BUSINESS INFORMATION SYSTEMS
PhD PROGRAM DESCRIPTION
AND DOCTORAL STUDENT MANUAL

MSU Major Code: 6024

Michigan State University
Eli Broad College of Business
Updated February 19, 2015

Note: Program applicants desiring further information should contact:
Information Systems Doctoral Program
Michigan State University
Department of Accounting and Information Systems
632 Bogue Street N270
East Lansing, MI 48824
(517) 355-7486
itmphd@broad.msu.edu
http://accounting.broad.msu.edu/welcome/phd-information-systems/

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I. INTRODUCTION

The Information Systems PhD Program at Michigan State University provides its students the opportunity to explore the complete breadth and depth of the general field of business information systems. The IS Program is located within the Department of Accounting and Information Systems (AIS), but our students often engage with faculty in other departments around the University. IS is a rapidly changing domain, and our goal is to provide our students with access to the best and broadest range of scholarship and research opportunities.

Our doctoral program places primary emphasis on the development of scholars who intend to pursue academic careers in research universities. We expect our students to develop competence in the general field of information systems as well as in a chosen field of concentrated specialization. Such scholars should be capable of generating, communicating to others, and applying knowledge in their disciplines.

Doctoral students in our program are encouraged to design individually meaningful curricula within the larger context of our field. Combined with our dedication to organizational research, the variety of doctoral courses available in our program offer opportunities to our students that are not available elsewhere. Our strong working relationships with other university programs, for example Telecommunications (TC) and Computer Science and Engineering (CSE), broaden the variety of courses of study our doctoral students can pursue.

Students in the doctoral program are required to commit full-time attention to our program. Part-time enrollment is not allowed.

II. ENTRANCE REQUIREMENTS

Application to our program is based on the following materials:

1. A completed on-line application for admission to graduate studies at MSU with fees paid. The application can be completed at: http://grad.msu.edu/apply/

2. College transcripts showing grades received while pursuing all prior undergraduate degrees as well as graduate degrees, if any. Official copies should be sent directly to the Department of Accounting and Information Systems (see above for address and contact information).

3. Three letters of reference from individuals who are able to appraise your personal interests, abilities, and the likelihood that you will successfully complete our Ph.D. program. Letters should discuss evidence of research experience, if possible.

4. Standardized Test Scores: The Graduate Management Admissions Test

(GMAT) is preferred, but Graduate Record Exam (GRE) scores will also be considered. Applicants whose first language is not English must fulfill proficiency requirements as defined by the University (for details, see http://grad.msu.edu/apply/docs/EnglishLanguageRequirements.pdf). English language requirements for our program are the same as those for the University, but our program does not allow provisional admission; applicants must demonstrate proficiency before admission.

6. A written statement of personal goals. This statement should address (a) the area(s) of information systems in which you are interested, (b) why you believe the program and faculty at Michigan State University fit your interests, and (c) your career objectives upon completion of your degree. This statement should be no longer than two pages (double-spaced).

7. A pre-admission interview.   Before making final decisions on admission, applicants are expected to talk with at least two faculty members. Ideally, we would bring candidates to MSU for an on-campus visit. In cases where a campus visit is not possible, we plan to conduct interviews via telephone.

An admissions committee will screen the applications. We also examine the fit between our program and the applicant's interests based on the applicant's goal statement, letters of recommendation, and previous work and/or academic experience. Applicants passing this initial screening are then considered for acceptance by the complete IS faculty.

Students begin our program in the Fall. We currently plan to admit students every other year, in order to preserve an appropriately low faculty-student ratio. Admissions standards and procedures conform to the equal opportunity and affirmative action policies of MSU.

Fellowships and funding. Since we expect full-time participation in doctoral studies, we only admit students that we have funding to support. PhD students are funded with a combination of graduate assistantships and fellowships. Depending on availability and student interest, the graduate assistantships include both teaching and research opportunities. The details of financial support vary from year to year, and are spelled out in writing for each candidate when they are offered admission to the program.

III. BASIC DEGREE REQUIREMENTS

A. Overview of Requirements.

The Ph.D. curriculum prepares competent research professionals through concentration on the following related areas of study (which will be more fully described later):

1. The IS major field
2. An appropriate minor field
2. Research methods
3. Economics and/or Behavioral Analysis
4. Other business fields (as required by the college of business)

Thus, students must complete the following course requirements:

1. The major (four courses: ITM911, ITM912 or ACC950, ITM914 and ITM 915)
2. The minor (course requirements will vary)
3. The research component (four courses, including MGT 906 and MKT907 or equivalent)
4. Competency in economics and behavioral analysis (as required by the college of business)
5. Business concepts coursework (as required by the college of business)

B. Development of Competence in the Major Area.

Several elements of the IS program are directed toward developing knowledge in the general field of organizational behavior. First, all students take a series of four core seminars that cover basic topics in the field of information systems. Second, each student completes a minor in a related field, e.g., micro-economics, computer science, etc. Third, the student completes a research component that includes the program's seminar on information systems research methods. The culmination of this preparation is the written comprehensive examination in Information Systems.

1. The core courses:

ITM911: Seminar in management information systems for new doctoral students and researchers new to the field. Provides a "macro" perspective on information systems research.

ITM912 or ACC950: These courses introduces and explores economic theories that are used to study information technology and the economic effects of information technology.

ITM914: Information Systems theory from a behavioral and social science perspective. Topics covered include the individual acceptance of technology, individual decision making, group collaboration and decision making, training, knowledge management, and human computer interaction.

ITM915: Research in network theory and methods, as applied to information systems, business and organizations.

2. The minor:

One relevant field of study outside of IS is selected by each student and the guidance committee (see Section IV C) as a minor. Examples include related disciplines, such as economics, psychology, sociology or computer science, or related fields of business such as accounting or supply chain management. Ideally, the minor field provides a foundation for dissertation research.

Depending upon each student's background and previous course work, he or she can request that some or all course work in the minor be waived. The decision on what is most appropriate for each student will be made in consultation with his or her guidance committee.

Typically, however, students complete three courses (9 credit hours) to satisfy the minor requirement. Regardless of whether some or all course work is waived, all students must pass competency requirements as specified by the department certifying the minor, if so required. Students must gain approval of the certifying department and the IS guidance committee prior to beginning minor coursework.

C. Development of Research Competence.

Pursuant to the IS Program's dedication to research, students must develop and display competence in research methods and the ability to pursue independent research. At least three interrelated activities contribute to the development of research competence.

1. **Coursework -** One of these activities is the completion of **Management 906**, the Management group's Seminar in Organizational Research Methods. In this course, social and behavioral research methods are presented at a level appropriate for doctoral students. Another required course is MKT **907**, Statistical Models in Marketing, which covers a range of advanced statistic models and methods. These courses serve students in several PhD programs within the college of business.

   In addition to MGT906 and MKT907, students must complete two more courses in research-methodology. To fulfill this requirement, students normally take other statistics courses such as MGT914 ("Advanced Organizational Research Methods"), or courses in Econometrics. Courses that fulfill this requirement can be taken from (but are not limited to) the departments of Psychology, Communications, Educational Psychology, Political Science, or Sociology.

D.   Competence in Economics and/or Behavioral Analysis.

Students are required by the Eli Broad Graduate School of Management to achieve competence in economic and/or behavioral analysis by completing graduate level course work in these areas. The IS Guidance Committee establishes specific requirements. In general, this requirements can be satisfied by taking two 800 or 900 level courses in Economics, Sociology, Psychology, or another core discipline.

E.   Competence in Business Concepts.

Students are required by the Eli Broad Graduate School of Management to know and be able to apply certain concepts, tools and techniques of business practice. This requirement is automatically fulfilled by students who enter the doctoral program with an MBA or undergraduate degree from an institution accredited by the American Assembly of Collegiate Schools of Business (AACSB). Students without such background should identify appropriate coursework in discussion with their Guidance Committee. .

F. Second Year Research Paper.

Students are required to complete an empirical research project before they sit for their comprehensive examination. Thus, the paper is normally completed by the end of the second summer in the program. The paper should be written under the supervision of an IS faculty member, who will judge the quality of the work and notify the Director of the IS PhD program of its successful completion.

This paper provides an opportunity for students to work on a research project in collaboration with faculty. It also provides the basis for what may eventually become a dissertation project. Thus, students are encouraged (but not required) to enroll in ITM999 (Dissertation research) during the summer while they are working on this paper.

A typical second year paper should involve data collection and analysis, or the creation and evaluation of an innovative IT artifact. We encourage students to "aim high" and plan projects that could, in principle, be presentable at a conference or publishable in a journal, but external presentation or publication is not a requirement for successful completion and faculty approval.

If the project involves collecting data from human research subjects, students are responsible for obtaining prior approval from the University Committee on Research Involving Human Subjects (UCRIHS). Guidelines are available at http://www.humanresearch.msu.edu/.

G.   Course Requirement Summary.

Major: ITM911, ITM912 or ACC950, ITM914, ITM915

Minor: A minimum of 3 courses (9 credit hours) in a field related to Information Systems.

Research: MGT906 and MKT907 plus two additional courses including an approved statistics sequence, such as MGT914 and MKT907. (12 hours total)

Economics and/or
Behavioral Analysis: 2 courses (6 credit hours) in economics and/or behavioral analysis (i.e., in core disciplines such as psychology, sociology, anthropology, etc.).

Business
(if required):   To be determined by the student Guidance Committee.

Note: Per college requirements, to be in good standing each student must attain at least a 3.25 (out of 4.0) cumulative grade point average by the end of the second full semester of enrollment and thereafter.

H. Example timetable for completion.

The following timetable shows an example of course order and times taken. It is not a blueprint or even "typical". Students should consult university course timetables to determine when courses will be offered.

Current students and the Faculty Advisor are an excellent source of information regarding scheduling of classes. IS department seminars (900-level courses) should be taken the first time they are offered. The exact schedule will vary depending on faculty availability.

	Fall	**Spring**	**Summer**
Year 1	ITM911 MGT906 Econ/Behav	ITM 915 (MGT914) Minor field	Start Research Paper (ITM999)
Year 2	ITM914 MKT907 Minor field	ITM912 or ACC950 Econ/Behav Statistics	Finish Research Paper (ITM999)
Year 3	Comp Exam Minor field	Research (ITM999)	Proposal defense
Year 4	Research (ITM999)	Research (ITM999)	Dissertation Defense

I. Checklist and Deadlines.

The following table outlines the normal completion dates and deadlines for key milestones in the IS PhD program.

Program Element	Normal Completion	Deadline
Select guidance committee	On arrival (guidance committee for all students is the IS PhD committee)	N/A
Course of Study approved	End of first year	End of first year, but can be revised at any time
Coursework	End of second year	8th year (as required by University)
Second year paper	End of second year	Before comprehensive exams can be taken
Comprehensive Exams	Fall of 3rd year	Fall of 4th year
Select dissertation chair & committee	Fall of 3rd year	Fall of 3rd year (can change if necessary)
Dissertation proposal	Summer of 3rd year	Summer of 5th year
Dissertation defense	Summer of 4th year	8th year (as required by University)

IV. EXPECTATIONS, ADVICE, AND FEEDBACK

Coursework is only part of the process of completing Ph.D. requirements in the IS program. This section contains information about additional aspects of our curriculum, our expectations, and our guidance process. Where appropriate, we refer to policies and documents prepared by the MSU Graduate School.

A. Guidelines for Integrity in Research and Scholarship

Michigan State University and the Eli Broad College of Business uphold the highest standards of ethics in research and scholarship. Students are expected to conform to the University's Guidelines for Integrity in Research and Creative Activities: http://www.grad.msu.edu/researchintegrity/docs/guidelines.pdf. Additional materials are available here: http://www.grad.msu.edu/researchintegrity/.

Michigan State University requires that all students involved in research must complete training in the Responsible Conduct of Research (RCR). This includes all PhD students, as well as any other student working on a research project. This training is mandatory. RCR training is an on-going, annual requirement. Each student must complete the initial certification, plus a 1-hour annual refresher session *every year* while enrolled at MSU. This includes training in the

use of Human Subjects: http://www.humanresearch.msu.edu/requiredtraining.html. The details of RCR training are described in more detail below.

B. Faculty Expectations for Doctoral Students

1. The IS group invites speakers to MSU for faculty/student colloquia or job interviews. We expect that students will attend these guest presentations and related events. Our expectation concerning student attendance is based on our belief that we should take advantage of every opportunity to learn about what other researchers are currently doing in the field.

2. Students are expected to attend other informal (i.e. brownbag) meetings for IS faculty and students. These meetings provide students the opportunity to sharpen presentation skills and practice critical inquiry in a supportive atmosphere.

3. Students are strongly encouraged to attend IS dissertation defense presentations. In this way, students become familiar with the nature of dissertations as well as the process through which dissertations are completed.

4. Publications are highly desirable for all of our students. They enhance the visibility of our group, help to insure that students will be placed in first-rate academic jobs, and involve all of our members in the same central research process. Therefore, we encourage them vigorously. Often, class papers and projects can form the basis for starting the publication process. The second year research paper is also an excellent opportunity for generating a potential publication. Professors are happy to guide students who wish to pursue such opportunities.

5. Students are encouraged to obtain funds intended specifically for graduate students (e.g., publishers' awards; NSF grants) for their dissertation research. Learning how to identify sources of support and write proposals is encouraged.

6. Students doing field research are expected to coordinate and/or collaborate with faculty members. Typically, faculty members provide contacts that students pursue. Sometimes, however, students make initial contacts and visit organizations alone or together with a faculty member.

7. Students with assistantships (either teaching or research) must be registered for a minimum of six credit hours per semester during the regular academic year (minimum of three credits during summer semester). These credits must be consistent with making progress toward the attainment of the degree, and approval to take these courses must be attained from the student's advisor.

8. The student's assistantship and degree program is expected to be a full-time commitment. Outside work for pay is considered an impediment to academic progress and must be approved by the Doctoral Program Director.

9. Students are encouraged to attend national and professional conventions. National meetings of professional organizations (e.g., ICIS, Academy of Management, AMCIS) enable students to meet noted scholars, and provide job placement opportunities that can be especially useful to students when they enter the academic job market. Subject to the availability of funds, the program will attempt to support travel for these activities.

10. We expect that students will have successfully defended their dissertation proposal before beginning the search for an academic job.

11. We expect that students will take Comprehensive Examinations in the fall of their third year.

C. Faculty Responsibilities in Mentoring and Guidance

Faculty are responsible for providing guidance and mentoring to graduate students. In the IS PhD Program, our goal is to keep the program small so that faculty can work closely with each student we admit. The role of the faculty advisor is described in MSU's Guidelines for Graduate Student Advising and Mentoring Relationships: http://grad.msu.edu/publications/docs/studentadvising.pdf.

D. Guidance Committee for New Graduate Students

During the first year, each new doctoral student works with his or her guidance committee to develop a curriculum plan using the standard "course of study" form (Appendix A). For new students, the Guidance committee is simply the current IS PhD Program committee. By starting with an advisory committee (rather than a specific advisor), we hope to encourage students to get to know more of the faculty and to feel comfortable selecting an appropriate advisor as their research interests and working relationships with other faculty evolve. With regard to general University Guidelines, the PhD Program Director serves as the student's *Guidance Committee* chair.

The role of the guidance committee is to work with the student to formulate a plan of study that meets the student's unique interests within the constraints imposed by department, college, and university requirements. The membership of this committee will probably be different than the student's dissertation committee, which is formed during the latter part of the student's graduate program (after completion of the Comprehensive Exams).

The guidance committee is also responsible for advising and approving: (a) the students course of study; (b) the choice of dissertation advisor; and (c) the dis-

sertation committee. Students may add or remove members from their guid-
ance committee by notifying the Chair of the guidance committee in writing.

By the end of the first year, a planned course of study must be completed by the
student in consultation with the guidance committee. The plan must be entered
into the on-line system, GradPlan: http://grad.msu.edu/gradplan/Default.aspx.
This is the official website for all doctoral student program planning, guidance
committee reports and changes, comprehensive and final defense reports, sub-
mission of the dissertation to the Graduate School, and the final University de-
gree certification. It provides electronic circulation for checking/approvals and
generates automatic emails when needed. Once entered, the plan will be ap-
proved by the faculty advisor, the Department Chairperson, and the College
Dean (or their representatives). The course of study can be changed, but it
must be completed, since it identifies the specific courses that must be taken to
complete the degree.

Once the dissertation committee is formed, the members can be entered into
GradInfo (also accessible at http://grad.msu.edu/gradplan/Default.aspx). This
application allows the Graduate School to track the formation and completion of
dissertations across the University. Members can be added or changed as nec-
essary.

E. Feedback to Graduate Students

We strongly believe that it is important for graduate students to receive periodic
feedback about their progress in our program. The purpose of this feedback is
to help each student develop to his or her greatest potential.

1. For first year students, there will be a scheduled informal session held at the
    beginning of the Spring semester with the guidance committee, and a sec-
    ond, formal evaluation and feedback session held near the end of the Spring
    semester. Thereafter, there will be one formal session near the end of the
    Spring semester with the understanding that there will be unscheduled infor-
    mal contact throughout the year.

2. For formal evaluation and feedback sessions, each student will prepare a
    working document of 1-2 typed pages describing past accomplishments as a
    graduate student and future goals. The student will distribute an updated
    copy of this document to all Guidance Committee members prior to each
    spring semester evaluation session. Starting with the second year, students
    are required to begin writing professional vitae and submit them as part of
    their evaluation documents. These sessions are intended to provide devel-
    opmental as well as evaluative feedback .

    a. Listed below are the questions students should address when preparing
        their working document:

1. List the accomplishments, activities, special projects, etc. completed since your last feedback review that you feel are pertinent to upcoming feedback sessions.

2. What current activities are you engaged in? (Research, coursework, teaching, other)

3. What future goals have you established as a student? (Research, coursework, teaching, other)

4. Do you have any particular weaknesses that the faculty could help you remedy?   What strengths do you have that you could share with other graduate students and faculty?

b. Our goal in these sessions is to make sure that students stay on track for successful completion of the program, in accordance with their career objectives. Thus, feedback will be developmental as well as evaluative. The faculty members will:

1. Review the student's rate and qualities of progress in our program in specific detail, by evaluating the student's research performance, class work, teaching performance, and preparedness for research opportunities. Per Graduate School of Management requirements, a written progress evaluation document (see Appendix B) will be provided to summarize this review. A copy of this document will be provided to the student and the College Dean; one will also be placed in the student's departmental file. Optionally, the student may also place a written response to this progress evaluation in the departmental file.
2. Interactively set behavioral goals with the student for the coming evaluation period. The student may record and place a copy of these goals in his or her departmental file.

F. Review of Documents in Academic Files

Students can access their academic records by making a request from the Program Director. If there is an error, the program director will assist the student in researching and resolving the problem. While unusual, typical errors include grades that have been recorded incorrectly; credits that have been transferred or assigned incorrectly, and so on. The program director will work with the student to ensure the speedy resolution of such problems.

G. Departmental Funding and Awards Policies

1. Graduate Assistant Funding

Graduate Assistant funding is generally provided for five years, contingent on the student receiving satisfactory annual evaluations. Funding beyond five years is contingent on resource availability and Departmental needs.

In general, external scholarships, fellowships or research grants should not reduce internal funding. **Note:** There are, however, University and contractual limitations on total funding, which may apply in a given circumstance. As well, funding level is contingent upon general agreement of the faculty and the department chairperson.

2. Other Departmental Funding

Funding to support doctoral students is provided for all approved research, travel, tuition, copying/printing, and mailing expenditures for up to a period of five years that students are in the doctoral program; no funding support under this category is normally provided to students after their fifth year in the doctoral program. Approval for funding must occur before the expenditure is incurred. Students should contact the Doctoral Program Director for approval, including providing a proposal for any major expenditure. While the department does not have a pre-set per-student funding limit, the availability of funds for the above expenditures depends on the current level of university and department resources, the importance of the expenditure for the student's academic success, the student's past history in terms of academic productivity and the use of approved resources, etc. Students will not be denied funding merely based on the amount of resources they have consumed in the past. Students are expected to apply for external funding whenever possible and prior applications for external funding will be viewed favorably when considering requests for Departmental funding.

Although the department has no pre-set funding limits, the department staff in charge of the doctoral program will keep track of student expenditures including the following items:

- **Data Purchase:** Funding to pay for access to data for research (e.g., buying data, paying participation fees in experiments, costs of mail surveys).

- **Research:** Funding is available for qualified research-related expenditures for dissertation and non-dissertation research.

- **Travel:** Funding for travel, hotel, and registration fees is available to present a paper in which the student is the author or a coauthor at a scholarly meeting. Students should contact the Doctoral Program Director or their advisors regarding the suitability of the conference they are planning to attend.

  In addition, the Department will pay students' travel and hotel costs (two students per room, if possible) to attend one or more approved doctoral consortiums/colloquia for students who are making satisfactory progress toward completion of their

degree. Selection criteria for doctoral consortia include: academic performance, workshop performance, and progress in developing research projects.

In addition, funding may be available from the Graduate School for travel to conferences. See http://grad.msu.edu/fellowships/travel.aspx .

- **Tuition:** Reimbursement for tuition not covered by a GA appointment is limited to paying for tuition for courses in a student's program of study or for courses approved by the Director of Doctoral Program. To be eligible for tuition reimbursement, a student must: (1) have a cumulative GPA not less than 3.75 at the start of the semester in which he or she wants the tuition covered (except when the request is made for the first semester in the program); and (2) provide the Doctoral Program Director with a semester-by-semester listing of courses taken and proposed to be taken to show why additional courses beyond that covered by GA tuition waivers need to be taken.

- **Copying/Printing:** Student budgets will be charged (current charge is five cents per page) for all of their copying and printing.

- **Mailing:** Students can use their funding support for the cost of mailing their dissertation-related materials to other institutions for the purpose of securing job interviews.

Teaching Eligibility and Requirements

The Graduate Employees Union has entered into a collective bargaining agreement with Michigan State University. This agreement provides a broad range of rights and responsibilities, and is renegotiated periodically. The terms of the current contract agreement are available at: http://grad.msu.edu/ (follow the link for GEU Contract).

Before students can serve in any teaching capacity, they must complete MSU's TA Orientation program. Students whose first language is not English must also pass the SPEAK test and attend MSU's International Teaching Assistant program. Guidelines for demonstrating English language competence are available here: http://www.tap.msu.edu/ita/englishtesting.aspx

Before students can teach a course on their own, they must have been a TA for a discussion section of that course and been evaluated by the professor responsible for the course as ready to teach a section on their own. MSU's Teaching Assistant Program (TAP) "provides a wide variety of resources and services in support of the teaching and learning development of all MSU teaching assistants." See http://tap.msu.edu/ for more information.

When assigned as a discussion section TA, students' teaching performance will be evaluated each semester by the professor responsible for the course. When assigned to teach a course on their own, the relevant Department Chairperson

will be responsible for evaluating students' teaching performance for each course taught. In addition, it is important that Teaching Assistants be aware of the Code of Teaching Responsibility adopted by MSU. This Code enumerates the teaching responsibilities of instructional staff, as well as procedures that students may use to register complaints about instructional staff. The text of the Code is available at: http://www.hr.msu.edu/documents/facacadhandbooks/facultyhandbook/codeofteaching.htm.

Renewal of a graduate teaching assistantship is conditional on receiving a satisfactory evaluation with respect to current and prior graduate teaching assistantship assignments. Students must also be making satisfactory progress in their degree program, as determined by the annual evaluation. Students have the right to appeal evaluation outcomes through the process outlined in Appendix G.

Exceptions to the above teaching policies can be made at discretion of the Department Chairperson responsible for staffing the course.

H. Criteria for Dismissal

We expect that all of our students have the skills and motivation to successfully earn a PhD, and the program is structured to help them do so. We meet with students every term to review progress, so that we can identify potential problems and help students stay on track. We have identified key "check-points" on student progress that must be met or students may be dismissed from the program, unless there are extenuating circumstances. Any action for dismissal requires unanimous written approval by the IS PhD Committee.

1) **Failure to remain in good standing can result in dismissal.** Students are expected to maintain an adequate grade point average, as described elsewhere in this document.

2) **Failure to pass comprehensive exams will result in dismissal.** If students have not passed comprehensive examination by the end of the 4th year, they may be asked to leave the program. Rules for passing and retaking the exam are described in the section of this document that describes the exam process.

3) **Failure to make progress towards a dissertation may result in dismissal.** If students have not formed a committee and defended a dissertation proposal by the end of the 4th year, they may be asked to leave the program.

4) **Violations of academic integrity or other university policies can be grounds for dismissal.** Throughout all stages of their career at MSU, we expect the highest level of academic integrity in scholarship and research. The Research Integrity Office is an additional source of information (http://www.rio.msu.edu), as well as The Graduate School research and scholarly integrity webpage:

http://grad.msu.edu/researchintegrity/. All Ph.D. students are expected to complete the "Responsible Conduct of Research Training" offered by the College. Procedures for adjudicating and appealing violations in accordance with College and University policies are outlined in Appendix G.

V. THE IS COMPREHENSIVE EXAM

The IS comprehensive examination is taken by each student upon completion of coursework in the IS major. The Second Year Research Paper must be successfully completed before taking the exam. Final grades must be received in all core courses prior to taking the examination, but other college requirements (such as Competence in Business Concepts) can be completed after the exam, if necessary.

It is expected that students will take the exam during the fall semester of their 3rd year. The exam must be completed by the end of the 4th year.

The exam will be scheduled during the first eight weeks of the Fall semester. It consists of two written parts, usually scheduled on two consecutive days, plus an oral exam to be scheduled after grading of the written parts is completed. Each written part will be six hours in length, split into two 3-hour blocks to provide a break. The date(s) and times of the exam must be arranged in advance with the IS program director. Other specifics pertaining to the comprehensive exam are as follows:

A. Structure of the Examination.

1. In the first six-hour session, students will answer four questions. Students will choose to answer one of two questions from each of the following areas:

   a. Behavioral science
   b. Network Science
   c. Macro perspectives on IT

2. In the second six-hour session, students will answer one of two questions in the Economics of Information Systems. For the research methodology and critique questions, there will be a single question (no choices):

   a. Economics of information systems
   b. Research methodology (design a study)
   c. Critique of a published article

3. The oral examination provides an opportunity for faculty to discuss the results of the written exam, ask additional questions of clarification, and provide feedback to the student. It will be scheduled after the written exam is graded.

B. Procedures Regarding the Examination.

1. In the semester of the examination, a student wishing to sit for the exam must declare his or her intent to do so, in writing, to the IS Guidance Committee.

2. Grading

   a. Students must achieve an averaged score of 3.5 to achieve a passing grade on each section of the exam. Each question is weighted the same in computing the average on each section.

   b. If a student fails to achieve a passing grade on a section, he or she will be required to retake that section. In other words, if a student fails one part, they retake that part. If a student fails both parts, they retake both parts.

   c. Faculty will grade, individually, the examination items without student names attached to them using the scale shown in Appendix C. The absence of names associated with responses makes students' identities less salient in grading, although, given the small numbers of persons taking the exam, this obviously does not mean that anonymity is assured. Each faculty grades those items which he or she feels competent to grade and then forwards his or her grades to the faculty member selected to act as coordinator for the exam.

   d. When individual grading is complete, the faculty will meet to discuss evaluations of responses to items and reach a consensus grade for each item completed by a student.

   e. The oral examination provides an opportunity for students to discuss their written exam. In cases where the student failed to achieve a passing score, the grade may be revised upward or it may be allowed to stand.

The examination will be coordinated by the IS Guidance Committee. However, all regular IS faculty members have the option of contributing potential exam questions and grading the exam.

Students are urged to consult prior exam questions, available in the IS Department office, before taking the exam. Students should also consult with IS faculty members; especially those who have taught the core courses, prior to the time the students begin preparing for the exam.

Students should not overlook other students who have passed comps as a source of valuable information, since the norm in our program is that students will help each other. Strategies for studying and writing answers, especially helpful papers and books, and so on, are available if students pursue them.

We emphasize that the comprehensive exam is not a "big final" that covers only material encountered in core classes. Students who take comps are assumed to be quite knowledgeable with respect to the history and traditions, controversies and accomplishments, theories and applications, methods and principles, as well as significant books and papers in the fields of the exam.

Students normally take the exam in the fall of the 3rd year, and the exam must be passed within four years of beginning the Ph.D. program. If a student fails the exam on the first try, he or she may retake the exam once, the next time it is offered. A student has 12 months to retake and pass the exam.

If a student does not pass the exam and does not or cannot take the exam again, he or she will be unable to complete the requirements for a Ph.D. Generally, the student will be terminated from the program at the end of the semester in which the exam was last taken. Exceptions to this may be considered with the approval of the IS faculty and IS program director.

VI. THE DISSERTATION

The Ph.D. dissertation is the capstone of our doctoral education program. When completed it signifies individual competence as a researcher, and, as a public document, it represents the researcher to his or her professional peers.

Dissertation projects take many different forms. Some are based on a single large study, while others consist of a group of smaller, related projects. The dissertation mush be original, empirical research that makes a significant contribution to theory. Our goal is to generate publishable results that will help launch the student on a successful academic career. The design of the dissertation project must be approved by the Dissertation Committee.

A. The Dissertation Committee

The dissertation process is supervised by a dissertation committee composed of at least **four** members, one of whom is designated chairperson. The student's guidance committee must approve the Dissertation committee. The dissertation committee chairperson and a majority of the committee members must be from the Department of Accounting and Information Systems. We expect students to form a dissertation committee by the end of their 3rd year. Changes to the dissertation committee (including changing or replacing the chairperson) can be made with the approval of the Guidance Committee.

Selection of a chairperson is based on mutual research interests between the student and the faculty member. Thus, it is important for each student to develop concise awareness of faculty research interests so that the choice of the dissertation chairperson is appropriate for both the student and the chairperson. The selection of faculty members for the remainder of the student's committee

should be based on the potential contributions they might make to the final product.

Faculty members' decisions to chair or join a dissertation committee are based on respect for the student's ideas and competence, as demonstrated by the student's prior performance in the IS program. We look at the formation of a dissertation committee as being a recognition of merit; in no sense is a faculty member obligated to sit on a particular student's dissertation committee.

The decision to pass a student's dissertation is our final certification of that student's professional competence. We take this certification seriously since the quality of the dissertation reflects back upon the personal credibility of individual committee members as well as the quality of our program as a whole.

B. Dissertation proposal defense

The first step in the dissertation process involves the development of a proposal indicating the research topic that a student desires to examine, and the method that he or she will use to examine it. The development of this proposal typically involves intensive interaction between the student and his or her dissertation committee. When committee members are generally satisfied with a student's proposal, the committee meets with the student to decide whether to proceed to the next step. This next step, the oral defense of the Dissertation Proposal, requires the student to defend the dissertation proposal in an open meeting. Because the purpose of this requirement is to provide faculty input for the dissertation research, it should be satisfied before the majority of the research effort is undertaken. A successful defense of the dissertation proposal is achieved when three-fourths of the student's dissertation committee, including the chairperson, approves the defense. The guidance committee will report to the Doctoral Programs Office the successful completion of this requirement.

All of the members of the students' guidance committee should be in attendance at the defense of the dissertation proposal. The date, time, and place for the defense of the dissertation proposal will be announced to the Broad School faculty ten days in advance of the event.

With the exception of doctoral dissertation research credits, all course work listed on the student's approved guidance committee report must be completed with grades reported before the student will be permitted to defend the dissertation proposal.

In a closed session following the defense, the committee formally votes to determine whether the student will be allowed to proceed to the next step, Ph.D. candidacy and dissertation research.

C. Institutional Review Board Approval for Human Subjects Research

Students are responsible for obtaining prior approval for their dissertation research from the University Human Subjects Protection Program. Research in the College of Business is reviewed by the Social Science Insitutional Review Board (SIRB): http://humanresearch.msu.edu/sirb.html. Guidelines and procedures are available and it is the responsibility of the student to get approval. When in doubt about the need for IRB approval, it is best to file for IRB approval and be given an exemption. This approval is generally required any time human research subjects are involved in data collection (including surveys, interviews, experiments, etc.) and must be obtained *before* data collection begins.

D. Final dissertation presentation

1. The final oral presentation of the dissertation occurs in an open meeting when the Ph.D. candidate's dissertation committee agrees that the candidate has completed an acceptable independent research project and written it up satisfactorily. Specific policies for the conduct of the oral defense of dissertations, the format of the dissertation, dates for submissions of the document and other procedures must conform to the Graduate School's specifications.

    MSU **only accepts** electronic theses and dissertations submitted via ProQuest. When preparing the final dissertation document, students should consult a current copy of the Graduate School's requirements for preparation and submission of the final dissertation document: http://grad.msu.edu/etd/.

    The dissertation presentation must be successfully completed within three years of passing the IS comprehensive examination and within eight years of matriculation. Candidates who fail to meet these guidelines must revert to student status, and are required, by University policy, to re-enter and pass the entire doctoral comprehensive examination process before proceeding further.

E. Dissertation project: A word of caution

We have found that students often underestimate the time that is needed to form an idea for a dissertation, prepare a proposal, conduct the research and defend it. The modal time is two years. For example, the dissertation proposal may require three to six months to draft, then another three to six months to refine and acquire committee acceptance. Two weeks to one month advanced notice is required to schedule a proposal defense. Dissertation research and writing usually takes about a year, although additional time is sometimes needed. Another month or two should be allowed for revisions required by final committee recommendations made prior to the defense. Scheduling the defense requires advanced notice of about two weeks. Final editorial revisions required after a successful presentation may take another month or two. In sum, it is unrealistic to expect to complete the entire dissertation process, from proposal draft to accepted dissertation, in less than about a year and a half. Consequently, a draft of the proposal should be under initial committee review no later than six to ten months after passing the comprehensive examination.

VII. CRITERIA FOR NOMINATION TO CONSORTIA

Special sessions are conducted for outstanding graduate students at national conventions. The purpose of these sessions is to acquaint doctoral students, on a first-hand basis, with newly emerging ideas being developed by recognized experts in our field. Criteria for our selection of a student include:

A. Performance as a Student.

1. Doing well in course work.

2. Making steady progress toward degree.

3. Active involvement in research.

B. Career Stage and Interest.

1. Being nearly done with coursework (i.e., after 2-3 years).

2. Evidence of advanced student interest in consortium topic.

It is not always the case that one or more students will be sent to consortia by the Department each year. The final decision is made by the IS faculty and is based upon whether one or more students have met the criteria for attendance. For example, many doctoral consortia require a viable research proposal. An individual may be invited to participate in one consortium one year and another in another year. However, no one will be sent to the same consortium twice.

All of these criteria are subject to budgetary constraints.

VIII. THE FACULTY

The faculty of the IS program have diverse interests which, when supplemented by the interests of other faculty on campus, provide students with an unusually broad educational opportunity. The core faculty consist of those individuals whose teaching and research responsibilities are primarily in one of the IS programs.   Please visit their web sites at http://broad.msu.edu/facultystaff/ for more a complete list of faculty at the college of business.

IX. Policies on Integrity and Safety in Research and Creative Activities

1. Departmental Policy

The principles of truth and honesty are fundamental to the educational process and

the academic integrity of the University. Therefore, no student shall:

    a. Claim or submit the academic work of another, as one's own.
    b. Procure, provide, accept or use any materials containing questions or answers to any examination or assignment without proper authorization.
    c. Complete or attempt to complete any assignment or examination for another individual without proper authorization.
    d. Allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
    e. Alter, tamper with, appropriate, destroy or otherwise interfere with the research resources or other academic work of another person.
    f. Fabricate or falsify data or results.

2. Statement on Use of Human Subjects in Research

   Students whose research relates to the use of human subjects are responsible for obtaining prior approval for their research from the University Institutional Review Board (SIRB). Guidelines are available at http://www.humanresearch.msu.edu/. This approval is generally required any time human research subjects are involved in data collection (including surveys, interviews, experiments, etc.) and must be obtained *before* data collection begins.

3. MSU Guidelines for Responsible Conduct of Research

Michigan State University and the Eli Broad College of Business uphold the highest standards of ethics in research and scholarship. *Michigan State University requires that all students involved in research must complete training in the Responsible Conduct of Research (RCR) (see: http://www.grad.msu.edu/researchintegrity). This includes all PhD students, as well as any other student working on a research project.* ***This training is mandatory****.*

RCR training is an on-going, annual requirement. Each student must complete the initial certification, plus a 1-hour annual refresher session *every year* while enrolled at MSU. Doctoral students are expected to complete the initial training during their first year.

Students who fail to comply with the RCR training requirement will be considered ineligible for TA, RA or Fellowship funding until training is completed, subject to the discretion of the PhD program director.

To satisfy the RCR training requirement, PhD students in the College of Business must complete the training offered by the College of Business. For your convenience, the College will offer two sets of training sessions each year, once during fall semester and

once during spring semester. If students cannot attend the College of Business sessions, they can satisfy the RCR requirements by attending RCR training sessions offered by the MSU Graduate School (subject to the written approval of their PhD program director).

In addition to these sessions, RCR training includes certification through the MSU IRB (see http://www.humanresearch.msu.edu/requiredtraining.html). Participants are expected to complete IRB training before attending the RCR training sessions. IRB training is on-line and can be completed at any time.

X. Conflict Resolution

In accordance with the provisions of Michigan State University's Graduate Student Rights and Responsibilities (GSRR), The Eli Broad College of Business and Graduate School of Management has established a procedure for the receipt and consideration of student academic complaints. Your doctoral program director or coordinator can provide you with the current version of the procedure. The procedure from January 2005 is included in Appendix B, and includes the procedure for adjudication of grievances at the department level.

XI. Work-Related Policies

Most doctoral students in the College receive a graduate assistantship, with duties that may include teaching or research performed under the supervision of a faculty member. Graduate assistants are expected to fulfill their assigned responsibilities at a high level of performance. For more information regarding the rights and responsibilities of graduate students at MSU, refer to "Graduate Student Rights and Responsibilities" [http://www.splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities .]. The performance of graduate assistants involved in teaching is formally evaluated at least once per year. Teaching assistants also are governed by the agreement between the University and the Graduate Employees Union. Information on health insurance options for MSU students is available from Human Resources [http://www.hr.msu.edu]. International students are required to take an English-language proficiency test administered by the English Language Center [elc.msu.edu/], which also offers language instruction to teaching assistants and others seeking to improve their fluency.

XII. University Resources

Student Rights and Responsibilities

For information about your academic rights and responsibilities as a graduate student, refer to the Graduate Student Handbook [http://www.splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities].

Library Resources

The MSU Libraries have a growing collection of over three million volumes and access to a large collection of electronic resources including full text databases and indexes to

journal articles. The William C. Gast Business library provides services for the MSU College of Business. Students may call Gast Business Library reference librarians to help plan research strategies. They will consult via telephone or e-mail. If you go to the Business Library, call beforehand to make an appointment with a librarian, so they can better assist you.

Equal Opportunity, Non-Discrimination & Affirmative Action
Michigan State University is committed to the principles of equal opportunity, non-discrimination, and affirmative action. University programs, activities, and facilities are available to all without regard to race, color, sex, religion, creed, national origin, political persuasion, sexual preference, martial status, handicap, or age. The University is an affirmative action, equal-opportunity employer. For information on MSU's anti-discrimination policy, refer to http://www.hr.msu.edu/HRsite/Documents/Faculty/Handbooks/Faculty/UnivPolicies/Univ+Pol+-+Anti-Discrimination+Policy.htm. See also the website of the Office for Inclusion and Intercultural Initiatives (http://www.inclusion.msu.edu/home).

IX.   **LIST OF APPENDICES**

    A. IS Student Progress Evaluation Form

    B. Comprehensive Examination Performance Criteria

    C. Academic Policies

    D. University Resources

    E. College of Business Grievance Procedure

APPENDIX A

ITM Student Progress Evaluation Form

Information Technology Management Program
Student Progress Evaluation Form

Student's Name _____ Evaluation for the Year _____ -

Student's Signature and Date of Receipt _____

Acceptable   Unacceptable
    Marginal   Not Applicable

Dimension and Comments

COURSEWORK

_____ _____ _____ _____   1.   Performance in IS core courses (Years 1-2)

_____ _____ _____ _____   2.   Performance in other courses (Years 2-3)

_____ _____ _____ _____   3.   Progress toward coursework and examination completion (including minors and business competencies; Years 1-4)

TEACHING

_____ _____ _____ _____   1.   300-level teaching performance (Years 1-4)

_____ _____ _____ _____   2.   Ability to teach independently (Years 3-4)

RESEARCH

_____ _____ _____ _____   1.   Level of participation in ongoing research (Years 1-4)

_____ _____ _____ _____   2.   Performance in IS Second Year Research Paper (Years 1-3)

_____ _____ _____ _____   3.   Ability to perform independent research (Years 2-4)

OTHER

_____ _____ _____ _____   1.   Proposal/dissertation progress (Years 3-5)

_____ _____ _____ _____   2.   Attendance at IS group meetings (brownbags, dissertation proposals and defenses, colloquia; Years 1-4)

_____ _____ _____ _____   3.   Timely progress toward degree completion (Years 1-4)

Other comments (performance compared to previous evaluations, professional presentations, preparation for job market, etc.)_____

_____

_____

_____

APPENDIX C

Comprehensive Examination Performance Criteria

Not Passing ◄───► Passing					
1	**2**	**3**	**4**	**5**	**6**
Just plain B.S. Would be better Blank. Response painfully padded with details.	Obviously unfamiliar with area content. Student does not adequately know the material. Misses most important points. Did not understand the question or the topic. Lack of acquaintance with the literature. Misses many important points. Did not attempt to plan or organize. Little or no comprehension of what constitutes relevant information.	Omitted several important references. No evidence of integration of material. Shows considerable tendency to stray. from the point. Organization is weak. Poorly integrated in terms of overall structure. Answer is full of the obvious. Shows a sketchy acquaintance with the up-to-date studies Answered from a parochial point of view.	Shows some attempt at organization. Answered the question or problem posed. Sticks to the topic. Answer to be expected from someone with a general exposure to the material. Evidence clearly presented but not the most germane to the point.	The included material was well expressed. Cites supporting research to back up points. Most of the research cited. Relevant information with minimum of redundancy. Organization around some theoretical orientation that gives internal and logical cohesion. Shows a grasp of the problem areas. Meaningful interpretation of research results.	Originality in bringing research data from various sources to bear problem. A well organized answer that covers all major points. Organized before writing and supplemented with cited research.

Appendix D
Academic Policies

A. Admission to the Doctoral Program [Academic Programs Catalog http:\\www.reg.msu.edu]

Applicants for admission must possess a bachelor's degree from a recognized educational institution, a superior academic record, and very strong scores on either the Graduate Management Admission Test (GMAT) or the Graduate Record Examination (GRE). Persons admitted must have the qualifications of perseverance and intellectual curiosity, and an interest in scholarly research. Evidence of these qualities is obtained from an appraisal of a statement of purpose submitted by the applicant and letters of recommendation. Admissions decisions are made by a faculty committee in the department of the student's major field of concentration and are reviewed by the Associate Dean for Academic Affairs.

B. Policy on Academic Standards [Academic Programs Catalog http:\\www.reg.msu.edu]

A record of performance and action consistent with high professional standards is required of every degree candidate. To be in good standing, a doctoral student must attain at least a 3.25 cumulative grade–point average by the end of the second semester of full–time enrollment and thereafter or, on the initiative of the department of the student's major field of concentration and with the approval of the Associate Dean for Academic Affairs, the student will be dismissed from the doctoral program. A comprehensive appraisal of each doctoral student's performance is made annually by a review committee composed of faculty members in the department of the student's major field of concentration. The formal review includes the following areas: performance in course work and on comprehensive examinations, performance in teaching or other duties that might be required of a graduate assistant, participation in department colloquia, and progress toward the completion of degree requirements. As a result of the review and based upon college and department standards, one of the following actions will be taken: (1) the student will remain on regular status in the doctoral program, (2) the student will be placed on probationary status that is conditioned on specific improvements in performance, or (3) the student will be dismissed from the doctoral program. Copies of the results of the yearly appraisal are provided to the student, the student's Doctoral Program Director, the Departmental Chairperson, and the Associate Dean for Academic Affairs.

Appendix E
University Resources

A. Equal Opportunity, Non-Discrimination & Affirmative Action

Michigan State University is committed to the principles of equal opportunity, non-discrimination, and affirmative action. University programs, activities, and facilities are available to all without regard to race, color, sex, religion, creed, national origin, political persuasion, sexual preference, martial status, handicap, or age. The University is an affirmative action, equal-opportunity employer.

B. Student Rights and Responsibilities

For information about your academic rights and responsibilities as a graduate student, refer to the Graduate Student Handbook [www.vps.msu.edu/SpLife/index.htm].

C. Library Resources

The MSU Libraries have a growing collection of over three million volumes and access to a large collection of electronic resources including full text databases and indexes to journal articles. The William C. Gast Business library provides services for the MSU College of Business. Students may call Gast Business Library reference librarians to help plan research strategies. They will consult via telephone or e-mail. If you go to the Business Library, call beforehand to make an appointment with a librarian, so they can better assist you.

Appendix G

Graduate Student Academic Grievance Hearing Procedures

For the Information Systems Doctoral Program

Each right of an individual places a reciprocal duty upon others: the duty to permit the individual to exercise the right. The student, as a member of the academic community, has both rights and duties. Within that community, the student's most essential right is the right to learn. The University has a duty to provide for the student those privileges, opportunities, and protections which best promote the learning process in all its aspects. The student also has duties to other members of the academic community, the most important of which is to refrain from interference with those rights of others which are equally essential to the purposes and processes of the University. (GSRR Article 1.2)

_____

The *Michigan State University Student Rights and Responsibilities (SRR)* and the *Graduate Student Rights and Responsibilities* (GSRR) documents establish the rights and responsibilities of MSU students and prescribe procedures to resolve allegations of violations of those rights through formal grievance hearings. In accordance with the SRR and the GSRR, the **Information Systems Doctoral Program** has established the following Hearing Board procedures for adjudicating graduate student academic grievances and complaints. (See GSRR 5.4.)

I. JURISDICTION OF THE INFORMATION SYSTEMS DOCTORAL PROGRAM HEARING BOARD:

A.   The Hearing Board serves as the initial Hearing Board for academic grievance hearings involving <u>graduate</u> students who allege violations of academic rights or seek to contest an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records). (See GSRR 2.3 and 5.1.1.)

B.   Students may <u>not</u> request an academic grievance hearing based on an allegation of incompetent instruction. (See GSRR 2.2.2)

II. COMPOSITION OF THE HEARING BOARD:

A.   The Program shall constitute a Hearing Board pool no later than the end of the tenth week of the spring semester according to established Program procedures. Hearing Board members serve one year terms with reappointment possible. The Hearing Board pool should include both faculty and graduate students. (See GSRR 5.1.2 and 5.1.6.)

B.   The Chair of the Hearing Board shall be the faculty member with rank who shall vote only in the event of a tie. In addition to the Chair, the Hearing Board shall include an equal number of voting graduate students and faculty. (See GSRR 5.1.2, and 5.1.5.)

C.   The Program will train hearing board members about these procedures and the applicable sections of the GSRR. (See GSRR 5.1.3.)

III.   REFERRAL TO THE HEARING BOARD:

A.   After consulting with the instructor and appropriate unit administrator, graduate students who remain dissatisfied with their attempt to resolve an allegation of a violation of student academic rights or an allegation of academic misconduct (academic dishonesty, violations of professional standards or falsifying admission and academic records) may request an academic grievance hearing. When appropriate, the Department Chair, in consultation with the Dean, may waive jurisdiction and refer the request for an initial hearing to the College Hearing Board. (See GSRR 5.3.6.2.)

B.   At any time in the grievance process, either party may consult with the University Ombudsperson. (See GSRR 5.3.2.)

C.   In cases of ambiguous jurisdiction, the Dean of The Graduate School will select the appropriate Hearing Board for cases involving graduate students. (See GSRR 5.3.5.)

D.   Generally, the deadline for submitting the written request for a hearing is the middle of the next semester in which the student is enrolled (including Summer). In cases in which a student seeks to contest an allegation of academic misconduct and the student's dean has called for an academic disciplinary hearing, the student has **10** class days to request an academic grievance to contest the allegation. (See GSRR 5.3.6.1 and 5.5.2.2.)

E.   If either the student (the complainant) or the respondent (usually, the instructor or an administrator) is absent from the university during that semester, or if other appropriate reasons emerge, the Hearing Board may grant an extension of this deadline. If the university no longer employs the respondent before the grievance hearing commences, the hearing may proceed. (See GSRR 5.4.9.)

F.   A written request for an academic grievance hearing must (1) specify the specific bases for the grievance, including the alleged violation(s), (2) identify the individual against whom the grievance is filed (the respondent) and (3) state the desired redress. Anonymous grievances will not be accepted. (See GSRR 5.1 and 5.3.6.)

IV.   PRE-HEARING PROCEDURES

A.   After receiving a graduate student's written request for a hearing, the Chair of the Department will promptly refer the grievance to the Chair of the Hearing Board. (See GSRR 5.3.2, 5.4.3.)

B.   Within **5** class days, the Chair of the Hearing Board will:

      1.   forward the request for a hearing to the respondent;

      2.   send the names of the Hearing Board members to both parties and, to avoid conflicts of interest between the two parties and the Hearing Board members, request written challenges, if any, within **3** class days of this notification;

      3.   rule promptly on any challenges, impanel a Hearing Board and send each party the names of the Hearing Board members. If the Chair of the Hearing Board is the subject of a challenge, the challenge shall be filed with the Dean of the College, or designee. (See GSRR 5.1.7.)

      4.   send the Hearing Board members a copy of the request for a hearing and the written response, and send all parties a copy of these procedures.

C.   Within **5** class days of being established, the Hearing Board shall review the request, and, after considering all requested and submitted information:

      1.   accept the request, in full or in part, and promptly schedule a hearing.

2.   reject the request and provide a written explanation to appropriate parties; e.g., lack of jurisdiction. (The student may appeal this decision.)

3.   the GSRR allows the hearing board to invite the two parties to meet with the Hearing Board in an informal session to try to resolve the matter. Such a meeting does not pre-clude a later hearing. However, by the time a grievance is requested all informal methods of conflict resolution should have been exhausted so this option is rarely used. (See GSRR 5.4.6.)

D.   If the Hearing Board calls for a hearing, the Chair of the Hearing Board shall promptly negotiate a hearing date, schedule an additional meeting only for the Hearing Board should additional deliber-ations on the findings become necessary, and request a written response to the grievance from the respondent.

E.   At least **5** class days before the scheduled hearing, the Chair of the Hearing Board shall notify the respondent and the complainant in writing of the (1) time, date, and place of the hearing; (2) the names of the parties to the grievance; (3) a copy of the hearing request and the respondent's reply; and (4) the names of the Hearing Board members after any challenges. (See GSRR 5.4.7.)

F.   At least **3** class days before the scheduled hearing, the parties must notify the Chair of the Hearing Board the names of their witnesses and advisor, if any, and request permission for the advisor to have voice at the hearing. The chair may grant or deny this request. The Chair will promptly for-ward the names given by the complainant to the respondent and visa versa. (See GSRR 5.4.7.1.)

G.   The Chair of the Hearing Board may accept written statements from either party's witnesses at least **3** class days before the hearing. (See GSRR 5.4.9.)

H.   In unusual circumstances and in lieu of a personal appearance, either party may request permission to submit a written statement to the Hearing Board or request permission to participate in the hear-ing through an electronic communication channel. Written statements must be submitted to the Hearing Board at least **3** class days before the scheduled hearing. (See GSRR 5.4.9c.)

I.   Either party to the grievance hearing may request a postponement of the hearing. The Hearing Board may either grant or deny the request. (See GSRR 5.4.8.)

J.   At its discretion, the Hearing Board may set a reasonable time limit for each party to present its case, and the Chair of the Hearing Board must inform the parties of such a time limit in the written notification of the hearing.

K.   Hearings are closed unless the student requests an open hearing, which would be open to all mem-bers of the MSU community. The Hearing Board may close an open hearing to protect the confi-dentiality of information or to maintain order. (See GSRR 5.4.10.4.)

L.   Members of the Hearing Board are expected to respect the confidentiality of the hearing process. (See GSRR 5.4.10.4.and 5.4.11.)

V.   HEARING PROCEDURES:

A.   The Hearing will proceed as follows:

1.   <u>Introductory remarks by the Chair of the Hearing Board</u>: The Chair of the Hearing Board introduces hearing panel members, the complainant, the respondent and advisors, if any. The Chair reviews the hearing procedures, including announced time restraints for presentations by each party and the witnesses, and informs the parties if their advisors

may have a voice in the hearings and if the proceedings are being recorded. Witnesses shall be excluded from the proceedings except when testifying. The Chair also explains:

- In <u>academic grievance hearings</u> in which a graduate student alleges a violation of academic rights, the student bears the burden of proof.

- In hearings in which a graduate students seeks to contest allegations of academic misconduct, the instructor bears the burden of proof.

- All Hearing Board decisions must be reached by a majority of the Hearing Board, based on a "clear and convincing evidence." (See GSRR 8.1.18.)

(See GSRR 5.4.10.1 and 8.1.18.) For various other definitions, see GSRR Article 8.)

2. If the <u>complainant</u> fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may either postpone the hearing or dismiss the case for demonstrated cause. (See GSRR 5.4.9a.)

3. If the <u>respondent</u> fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may postpone the hearing, hear the case in the respondent's absence, or dismiss the case. (See \ GSRR 5.4.9-b.)

4. If the <u>respondent</u> is absent from the University during the semester of the grievance hearing or no longer employed by the University before the grievance procedure concludes, the hearing process may still proceed. (See GSRR 5.3.6.1.)

5. To assure orderly questioning, the Chair of the Hearing Board will recognize individuals before they speak. All parties have a right to speak without interruption. Each party has a right to question the other party and to rebut any oral or written statements submitted to the Hearing Board. (See GSRR 5.4.10.2.)

6. <u>Presentation by the Complainant:</u> The Chair recognizes the complainant to present without interruption any statements relevant to the complainant's case, including the redress sought. The Chair then recognizes questions directed at the complainant by the Hearing Board, the respondent and the respondent's advisor, if any.

7. <u>Presentation by the Complainant's Witnesses:</u> The Chair recognizes the complainant's witnesses, if any, to present, without interruption, any statement directly relevant to the complainant's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the respondent, and the respondent's advisor, if any.

8. <u>Presentation by the Respondent</u>: The Chair recognizes the respondent to present without interruption any statements relevant to the respondent's case. The Chair then recognizes questions directed at the respondent by the Hearing Board, the complainant, and the complainant's advisor, if any.

9. <u>Presentation by the Respondent's Witnesses</u>: The Chair recognizes the respondent's witnesses, if any, to present, without interruption, and statement directly relevant to the respondent's case. The Chair then recognizes questions directed at the witnesses by the Hearing Board, the complainant, and the complainant's advisor, if any.

10. <u>Rebuttal and Closing Statement by Complainant</u>: The complainant refutes statements by the respondent, the respondent's witnesses and advisor, if any, and presents a final summary statement.

11. Rebuttal and Closing Statement by Respondent: The respondent refutes statements by the complainant, the complainant's witnesses and advisor, if any, and presents a final summary statement.

12. Final questions by the Hearing Board: The Hearing Board asks questions of any of the participants in the hearing.

VI. POST-HEARING PROCEDURES

A. Deliberation:

After all evidence has been presented, with full opportunity for explanations, questions and rebuttal, the Chair of the Hearing Board shall excuse all parties to the grievance and convene the Hearing Board to determine its findings in executive session. When possible, deliberations should take place directly following the hearing and/or at the previously scheduled follow-up meeting. (See Section IV.D above.)

B. Decision:

1. In grievance (non-disciplinary) hearings involving graduate students in which a majority of the Hearing Board finds, based on a "clear and convincing evidence," that a violation of the student's academic rights has occurred and that redress is possible, it shall recommend an appropriate remedy to the Department Chair or School Director. Upon receiving the Hearing Board's recommendation, the Department Chair or School Director shall implement an appropriate remedy, in consultation with the Hearing Board, within **3** class days. If the Hearing Board finds that no violation of academic rights has occurred, it shall so inform the Chair or Director. The Chair of the Hearing Board shall promptly forward copies of the final decision to parties and the University Ombudsperson. (See GSRR 5.4.11.)

2. In grievance (non-disciplinary) hearings involving graduate students in which the Hearing Board serves as the initial hearing body to adjudicate an allegation of academic dishonesty and, based on a "clear and convincing evidence," the Hearing Board finds for the student, the Hearing Board shall recommend to the Department Chair or School Director that the penalty grade be removed, the Academic Dishonesty Report be removed from the student's records and a "good faith judgment" of the student's academic performance in the course take place. If the Hearing Board finds for the instructor, the penalty grade shall stand and the Academic Dishonesty Report regarding the allegation will remain on file, pending an appeal, if any to the College Hearing Board within **5** class days of the Hearing Board's decision. If an academic disciplinary hearing is pending, and the Hearing Board decides for the instructor, the graduate student's disciplinary hearing before either the College Hearing Board or the Dean of The Graduate School would promptly follow, pending an appeal, if any, within **5** class days. (See GSRR 5.5.2.2, 5.4.12.3, and 5.5.2.2)

C. Written Report:

The Chair of the Hearing Board shall prepare a written report of the Hearing Board's findings, including recommended redress or sanctions for the complainant, if applicable, and forward a copy of the decision to the appropriate unit administrator within **3** class days of the hearing. The report shall indicate the rationale for the decision and the major elements of evidence, or lack thereof, that support the Hearing Board's decision. The administrator, in consultation with the Hearing Board, shall then implement an appropriate remedy. The report also should inform the parties of the right to appeal within **5** class days following notice of the decision, or **5** class days if an academic disciplinary hearing is pending. The Chair shall forward copies of the Hearing

Board's report and the administrator's redress, if applicable, to the parties involved, the responsible administrators, the University Ombudsperson and the Dean of The Graduate School. All recipients must respect the confidentiality of the report and of the hearing board's deliberations resulting in a decision. (See GSRR 5.4.12 and 5.5.2.2)

VII.   **APPEAL OF THE HEARING BOARD DECISION:**

A.   Either party may appeal a decision by the Hearing Board to the College Hearing Board for cases involving (1) academic grievances alleging violations of student rights and (2) alleged violations of regulations involving academic misconduct (academic dishonesty, professional standards or falsification of admission and academic records.) (See GSRR 5.4.12.)

B.   All appeals must be in writing, signed and submitted to the Chair of the College Hearing Board within **5** class days following notification of the Hearing Board's decision. While under appeal, the original decision of the Hearing Board will be held in abeyance. (See GSRR 5.4.12, 5.4.12.2 and 5.4.12.3.)

C.   A request for an appeal of a Hearing Board decision to the College Hearing Board must allege, in sufficient particularity to justify a hearing, that the initial Hearing Board failed to follow applicable procedures for adjudicating the hearing or that findings of the Hearing Board were not supported by the "clear and convincing evidence." The request also must include the redress sought. Presentation of new evidence normally will be inappropriate. (See GSRR 5.4.12.1, 5.4.12.2 and 5.4.12.4.)

VIII.   **RECONSIDERATION:**

If new evidence should arise, either party to a hearing may request the appropriate Hearing Board to reconsider the case within **30** days upon receipt of the hearing outcome. The written request for reconsideration is to be sent to the Chair of the Hearing Board, who shall promptly convene the Hearing Board to review the new material and render a decision on a new hearing. (See GSRR 5.4.13.)

IX.   **FILE COPY**:

The Chair of the Department shall file a copy of these procedures with the Office of the Ombudsperson and with the Dean of The Graduate School. (See GSRR 5.4.1.)

Approved by Faculty (February 18, 2015)