

The SAS Newsletter

Headlines from the School of Advanced Studies

May 2013

Quick links

Need help finding a Dissertation Chair or committee members?

SAS distributes a bimonthly email listing students who are looking for a Dissertation Chair or committee members. Please contact your Academic Advisor if you would like to place your name on this list.

Interested in SAS workshops?

Please [click here](#) to view a listing of workshops for doctoral students.

Have a suggestion for us?

Contact sas@phoenix.edu

You asked. We listened.

Based on your feedback, the School of Advanced Studies created *The SAS Newsletter*, a monthly publication announcing upcoming events, scholarship opportunities, and important SAS news. Please click the links in the articles and enjoy!

Dissertation Format Manual

The dissertation is a demonstration of SAS students' mastery of their content areas; and a model of originality, commitment, and ability to make a significant intellectual contribution. To assist students with the formatting requirements for the dissertation, the School of Advanced Studies has released the Dissertation Process and Format Manual along with a sample dissertation format document. These tools will help students create their dissertation document and ensure consistency among dissertations completed at University of Phoenix. The documents are available on eCampus in the Dissertation tab of the Program Website:

<https://ecampus.phoenix.edu/secure/aapd/Materials/IP/curriculum/sas/document-page/document-page.asp#tab-8>

The Dissertation Process and Format Manual should be reviewed before and during the creation of the dissertation. Formatting requirements (such as margins, title page, and signature page) are described in detail in the manual. The Dissertation Process and Format Manual are consistent with APA formatting requirements, but provide guidance above and beyond the APA Publication Manual. All dissertations must follow APA formatting requirements in addition to the Dissertation Process and Format Manual requirements.

Hot topics

Important News

Doctoral Graduation Guidelines

The School of Advanced Studies encourages students to participate in the graduation ceremony. To participate, students must have completed all credit and non-credit bearing degree requirements, and a dissertation approved and signed by the Dean. **IMPORTANT: To be eligible to participate in graduation and receive their degrees, students must complete the Oral Defense.** Talk to your Academic Counselor about guidelines on conducting the Oral Defense outside of class.

2013 National Commencement Ceremonies

Event Dates: June 7, 2013 at 11am, June 8, 2013 at 11am (2 separate ceremonies)

Venue: Phoenix Convention Center in downtown Phoenix (new location!)

For questions, contact nationalcommencement@phoenix.edu.

Dissertation Videos

Based on your request, SAS created a dissertation video library. [Click here](#) to access this library of useful dissertation videos.

Answers to your IRB, QRM and QRF Questions

To assist you in successfully completing all phases of the IRB, QRM and QRF process, Student Services has compiled a series of FAQ documents. To access these documents visit the SAS Web → Useful Files section.

Scholarship Opportunities

To view upcoming conferences in 2013, please [click here](#)

SAS student workshops

Basic Doctoral Writing Lab

This five-day lab provides students with basic writing conventions specific to the academic community. The lab promotes doctoral writing excellence through interactive, application-based exercises. Students will receive feedback from a doctoral writing facilitator.

Advanced Doctoral Writing Lab

This five-day lab is designed to acquaint doctoral students with the advanced writing skills needed for academic success culminating in the doctoral dissertation. Students will complete interactive exercises and receive feedback from a doctoral writing facilitator.

Doctoral APA Sixth Edition Lab

This exercise-driven, five-day lab provides intensive training on the APA Sixth Edition conventions for manuscript preparation, citations and references. Students complete exercises on each topic and receive feedback from a doctoral writing facilitator. To attend this course, you will need to have the second printing or later (Oct. 2009) of the APA Sixth Edition manual.

Doctoral Plagiarism

This four-day workshop provides an overview of plagiarism, and highlights strategies for preventing plagiarism in content courses and dissertation work.

Publishing

This workshop will provide students with advice on how to become a published author and/or presenter. The materials and discussions will contain insights and suggestions designed to help students gain a better understanding of academic publishing and presenting in collaboration with faculty and other SAS students.

Dissertation Problem and Purpose Statements Workshop

This one-week, self-guided workshop for students focuses on the development of problem and purpose statements for dissertation research. The workshop contains suggested readings, presentations, and other support materials on writing problem and purpose statements.

Dissertation Literature Review Workshop

This one-week, self-guided workshop for students focuses on how to successfully write the literature review for their dissertation research. The workshop contains suggested readings, presentations, and other support materials to assist in the process of writing the literature review.

Dissertation Methods Workshop

This one-week, self-guided workshop for students focuses on how to select a method for their dissertation research. The workshop contains suggested readings, presentations, and other support materials to assist in considering different methods and eventually selecting the one they will use for their dissertation research.

Dissertation Data Analysis, Presentation, and Interpretation Workshop

This one-week, self-guided workshop for students focuses on how to complete the analysis, reporting, and discussion of their data. The workshop contains suggested readings, presentations, and other support materials to assist students with the process of completing their dissertations.

Dissertation Conclusions and Recommendations Workshop

This one-week, self-guided workshop for students focuses on how to draw conclusions from data and develop recommendations. The workshop contains suggested readings, presentations, and other support materials to assist students with the process of developing their conclusions and making recommendations based on their dissertation data.

Dissertation Oral Defense Workshop

This one-week, self-guided workshop for students focuses on how to prepare for and complete the oral defense of their dissertation research. The workshop contains suggested readings, presentations, and other support materials to assist students with the process of completing their oral defense.

Qualitative Data Coding for Phenomenological Studies Workshop

This three-day, self-guided workshop provides an orientation to students considering the use of NVivo software. The workshop explains principles of good qualitative analysis, how to do quality grounded theory studies, and a walk-through of NVivo software and how NVivo can be used as a support program for qualitative analysis. Additional documents are provided as resources that include more detailed instructions for completing an analysis of qualitative data using NVivo. NVivo is a registered trademark of QSR International Pty Ltd Corporation, Australia. QSR International Pty Ltd, Level 2, 651 Doncaster Road, Doncaster, VIC, 3108, Australia.

To register for these workshops, please contact your Academic Counselor.

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Dissertation Process Videos

Please see the video links below to learn more about the proposal and dissertation process.

1. Dissertation Discussion Video 1 - <http://www.youtube.com/watch?v=eOxWHNTw2EE>
2. Dissertation Discussion Video 2 - <http://www.youtube.com/watch?v=qtizvNP36m4>
3. Literature Review - <http://www.youtube.com/watch?v=A8eG5KMMqwk>
4. QRF - <http://www.youtube.com/watch?v=onGwD1iEJAs>
5. Dissertation Q and A Discussion - <http://www.youtube.com/watch?v=juukKHnvPYQ>
6. Aligning the Dissertation Topic - <http://www.youtube.com/watch?v=YXCZ9I-3A9k>
7. Passion Related to Dissertation Topic - <http://www.youtube.com/watch?v=XWy6nqBvyMM>
8. The Dissertation and Research Based on Leadership - http://www.youtube.com/watch?v=omQ_5EatSbw
9. Is Lack of Current Research Viable - http://www.youtube.com/watch?v=V55DqpM_4Ls
10. Phenomenology and the Appropriate Topic and Problem Statement - <http://www.youtube.com/watch?v=EQwHZLKrFZc>
11. Student Uncomfortable with Statistics - <http://www.youtube.com/watch?v=ejI2tFLMQds>
12. The Meaning of Aligning the Dissertation Topic - <http://www.youtube.com/watch?v=OCeBCysKvuM>
13. QRM/QRF Perspective and Chair/Student Communication - http://www.youtube.com/watch?v=4vqGQQ4Yw_k
14. Research Tips - <http://www.youtube.com/watch?v=MWiJQP4A4Yg>

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Upcoming Conferences

CALL FOR PAPERS
ORGANIZATIONAL PSYCHOLOGY REVIEW
Special issue on
MULTI-LEVEL RELATIONSHIPS IN GROUPS AND TEAMS
DEADLINE FOR SUBMISSIONS: *September 1, 2013*
Guest Editors
John E. Mathieu, University of Connecticut
Stephen Humphrey, Pennsylvania State University

Hackman (2003) advanced the notion of bracketing whereby understanding any phenomenon of interest might benefit from incorporating variables from a layer within as well as from a layer outside of the focal constructs. Theories and research on small groups and teams are ripe for bracketing approaches. For example, what are the contextual factors and influences on team functioning and effectiveness? How do lower-level factors such as team composition compile to impact team processes and outcomes? Although multi-level influences have been referred to for many years in the team's literature, far too few conceptual frameworks or theories have been advanced. This special issue is designed to showcase such theories.

This special issue will focus on developing **conceptual frameworks and theories** that feature multi-level influences involving team functioning and outcomes. Such papers may focus on top-down style relationships or bottom-up phenomena, but the team level of theory and analysis should play a prominent role. Team constructs might represent higher-, middle-, or lower level constructs in a multi-level theory. Papers may feature any team-level focal variables but must articulate and advance multi-level theorizing in this area (Mathieu & Chen, 2011). Some examples are:

- *Contextual Effects* – how do embedding organizational and cultural contexts impact team processes and performance?
- *Multi-Team Systems* – how do inter-team relationships in a larger network or system influence motivational and resource allocations in teams?
- *Team Influences* – how does participating in a given team influence members' personal development and skills?
- *Mediational Influences* – how do teams convey, accentuate, or offset the influence of organizational factors on employees?
- *Member Compilational Effects* - how do the capabilities and mix of team members combine to represent team or organizational human capital?
- *Team Compilational Relations* - how does the variety of type of component teams coordinate their efforts in a dynamic environment to facilitate multi-team system effectiveness?
- *Methodological* – what sampling, design, or analytic techniques can be leverage to test next theoretical advances in team multi-level research?

Deadline for submissions is 1 September 2013.

For further information, please contact the guest editors:

John Mathieu or Stephen Humphrey JMathieu@business.UConn.edu humphrey@psu.edu

References

Hackman, J. R. 2003. Learning more by crossing levels: evidence from airplanes, hospitals, and orchestras. *Journal of Organizational Behavior*, 24: 905-922.

Mathieu, J. E. & Chen, G. (2011). The etiology of the multilevel paradigm in management research. *Journal of Management*, 37: 610-641

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