in the Graduate School’s Academic Policies and Procedures: https://grad.wisc.edu/acadpolicy/#grievancesandappeals

Reporting Misconduct and Crime

The campus has established policies governing student conduct, academic dishonesty, discrimination, and harassment/abuse as well as specific reporting requirements in certain cases. If you have a grievance regarding unfair treatment towards yourself, please reference the procedures and resources identified above. If you learn about, observe, or witness misconduct or other wrongdoing you may be required to report that misconduct or abuse. Depending on the situation, it may be appropriate to consult with your advisor, Ph.D. Program Coordinator, or other campus resources (such as the UW Office of Equity and Diversity, Graduate School, Mc Burney Disability Resource Center, Employee Assistance Office, Ombuds Office, and University Health Services).

Research Misconduct Reporting

The University of Wisconsin-Madison strives to foster the highest scholarly and ethical standards among its students, faculty, and staff. Graduate students and research associates are among the most vulnerable groups when reporting misconduct because their source of financial support and the progress in their careers may be at risk by raising questions of wrongdoing. They are also often the closest witnesses to wrongdoing when it occurs and therefore must be appropriately protected from the consequences of reporting wrongdoing and be informed of their rights. Please find full details at http://www.grad.wisc.edu/research/policyrp/ReportingMisconduct.html

Academic Misconduct Reporting

If you know a classmate is cheating on an exam or other academic exercise, notify your professor, teaching assistant or proctor of the exam. As a part of the university community, you are expected to uphold the standards
of the university. Also, consider how your classmate's dishonesty may affect the overall grading curve and integrity of the program.

**Sexual Assault Reporting**

Faculty, staff, teaching assistants, and others who work direct with students at UW-Madison are required by law to report first-hand knowledge or disclosures of sexual assault to university officials, specifically the Office for Equity & Diversity or the Division of Student Life. This effort is not the same as filing a criminal report. Disclosing the victim’s name is not required as part of this report. Please find full details at http://www.oed.wisc.edu/sexualharassment/assault.html and http://www.students.wisc.edu/doso/studassist.html#sexassault

**Child Abuse Reporting**

As a UW-Madison employee (under Wisconsin Executive Order #54), you are required to immediately report child abuse or neglect to Child Protective Services (CPS) or law enforcement if, in the course of employment, the employee observes an incident or threat of child abuse or neglect, or learns of an incident or threat of child abuse or neglect, and the employee has reasonable cause to believe that child abuse or neglect has occurred or will occur. Volunteers working for UW-Madison sponsored programs or activities are also expected to report suspected abuse or neglect. Please find full details at http://www.oed.wisc.edu/childabuse/

**Reporting and Response to Incidents of Bias/Hate**

The University of Wisconsin-Madison values a diverse community where all members are able to participate fully in the Wisconsin Experience. Incidents of Bias/Hate affecting a person or group create a hostile climate and negatively impact the quality of the Wisconsin Experience for community members. UW-Madison takes such incidents seriously and will investigate and respond to reported or observed incidents of bias/hate. Please find full details at http://students.wisc.edu/doso/biasreporting.html and http://www.students.wisc.edu/rights/what-if-i-witness-or-experience-a-bias-related-incident/

**IX. ACADEMIC EXCEPTION PETITION**

Academic exceptions and extensions are considered on an individual case by case basis and should not be considered a precedent. Deviations from normal progress are highly discouraged, but the program recognizes that there are in some cases extenuating academic and personal circumstances. Petitions for course exceptions/substitutions or exceptions to the Satisfactory Progress Expectations (academic or conduct) shall be directed to the Assistant Dean for Research Programs. The following procedures apply to all petitions:

- The specific requirement/rule/expectation pertinent to the petition must be identified.
- The student’s academic advisor must provide written support for the petition.
- All course work substitutions and equivalencies will be decided by the respective department’s Ph.D. coordinator and/or Department Chair.
- The Assistant Dean for Research Programs, in consultation with the student’s advisor, may grant extensions to normal progress requirements for students who face circumstances noted in university regulations, such as childbirth, adoption, significant responsibilities with respect to elder or dependent care obligations, disability or chronic illness, or circumstances beyond one’s personal control. Where warranted, the petition should provide good evidence of plans and ability to return to conformance with
the standard and to acceptably complete the program. The normal extension will be one semester; anything beyond this will be granted only in the event of highly extraordinary circumstances. Extensions will be granted formally with the approval of the Associate Dean for Ph.D. and Research and a note of explanation will be placed in the student’s file.

- Failure of Qualifying Exam

A student who fails the Qualifying Examination may be offered a second opportunity to pass the qualifying examination or may be dismissed from the program. Petitions of a decision by the Thesis/Dissertation Committee must be made to the Assistant Dean for Research Programs within two weeks or they will be final. The Assistant Dean for Research Programs, in consultation with the respective Department Chair and the Associate Dean for Ph.D. and Research, will make the final decision regarding a petition and will communicate this decision to all parties involved.

Failure to Complete the Degree within the Graduate School’s Five-Year Limit

Students who have not successfully defended the dissertation within five years from becoming a dissertator may request an extension with the support of the dissertation committee chair. Requests for a one-semester/year extension may be made to the Assistant Dean for Research Programs. The Assistant Dean for Research Programs is authorized to approve these requests upon written justification from the student and their advisor and with appropriate Graduate School approvals. The student must describe the reasons for the request and provide a proposed timetable for completing all program requirements. The dissertation committee chair must provide a written supporting document indicating his or her assessment that the student is highly likely to persevere to degree completion and must outline what the student needs to do and the time frames agreed upon for doing these things. The request should be made as soon as the need for an extension becomes apparent. The Assistant Dean for Research Programs may request additional documentation as needed. Appeals or requests for additional extensions must be approved by the Associate Dean for Ph.D. and Research and are subject to Graduate School approval.

X. FUNDING AND FINANCIAL INFORMATION

All Business Ph.D. students are offered a financial aid package for a minimum of 4 years. These packages include a stipend, tuition remission, and health insurance for the student and his/her immediate family residing in Dane County. Questions about financial aid should be directed to the Ph.D. Coordinator. Students will receive a funding letter each summer detailing the financial award package for the coming academic year.

Finding Additional Funding to Supplement a Guaranteed Appointment
http://grad.wisc.edu/studentfunding/steps

Graduate Assistantships (TAs, PAs, RAs, Lecturer [SA] positions)
Process for awarding graduate assistantships: Each student will receive an admission offer letter that details financial aid awards for the duration of their time in the Ph.D. Program. Questions about financial aid should be directed to the Ph.D. Coordinator.

Responsibilities
Graduate Assistants will be notified by their supervisor of their duties for each semester they are employed. The supervisor or the Department Chair should be contacted to receive work assignments.
Teaching Assistant will be evaluated by their class each time they teach.

**Stipend rates**

Stipend rates for graduate assistantships are set by the University. Current rates for TAs, PAs, and RAs can be found on the website of the Office of Fellowships and Funding Resources: [http://uwmadisonoffr.wordpress.com/funding-overview/assistantships/](http://uwmadisonoffr.wordpress.com/funding-overview/assistantships/)

Graduate assistants are paid on a monthly basis and stipends are usually deposited directly into student's bank accounts. Students may authorize direct deposit by filling out the Authorization for Direct Deposit of Payroll form ([https://uwservice.wisc.edu/docs/forms/pay-direct-deposit.pdf](https://uwservice.wisc.edu/docs/forms/pay-direct-deposit.pdf)) and returning it to the WSB Human Resources Office—5252 Grainger Hall.

**Tuition Remission and Payment of Segregated Fees**

TAs, PAs, and Lecturers (Students Assistants) with appointments of 33.3% or higher (approximately 13 hours/week) receive remission of their full tuition (in- and out-of-state, as applicable). Students with these appointments are still responsible for paying segregated fees. Fellows also receive Tuition Remission.

**Health Insurance Benefits**

TAs, PAs, RA, and Lecturers (Student Assistants) with appointments of 33.3% or higher (approximately 13 hours/week) for at least the length of a semester are eligible to enroll in a health insurance program. Fellows are also eligible for Health Insurance Benefits. Information about health insurance options can be found at [http://www.ohr.wisc.edu/benefits/new-emp/grad.aspx](http://www.ohr.wisc.edu/benefits/new-emp/grad.aspx). Current monthly premiums can be found at [http://uwservice.wisc.edu/premiums/index.php#sgh](http://uwservice.wisc.edu/premiums/index.php#sgh). Questions about health insurance can be directed to Amber Reierson, areierson@bus.wisc.edu, 5252 Grainger Hall.

**Maximum Appointment Levels**

The Graduate School sets the maximum levels of graduate assistantship appointments. International students should be especially aware of maximum levels of employment. For more information on these policies, please visit [http://www.grad.wisc.edu/acadpolicy/](http://www.grad.wisc.edu/acadpolicy/).

**Enrollment Requirements for Graduate Assistants**

Students with graduate assistantships must be enrolled appropriately. Detailed information about enrollment requirements can be found in the Graduate School’s academic policies at [http://grad.wisc.edu/acadpolicy/#enrollmentrequirements](http://grad.wisc.edu/acadpolicy/#enrollmentrequirements).

**Fellowships**

There are many different kinds of fellowships on campus. Some are awarded by the program, some are awarded by the school/college, and still others are awarded by the Graduate School. In addition, a number of students have applied for and won fellowships from federal agencies, professional organizations, and private foundations. The terms and conditions of fellowships across campus vary widely. Students receiving a fellowship should understand the obligations and benefits of that fellowship, including stipend, health insurance eligibility, eligibility for tuition remission, pay schedule, etc.
Graduate School Fellowships

The Graduate School administers a number of different fellowships on campus, including: the University Fellowships, Chancellor’s Fellowships, Mellon-Wisconsin Fellowships, the Dickie Fellowships, and a variety of external fellowships (https://kb.wisc.edu/gsadminkb/page.php?id=34769.) Contact the Office of Fellowships and Funding Resources with any questions: http://grad.wisc.edu/studentfunding/currentstudents.

Departmental/Campus Fellowships

The WSB Ph.D. Program awards several fellowships. Awarding these fellowships is made by the Dean’s Office, and several departments within the School. It is not necessary to apply for these fellowships. Fellowships include a stipend, full tuition remission, payment of segregated fees and health insurance options.

External Funding/Fellowships

The WSB encourages all students to seek out and apply for funding from sources external to the university (e.g., federal agencies, professional organizations, private foundations). The Graduate School supports selected federal/private fellowships through the provision of tuition support and health insurance, list at https://kb.wisc.edu/gsadminkb/page.php?id=34761.

The Graduate School also provides remission of the non-resident portion of students’ tuition (if applicable) to students who win external fellowships that are payrolled through the university and provide an academic year (9-month) stipend of $11,350 (2013-14 rate) or an annual year (12-month) stipend of $13,872.

Students should be aware that fellowships and awards from external sources have unique terms and conditions that should be understood. Questions on external fellowships may be directed to the Office of Fellowships and Funding Resources.

The following are some sources of information on external funding:

- Major external fellowships, prepared by the Office of Fellowships and Funding Resources: https://kb.wisc.edu/gsadminkb/page.php?id=34769.
- The Grants Information Collection (GIC) on the 2nd Floor of Memorial Library http://grants.library.wisc.edu/. The GIC is a great collection of print and on-line resources to help students find external fellowships and scholarships. Students may learn how to set up a personalized profile on several on-line funding databases, and get regular notices of relevant funding opportunities. PLEASE REMEMBER: the timetable for identifying, applying for and receiving such external funding is generally quite long; plan on 9-12 months between beginning a search and anticipated receipt of funding.
- The UW-Madison campus Writing Center staff can provide valuable advice on crafting funding applications.

Fellows with Concurrent Appointments

Students with fellowships payrolled through the university may hold concurrent graduate assistantships and/or student hourly appointments up to a total maximum combined annual stipend of $41,616 (2013-2014 maximum). Questions about concurrent work along with a fellowship should be addressed to the Office of Fellowships and Funding Resources.
Funding for Study Abroad
The International Fellowships Office provides information about opportunities for international research, grants, scholarships and other funding.

Funding for Conference/Research Travel

See WSB Ph.D. Travel Fund section in this handbook or on the web at http://bus.wisc.edu/phd/why-wisconsin/research-resources/award-policy.

The Graduate School provides a limited amount of funding ($600) for dissertators whose research has been accepted for presentation at a conference. For more information about this funding, visit the Vilas Conference Presentation Funds website.

In addition, the Graduate School holds a competition twice each year for funds to support travel related to dissertation/thesis research. Students must be dissertators or final-year MFA students. For more information about this funding, visit the Vilas Research Travel Grant website.

Loans

The Office of Student Financial Aid (OSFA) (http://www.finaid.wisc.edu/graduate-students.htm) assists graduate students whose personal and family resources are not adequate to cover the expenses involved in attending the University of Wisconsin-Madison. The office also provides counseling to help students manage their money effectively, information on other potential sources of financial assistance (such as employment), debt management counseling, and small short-term loans for emergencies.

XI. PROFESSIONAL DEVELOPMENT AND CAREER PLANNING

While most of the conduct of seeking potential career placements at research universities after degree completion is done through faculty mentoring and networking at appropriate academic conferences in the student’s field during their program, the UW-Madison offers a wealth of resources intended to enrich graduate studies and enhance professional skills. You are encouraged to take full advantage of the resources that best fit your needs and support your career goals.

Campus-wide Resources for Professional Development

In addition to opportunities at the local level, the Graduate School Office of Professional Development and Engagement (OPDE) provides direct programming in the areas of career development and skill building, and also serves as a clearing house for professional development resources across campus. The best way to stay informed is to watch for the weekly newsletter from OPDE, GradConnections, and to visit the webpage [TBD] for an up-to-date list of events. For example, typical topics covered throughout the year are:

- Individual development plans
- Planning for academic success
- Dissertation writing support
- Communication skills
- Grant writing
- Teaching
- Mentoring
- Research ethics
• Community engagement
• Entrepreneurship
• Career exploration: academic, non-profit, industry, government, etc.
• Job search support
• Pursuing postdoctoral training

Be sure to keep a pulse on programs offered by the following campus services as well. Writing Center http://www.writing.wisc.edu/

Local Resources for Professional Development and Career Planning

Looking for a great way to improve your communication skills? Consider joining a local chapter of Toastmaster’s. The Toastmasters club is the perfect opportunity to overcome your fear of public speaking, polish up your presentations, and enjoy the company of other intelligent professionals and students. They usually meet in the Lowell Center at 610 Langdon Street from 6:15-8:15pm on the first and third Wednesday of each month, but our location sometimes changes according to space availability on campus. Email us to check on the next meeting location. It is completely free to attend a meeting! https://173.toastmastersclubs.org/

Wisconsin School of Business STUDENT TEACHING AWARDS

Each year the Wisconsin School of Business recognizes Ph.D. students who have exhibited high standards as Teaching Assistants. Student instructors are also nominated for university-wide awards.

Student Travel Award Policy/Travel to Meetings and Conferences

Wisconsin School of Business Ph.D. students presenting a paper (as author or co-author) at a research conference may apply for reimbursement of travel expenses. You may receive an award of up to $600 to assist with expenses. Students are eligible to receive an award for travel expenses only once during each fiscal year (July 1 to June 30), but are eligible for an award each year of their tenure in the Ph.D. program. After receipt of a first Wisconsin School of Business travel award, a student must present evidence that he or she has also sought travel funds from a source external to the school, such as the University Vilas Travel Grant or from a federal agency such as the National Science Foundation. Students should also apply for departmental funds for travel if they are available. For this purpose, departmental funds are considered to be internal awards.

Application Procedures

Prior to attending the conference, write a summary that clearly justifies how you will use the Wisconsin School of Business travel award. While we hope to fund as many of our students as possible, this is a competitive award; the document must be professional and well written. The statement should include:

• Name of conference or event
• Destination/location
• Summary of costs: provide a budget of all anticipated expenses
• The date you are leaving
• The duration of stay
• A short, concise explanation of the importance of this travel to your research and advancement
• The significance of the conference/research for your field (if possible, include a conference website/contact)
• Report of any other funding that you are receiving (or have applied for) for your travel
• A letter of recommendation from your advisor (by email is acceptable) supporting your travel and confirming your eligibility. If you have applied for a Vilas or other competitive award requiring a recommendation, you may submit a copy of that letter in lieu of an original one.

Send this statement to Phil Miller or deliver it to 3115A Grainger Hall.

Policies for Award Notification and Acceptance
Please submit your request no less than three weeks prior to the date of departure. Failure to do so may result in denial of approval or in delay of funding.

Each award will not exceed $600. Upon completion of the travel, you must request an e-reimbursement. You should work with your department assistant to complete the e-reimbursement. Please let your department assistant know that you are to receive up to $600 in travel funds from the Ph.D. Programs Office and have the department assistant contact Belle Heberling to obtain the correct funding string for the travel funds. As with any travel funded through University of Wisconsin-Madison accounts, you are subject to state travel policies, guidelines, and expense/reimbursement limitations. Ask your department assistant for this information before you book airline tickets and/or hotel accommodations.

Approvals are not transferable to other conferences or events without re-application.

If you have any questions or need further clarification, please contact Phil Miller via email or at 608-265-5105.

An important part of the professional development of graduate student is the participation in professional meetings and conferences. Consult your advisor about the appropriate venues for you to attend. Some advisors may have access to funds to help support travel costs. Students should also explore volunteer opportunities at conferences to offset registration costs. Students who have reached dissertator status are eligible to apply for Vilas Conference Presentation Funds from the Graduate School (http://grad.wisc.edu/pd/vilas/conference/).

XII. OPPORTUNITIES FOR STUDENT INVOLVEMENT

Graduate students at UW-Madison have a multitude of opportunities to become involved on campus and in their academic disciplines. This involvement enhances academic, professional, and social development.

Student Representation in Governance

Associated Students of Madison (ASM) - The Associated Students of Madison (ASM) is the campus-wide student governance organization at UW–Madison. Graduate and undergraduate representatives are elected to the 33-member ASM Student Council based on their respective college or school. The student council has regular biweekly meetings open to all students. Learn more here: http://www.asm.wisc.edu/

Teaching Assistants’ Association (TAA) - The Teaching Assistants’ Association is a union for TAs and PAs at UW-Madison. As a result of decades of organizing and by working together, graduate students at UW-Madison have achieved good health benefits, tuition remission, and many other gains. The TAA is a democratic union run by the members. Learn more here: http://taa-madison.org/
Registered Student Organizations

There are more than 750 student organizations on campus. The best way to seek out current organizations is to visit the Center for Leadership and Involvement (CFLI) website, www.cfli.wisc.edu, and visit the Registered Student Organization directory. This list will not include unregistered student organizations, and you may find that there are groups in your department that you would like to get involved with as well. If you are interested in officially registering an organization you are involved, you must register at www.cfli.wisc.edu. Once registered through CFLI, your organization is eligible for funding from ASM, and your group can reserve rooms in the Union and access other resources.

Outreach and Community Connections

The Wisconsin Idea is the principle that education should influence and improve people’s lives beyond the university classroom. For more than 100 years, this idea has guided the university’s work. Learn how you can get involved at http://www.wisc.edu/public-service/.

The Morgridge Center for Public Service connects campus with community through service, active civic engagement, community-based learning and research, and more. Explore opportunities at http://www.morgridge.wisc.edu/.

XIII. STUDENT HEALTH AND WELLNESS

UW-Madison has a holistic resource for all things wellness called “UWell”. The site includes information and opportunities for wellness for your work/school, financial, environmental, physical, emotional, spiritual, and community. Go to http://uwell.wisc.edu/

Students who pay segregated fees are eligible for University Health Services (http://www.uhs.wisc.edu/services/counseling/).

There is no charge to students for many basic services including counseling sessions, because services are paid through tuition and fees. Personal health and wellness services are also available in addition to medical services.

Disability Information

Students with disabilities have access to disability resources through UW-Madison’s McBurney Disability Resource Center. As an admitted student, you should first go through the steps to “Become a McBurney Client” at http://www.mcburney.wisc.edu/students/howto.php

Additional [non-academic] disability campus resources (not found through the McBurney Center) can be found at http://www.mcburney.wisc.edu/services/nonmcburney/index.php

The UW-Madison Index for Campus Accessibility Resources can be found at http://www.wisc.edu/accessibility/index.php
Mental Health Resources On and Off Campus

University Health Services (UHS) is the primary mental health provider for students on campus. UHS Counseling and Consultation Services offers a wide range of services to the diverse student population of UW-Madison. They offer immediate crisis counseling, same day appointments and ongoing treatment. Go to http://www.uhs.wisc.edu/services/counseling/ or call 608-265-5600. UHS service costs are covered for students through tuition and fees.

There are many mental health resources throughout the Madison community, but UHS Counseling and Consultation Services is the best resource for referrals to off-campus providers. Call 608-265-5600 for assistance in finding an off-campus provider.

XIV. MISCELLANEOUS INFORMATION FOR NEW STUDENTS

The Graduate School maintains a checklist for new graduate students at http://www.grad.wisc.edu/newstudents/checklist. Most importantly:

Activate your NetID

You will need your NetID and password to access the My UW-Madison portal at my.wisc.edu. To activate your NetID click on the ACTIVATE NETID button from the My UW Madison login screen. Enter your 10 digit student campus ID number and birthdate. The NetID you create and password you enter are keys to your access to the MyUW portal, so make a record of it and keep it private. If you are unsure about your NetID and password, contact the DoIT Help Desk at 608-264-4357.

Get your UW Photo ID Card (Wiscard)

Get your UW ID card - Wiscard - photo taken at the Wiscard Office (http://www.wiscard.wisc.edu/contact.html) in Union South, room 149, M-F 8:30 am - 5:00 pm. You must be enrolled and have valid identification, such as a valid driver's license, passport, or state ID) to get your photo ID.

Enroll in classes

First-semester Ph.D. students will be able to enroll in classes in July, providing they have connected with their advisor to talk about course choices. After having this conversation, contact the Ph.D. Coordinator to release the hold on your registration.

Pick up your Madison Metro bus pass

As a UW student, you can pick up a bus pass at from the Memorial Union at the beginning of the fall and spring semesters. Visit the ASM Web site for more information on Madison Metro bus services: http://www.asm.wisc.edu/asm-bus-pass.html. Be sure to bring your UW Photo ID card. Prerequisite: You must be enrolled.
Attend Program Orientation Events

A New PhD Student Orientation is held each August, the week before classes begin in September. Students who will serve as TAs at any point during their studies are also required to attend TIP—the Wisconsin School of Business Teaching Improvement Program, held the week prior to the beginning of the Fall semester.

Attend the New Graduate Student Welcome, hosted by the Graduate School

This event provides a great opportunity to mingle with Graduate School deans and staff, hear from a panel of current students about graduate student life, learn about the many campus and community resources available to you, and meet other new graduate students from across campus. Learn more and register here: http://grad.wisc.edu/newstudents/ngsw/

Program/Department Resources for Students

Each department within WSB has procedures for allocating space, computers, copiers, supplies, mailboxes, phones, student lounge, etc. Students should check with the PhD program coordinator for their department as well as the departmental administrative assistants.

Digital Measures—set up your account

Digital Measures is a web-based solution for WSB Ph.D. students and faculty to track and share information related to teaching, research, and service activities. Data made public by the user is available for departmental web site faculty and staff bio pages, providing the University and other stakeholders a consistent mechanism to research and learn about Wisconsin School of Business faculty and Ph.D. student activities. A variety of reports can be generated quickly and easily. Digital Measures provides reporting vehicles for both personal and departmental annual reports tied to promotion and tenure, as well as reports for other stakeholders.

To log into Digital Measures, follow these steps:

- Go to www.wisc.edu
- Click on “MY UW” tab at top right of wisc.edu home page.
- Enter your NetID and password. Click on “Login”
- Click on the “TEACHING” tab.
- Click on “Digital Measures” located on the bottom right of the screen.

Intranets

- WSOB TA Intranet  https://intranet2.bus.wisc.edu/wsobta/default.aspx
- WSOB PhD Intranet  https://intranet2.bus.wisc.edu/phd/default.aspx
XV. ADDITIONAL INFORMATION FOR INTERNATIONAL STUDENTS

International Student Services (ISS)

International Student Services (ISS) is the main resource on campus for international students and has advisors who can assist with visa, social and employment issues. Visit their website for more information at http://www.iss.wisc.edu or to schedule an appointment.

Student Visas

Graduate Admissions issues the federal I-20 form for initial F-1 Visa procurement. Initial J-1 Visa document (DS-2019) is handled by ISS. The Graduate Admissions office sometimes must collect financial information for the DS-2019, which is then forwarded to ISS. After the student is enrolled, all visa matters are handled by ISS.

Documents required of new international students

Many students are admitted with a condition that they submit their final academic documents after arrival on campus. These documents must be turned into the Ph.D. Coordinator.

Students with ESL requirements

All admitted International Business Students must complete both an ESL and SPEAK test on our campus prior to the start of fall classes. You will be notified when you must appear for this testing (week before beginning of classes).

International Doctoral Student Recommendations for improved program performance and enhanced job market placement opportunities

Required:
Follow through on ESLAT course requirements by fulfilling them within the first year of the doctoral program (or successively as soon as possible if more than one semester is required).

Recommendations:

- Practice English in your free time. Living with English-speaking roommates or making friends with others with whom you must consistently speak English will help tremendously. Where possible, try to communicate with friends and colleagues in English, even if they speak your language – you may all benefit from practicing.
- Attend one or more academic seminar per week (if possible). Even if the seminars are not all in your own department, you will learn both good and bad techniques and will absorb ideas and concepts that will ultimately make you a better presenter.
- Practice presenting research every chance you get. You should plan to present at least once per semester either in a seminar or to your department. Be proactive and arrange to present your work so you are very comfortable doing so by the time you need to present a job market paper.
• Explain your research (or some other idea) to English-speakers who are unfamiliar with the subject (e.g., someone outside of your field). Watch for cues and signs about how you are understood and how your ideas are received. It is your responsibility as both a speaker and writer to be sure that you are understood. Ask questions and seek feedback to assess your communication effectiveness.

• Teaching opportunities help you gain confidence in front of a group. Seek TA assignments that require leading discussion sections instead of simply grading. Practice explaining concepts in a clear and effective way. Take students' evaluations seriously and try to improve. Encourage students to come to your office hours to improve one-on-one communication skills.

• Join a Toastmaster’s Group (www.toastmasters.org) or other organization where practice in public speaking and formal presentations is required or encouraged.

• Use the Writing Center or copy editing services. English and ESL students will edit manuscripts at competitive rates (about $30/hr). This is a good idea for any major work. The Campus Writing Center will not edit papers but they will work with students to help them learn to edit their own work. They also provide short workshops specifically for graduate students.

Take ESL courses as needed to increase your skills:

• Academic Presentations and Discussions (English 326). “Oral communication and presentation skills essential for participation in seminars, conferences, and other academic settings.” This can be taken multiple times and topics are in the student’s area (e.g., so it helps in other courses).

• Pronunciation (English 328-002). This one-credit modular course can help but students must work on pronunciation outside of class to have any real impact.

• Professional and Academic Writing Skills (English 327). “Students work on writing projects in their own fields, such as dissertations and theses, research reports, or articles for publication.” This focuses on longer papers.

• Academic Writing course – shorter papers (English 328-005). This is similar to 327 above but is oriented toward shorter writing assignments – like writing an introduction.

• Dissertation writing workshops. There are several including: Mellon-Wisconsin Dissertation Writing Camps and writing center dissertation workshops.

Funding for International Students

International students are eligible for Teaching, Project, and Research Assistantships on campus as well as university fellowships through the Graduate School. They may not be employed more than 20 hours per week on campus while enrolled full-time.

New international students with assistantships should work with International Students Services to obtain a social security number (http://www.iss.wisc.edu/employment/social-security). New students with fellowships and no other appointment types are not considered employees and are not eligible for social security numbers. These students should work with ISS to obtain an International Taxpayer Identification Number (ITIN, http://www.iss.wisc.edu/employment/itin).