

**MICHIGAN STATE**  
**UNIVERSITY**

**The Eli Broad  
Graduate School of  
Management**

**PhD Program in  
Marketing**

**Doctoral Student  
Handbook**  
(effective March 2019)

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## **I. PROGRAM OVERVIEW AND PHILOSOPHY**

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The Department of Marketing creates knowledge by doing empirical research at the “state of the science” and translating it to the practitioner’s “state of the art,” while developing transformational marketing leaders who make business happen. Core competence is in the exercise of managerial and strategic marketing, with focal areas of emphasis in 1) Market Research and Analytics, 2) Sales and Business Development, 3) Customer Experience and Relationship Marketing, 4) New Product Development and Innovation, and 5) International Marketing.

The Broad College's Marketing Department has had a long tradition in the development of new thinking and practical successful implementation of new techniques in the practice of marketing management and marketing strategy. This ranges from macro efforts in broad organizational design both in domestic and global markets for both established and innovative products, as well as micro-strategy for the management of salesforce effectiveness and service recovery.

Members of the Department who teach in the doctoral program are active in cutting-edge research, while remaining in active contact with realms of practice. Each of the doctoral seminars offered by the Department reflects a combination of technical expertise and field-level experience. The Doctoral Program in Marketing is a scholarly research based program. It prepares students for academic careers in research, teaching, and service at institutions of higher learning. The Program’s goal is to provide students with an educational foundation that will enable them to contribute to the marketing discipline through the development, integration, and dissemination of knowledge. Research leading to superior knowledge is the engine of value creation that makes a university valuable to society (academic, student, and business constituencies). Thus, generation of new knowledge through scientific research, and its dissemination are major thrusts of leading universities.

## **II. ADMISSION**

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The requirements for admission conform to those of The Eli Broad Graduate School of Management. These are detailed in the Academic Programs Catalog, under the section Doctor of Philosophy Degree in Business Administration (see <https://reg.msu.edu/AcademicPrograms>). Prospective candidates are encouraged to read that section thoroughly. The Graduate Management Admission Test (GMAT) is required for admission. Note that the Graduate Management Admissions Test (GMAT) is preferred, but Graduate Record Exam (GRE) scores will also be considered. The Test of English as a Foreign Language (TOEFL) exam is required for all international students for whom English is a second language. The average GMAT scores for students entering in the last few years have been in the upper 600s and 700s, and the average graduate grade point was 3.75 out of 4.0. Applications with a TOEFL score below 105 (internet test) will not be considered.

## **Application to our program requires:**

1. A completed on-line application for admission to graduate studies at MSU with fees paid. The application form can be obtained on-line from <http://grad.msu.edu/apply/>
2. College transcripts showing grades received while pursuing all prior undergraduate degrees as well as graduate degrees.
3. Three letters of recommendation must be submitted in support of your application for Ph.D. study. No particular form is required. The purpose of the recommendations is to yield an assessment of your scholarly potential from those who can attest to your readiness and aptitude for doctoral studies and significant scholarship. Normally, these are your former supervisors, instructors or research colleagues.
4. Standardized Test Scores: The Graduate Management Admissions Test (GMAT) is preferred, but Graduate Record Exam (GRE) scores will also be considered. International applicants only: the Test of English as a Foreign Language (TOEFL). English language requirements for the program are the same as those for the University. Applicants without full native fluency in English must fulfill proficiency requirements as defined by the University (<https://grad.msu.edu/english-language-competency>). The program does not allow provisional admission; applicants must demonstrate proficiency prior to admission.
5. In addition to the application form for graduate study admission, a letter is required indicating your reasons for entering a doctoral program and your objectives upon completing the program. This letter should be sufficiently detailed to provide the admission committee with an understanding of your qualifications, your primary interest area within marketing field, why you believe the program and faculty at Michigan State University fit your interests and commitment to an academic career. Please provide as much detail as you can on your research interests and evidence of research capability, as well as your understanding of the demands of doctoral studies. This statement should be no longer than two pages (double spaced)

A committee of 4-5 faculty members forms the admissions committee that screens applications. In addition to standardized test scores and prior academic work, 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. We review applications in the Spring semester for admission to the program in the Fall. We normally admit about one to four students per 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.

## ***Financial Assistance:***

Financial assistance for students in The Eli Broad Graduate School of Management is normally available to all admitted applicants, including international students. This is primarily in the form of **half-time graduate assistantships**. Graduate assistants typically work 20 hours per week in teaching and/or on research. These assignments are made on the basis of the instructional needs of the department and requirements of current research projects.

Any student who receives an assistantship receives tuition support for a normal doctoral load (9 credits for each of fall and spring semesters and 5 credits in the summer), individual health insurance, in-state status, and a bi-weekly stipend. In addition, teaching and/or research are usually supported in the summer. An applicant who wishes to be considered for financial assistance should complete item #12 on the Application for Admission to Graduate Study. For additional information on financial aid, including student employment and loans, see the current edition of the MSU Graduate Catalog.

#### ***D. Application Deadline***

The deadline to submit a doctoral program application is **December 15<sup>th</sup>** for those beginning in the subsequent Fall Term. While this is the official deadline, you are encouraged to submit all application materials, including transcripts, test scores (GMAT and TOEFL), statement of intent, and letters of recommendation, as early as possible. It is highly recommended that application packets are completed prior to the end of the month preceding the deadline. International applications should be submitted well in advance of the proposed enrollment date.

### **III. PROGRAM GUIDANCE COMMITTEE**

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Each student has a Program Guidance Committee to provide academic guidance and program approval. This committee works with the student to insure that courses and research activities taken are appropriate for the student's development and meet all program requirements. Steps in the process are as follows:

1. On entering the program, each student is assigned to a Doctoral Program Advisor for his/her major to specify first year courses.
2. Within the first year, this advisor and the student together select the Program Guidance Committee by adding two or three additional faculty members from the department. The advisor becomes the chairperson of the committee (See Doctoral Program Guidance Committee at [www.hr.msu.edu](http://www.hr.msu.edu)). The department Doctoral Program Committee acts as the Program Guidance Committee until a committee is selected.
3. The Program Guidance Committee and the student work out the complete course structure of the student's program, write it on the Report of the Guidance Committee form, sign the Report and submit it to the department Doctoral Program Director by the end of the student's first academic year (May 15). The Doctoral Program Director must approve the program of study and submit it to the Dean's Office for final approval.
4. The Program Guidance Committee may be changed at the request of the student or any committee member by a majority vote of the current Doctoral Program Committee members.

#### **IV. PRE-PROGRAM REQUIREMENTS**

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Doctoral students should know and be able to apply concepts, tools and techniques of business practice. A student who enters the doctoral program without having earned a business degree from an institution accredited by the AACSB should develop a broad understanding of the functional areas of business: Accounting, Finance, Management, Supply Chain Management, and Marketing. Such background, if necessary, can be provided through coursework as specified by the student's Program Guidance Committee.

Students with deficiencies in mathematics and statistical areas may be required by their Program Guidance Committee to complete courses in econometrics, statistics or psychometrics.

None of these courses may be counted as part of the major, the minor fields, or the research methods sequence.

#### **V. PROGRAM REQUIREMENTS FOR MARKETING MAJORS**

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The doctoral degree in Marketing requires a minimum of 39 credit hours of course work and 24 credits of dissertation research. This consists of 15 hours in the major field of concentration Marketing, 12 credit hours in the research methods sequence, a minimum of 6 credit hours in a minor area of study, and 6 credit hours prescribed by the student's Program Guidance Committee.

##### **Major Field - 15 Credit Hours**

The marketing major consists of five courses that must be completed by all students.

MKT 902 Pro-Seminar in Marketing	3 credits
MKT 910 Marketing Theory and Critical Analysis	3 credits
MKT 911 Seminar in Marketing Strategy	3 credits
MKT 912 Seminar in Buyer Behavior	3 credits
MKT 913 Seminar in Marketing Relationships	3 credits

##### **Research Methods – 12 Credit Hours**

In addition to the courses above, students must take a sequence of 4 required research methods courses.

MKT 905 Research Design in Marketing	3 credits
MKT 907 Statistical Models in Marketing	3 credits
MGT 906 Seminar in Organizational Research Methods	3 credits
MGT 914 Advanced Organizational Research Methods	3 credits

## **Minor Field – 12 Credit Hours**

Each student and the Departmental Doctoral Program Committee select one relevant field of study as a minor. Prior students have chosen topics such as International Business, Strategy, Economics, Econometrics, and Psychology, etc. The decision on what is most appropriate for each student will be made in consultation with his or her guidance committee and the approval of the Department Chair.

## **First Year Research Paper**

Each student must write a research paper at the end of their first year under the guidance of a professor and present this paper to the members of the committee, other marketing faculty members, and doctoral students. After the submission of the first year papers, the doctoral program committee will establish a grading committee of three faculty members that will assign independent grades to the first year papers (at least 3 on average for items in Appendix C). To complete the requirements of the First Year Paper, a student should receive a passing grade from two of the three reviewers. If a student does not receive a passing grade during the initial submission of the paper, he/she will be asked to revise and resubmit his/her paper along the lines recommended by the three reviewers. In this case, the student will have four weeks to resubmit his/her paper. Then, the revised paper will be sent to the reviewers for evaluation again. Similar to the process in the first round of reviews, to complete the requirements of the First Year Paper, a student should receive a passing grade from two of the three reviewers. If the student cannot complete the requirements in the second round, they will not be permitted to continue in the doctoral program. See Appendix C for grading criteria for first year research paper.

## **Comprehensive Examination - Marketing**

### *Purpose of the Comprehensive Examination*

The comprehensive examination is specifically designed to examine students' ability to integrate the body of knowledge in their focal area of research, develop and test rigorous research designs, and communicate the results of this research in written and oral form.

### *Qualification for the Comprehensive Exam*

A doctoral student in Marketing must have completed 39 credit hours (excluding 999, and remedial Masters level courses) and explicit approval of the Marketing doctoral committee prior to taking the comprehensive examination.

### *Description of the Examination*

The comprehensive examination in Marketing consists of two parts: (1) the development of a comprehensive research paper and (2) the presentation of this research.

### *Oversight of the Exam*

The doctoral program committee oversees the comprehensive exam process and works in conjunction with the student's Guidance Committee to identify a focal advisor to oversee the development of the second year paper.

### *Timing of the Exam*

The comprehensive exam have scheduled deadlines throughout the third year in the program. The exact deadlines will be established by the doctoral program committee and disseminated to doctoral students in the fall semester of their third year in the program, but suggested deadlines are detailed below.

- Written Paper Deadline – No later than January 15<sup>th</sup> (preferably in the 3<sup>rd</sup> year)
- Presentation – At least Two Weeks After the Written Paper Deadline
- Revision Deadline – Four Weeks After the Students Receive Second Year Exam Results/Comments

### *Exam Components and Process of Exam Administration*

To complete this requirement, a student should first submit this comprehensive research paper and present this paper to the members of the Ph.D. committee, other marketing faculty members, and doctoral students. After the submission of the second year paper(s), the doctoral program committee will establish a grading committee of three faculty members that will assign independent grades to the paper(s) (at least 3 on average for items in Appendix C). To complete the requirements of the Comprehensive Exam, a student should receive a passing grade from two of the three reviewers. If a student does not receive a passing grade after the initial submission of the paper, he/she will be asked to revise and resubmit his/her paper along the lines recommended by the three reviewers. In this case, the student will have four weeks to resubmit his/her paper. Then, the revised paper will be sent to the reviewers for evaluation again. Similar to the process in the first round of reviews, to complete the requirements of the Comprehensive Exam, a student should receive a passing grade from two of the three reviewers. If the student cannot complete the requirements of in the second round, they will not be permitted to continue in the doctoral program. See Appendix C for grading criteria for the second year research paper.

### *Scoring of the Examination*

The components of the exam are graded by a three person committee comprised of faculty experts in the areas related to the student's research as well as broader marketing topics. This committee is established by the doctoral program committee and cannot include the faculty advisor. Following each component deadline, the faculty review team will be allowed up to four weeks for grading. Students will receive notification concerning the comprehensive examination after this period. The three faculty members will evaluate the second year papers as well as the student's presentation and communication skills using the items provided in Appendix C. To complete the requirements of the Comprehensive Exam, a student should receive a passing grade from two of the three reviewers. If a student does not receive a passing grade after the initial submission of

the paper, he/she will be asked to revise and resubmit his/her paper along the lines recommended by the three reviewers. In this case, the student will have four weeks to resubmit his/her paper. Then, the revised paper will be sent to the reviewers for evaluation again. Similar to the process in the first round of reviews, to complete the requirements of the Comprehensive Exam, a student should receive a passing grade from two of the three reviewers. If the student cannot complete the requirements in the second round, they will not be permitted to continue in the doctoral program. See Appendix C for grading criteria for the second year research paper.

### *Time Limit*

The University stipulates that the comprehensive examinations must be passed within five years and all remaining requirements for the degree must be completed within eight years from the time the student first enrolled as a doctoral student.

## **VI. FACULTY EXPECTATIONS FOR DOCTORAL STUDENTS**

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In addition to these courses and program requirements, students are expected to participate in workshops, research presentations, and conferences which are occasionally conducted in order to foster the development of scholarly attitudes and atmosphere with the department. This is considered a formal part of the doctoral program. Students are expected to develop a research stream starting in their first year. Courses, assistantships, peers, and faculty provide abundant opportunities for initiating a research agenda. Students will be evaluated at the end of the first academic year, and each year thereafter for research performance and intellectual development. Candidates are expected to prepare research papers for submission to scholarly conferences and journals, during each summer term as a minimum. Specifically:

1. It is the students' responsibility to know the degree program requirements, as well as the policies and procedures related to their degree programs. The Graduate School, Dean's Office, and the Ph.D. Program Director are available to assist the students, but it is up to the students to ensure that they have personal knowledge of the requirements of their degree program.
2. The Marketing Department 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 doctoral students should take advantage of every opportunity to learn about marketing and what other researchers are currently doing in the field.
3. Students are expected to attend other informal (i.e. brownbag) meetings for Marketing faculty and students. These meetings serve as the organizational backbone of our group. They also provide students the opportunity to sharpen presentation skills and practice critical inquiry in a supportive atmosphere.
4. Students are strongly encouraged to attend Marketing dissertation proposal and defense presentations. In this way, students become familiar with the nature of dissertations as well as the process through which dissertations are completed.
5. 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.
6. Students are encouraged to obtain funds intended specifically for graduate students (e.g., publishers' awards; MSI and AMA research grants; funds available from other research institutions, such as ISBM, AIB etc.) for their dissertation research. Learning how to identify sources of support and write proposals is encouraged.
7. 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.

8. Students with assistantships (either teaching or research) must be registered for a minimum of nine 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.
9. We expect our students to devote primary attention to doctoral pursuits, allowing them to finish their degrees in 4-5 years. Note that outside work for pay is considered an impediment to academic progress. Employment elsewhere prior to defense of the dissertation proposal is strongly discouraged and might jeopardize faculty support of student's continuation in program. Students not making satisfactory progress toward their degree after five years may be asked to leave the program.
10. Students are encouraged to attend national and professional meetings and conferences (e.g., AMA, AMS, AIB), which 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. One or a maximum of two conferences a year is usually what is expected from our doctoral students in the program.
11. We expect our students to engage in the processes of dissertation proposal and defense in a timely manner. Faculty will not provide letters of recommendation to potential employers until the PhD student has successfully defended his or her dissertation proposal.

## **VII. STATUS**

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The Doctoral Committee will review the status of each candidate. The Committee will then apprise the student whether or not they are in good standing in the program and making satisfactory progress toward the degree. Students judged to be making unsatisfactory progress in the program will be automatically placed on probationary status or terminated at the discretion of the Committee. All of the following criteria must be met for a student to be in good standing:

1. Maintain a 3.30/4.00 grade point average in all courses listed on the Guidance Committee form.
2. No grades below 3.0 in courses listed on the Guidance Committee form.
3. No more than one deferred or incomplete grade per semester.
4. A deferred (DF) or an incomplete (I) grade removed within one term.
5. Satisfactorily complete the 1<sup>st</sup> year research paper.
6. Passing comprehensive exams within three years of starting the program.
7. Attend Responsible Conduct of Research (RCR) training sessions offered within the college every year (see Work-Related Policies Section below for more details on RCR training).

In making the annual evaluation, a student's records is considered in its entirety, and decisions regarding probation and dismissal take into account the number, type, and severity of academic concerns.

The determination of placing a student on probation or terminating the student is based on the degree of failure to meet the above criteria. If the student's performance indicates that the student is unable or unwilling to make satisfactory progress in intellectual development and/or research, the Committee must institute termination. Failure of the major comprehensive exam a second time requires termination. If the Committee determines that the student can meet the criteria, then the student will be placed on probation. Probationary Status provides a one-year period in which the student must achieve satisfactory progress on all criteria. Failure to do so results in automatic termination.

Renewal of a graduate teaching assistantship is conditional on receiving a satisfactory evaluation with respect to current and prior graduate teaching assistantship assignments. Students have the right to appeal these evaluation outcomes through the normal MSU appeals process.

### ***Stanley Hollander Teaching Excellence Award***

Funded by the Hollander endowment, the Marketing doctoral committee has established this annual award designed to recognize exceptional teaching by marketing doctoral students. Awards will be made on the basis of student evaluations and recommendations of the Marketing Doctoral Program Committee.

### ***Don & Shirley Taylor Research Excellence Award***

Funded by the Taylor endowment, the Marketing doctoral program committee has established this annual award designed to recognize exceptional research potential of a doctoral student. Award is made on the basis of the recommendations of the Marketing Doctoral Program Committee.

## **VIII. DISSERTATION**

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### ***A. Definition***

The final step in the Ph.D. program is the research and writing of a doctoral dissertation. The dissertation should constitute a contribution to theory and advancement of knowledge in the discipline, be firmly anchored in past contributions, and bring the discipline a step forward. Given the present requirements of the journals in the discipline, it is expected that a dissertation make a substantial theoretical contribution with empirical support to the marketing literature.

### ***B. Committee***

During the dissertation phase of the program the candidate shall assemble a Dissertation Committee of no less than four faculty members. The committee should include at least three faculty members from the Marketing Department at MSU. The Dissertation Committee Chair must be a tenured Associate or Full Professor from the Marketing Department. The committee members should represent strengths in the areas that will benefit the candidate throughout the process, and

should serve as advisors and consultants to the student. The Committee Chair and the Committee composition may be changed by a majority vote of the full committee.

### ***C. Proposal Presentation***

Independent research for dissertation is carried out in two stages. First, a proposal is prepared which should include a literature review, theory development or a conceptual framework, the hypotheses to be tested and the proposed testing procedures. The proposal must be presented to an open meeting of faculty and students by the end of the third or beginning of fourth year in the program. Students are encouraged to be cognizant of the timing of the academic placement calendar in marketing and faculty availability which is only assured during the fall and spring semesters and therefore students should work to schedule their proposal presentation during the fall or spring semester. Next, students are to schedule the proposal presentation with the Dean's office only after consultation and approval by their dissertation chair(s). During the proposal presentation, the candidate shall introduce the dissertation, present relevant theory, explain its anticipated contribution to knowledge, define the hypotheses and the test procedures, as well as answer questions from the dissertation committee and others. A student must obtain formal acceptance of the dissertation proposal from the Department. This acceptance is determined by the student's Dissertation Committee. After a student's presentation of their proposal, comments, questions, and objections will be obtained from the attending faculty. Based upon the presentation and the subsequent faculty comments, each member of the Dissertation Committee will vote. The proposal defense must be approved by a positive vote by at least three-fourths of the voting examiners and with not more than one dissenting vote from among the Michigan State University regular faculty members of the guidance committee.

### ***D. Final Defense***

Upon completion of the dissertation, a public dissertation defense is held. Students are encouraged to be cognizant of faculty availability which is only assured during the fall and spring semesters and therefore students should work to schedule their final defense during the fall or spring semester. Next, students are to schedule the final defense with the Dean's office only after consultation and approval by their dissertation chair(s). Provided that the research has followed the methods agreed upon in the proposal defense, and results and implications meet high professional standards, a recommendation is made to the Graduate School by the student's Dissertation Committee for conferral of a Ph.D. degree. Acceptance or rejection of the dissertation is determined in the same manner as that for the proposal.

### ***E. Library of Recent Dissertations***

Recent dissertations completed by Ph.D. Graduates are located in the Main Library.

## **IX. TIMING AND DEGREE REQUIREMENTS SUMMARY**

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The coursework in the Doctoral Program is scheduled to take approximately two years of fulltime study, followed by a two to three year dissertation phase. Additional time may be needed for a variety of reasons. It is required that, a student complete the entire program in residence, and devote full time to the program. A time limit of eight years for completion of the program is stipulated by The Eli Broad Graduate School of Management.

The dissertation proposal must be successfully defended before the Marketing Department will support the candidate in his/her job search for an academic position.

A checklist of requirements and milestones are as follows:

- Application by Jan 10, with all supporting documents including GMAT and TOEFL for foreign students.
- In order to teach, foreign students must also pass the SPEAK test administered by MSU.
- Program Guidance Committee and program of study must be approved by the end of the second semester. Students are expected to take three courses per semester.
- Comprehensive exams should be successfully completed within 3 years of starting the program.

Dissertation proposals cannot be scheduled before completion of Comprehensive Exams.

- Dissertation Chairperson and Committee should be finalized early in the third or fourth year.
- The formal dissertation proposal defense should be completed by June of the third or fourth year.
- The formal dissertation defense should be successfully completed by June of the fourth or fifth year.
- College-level RCR training sessions should be completed every year.

Administrative structure and summary of responsibilities of the Doctoral Program are as follows:

- The **Department of Marketing** offers a Doctoral Program degree in Marketing.
- The **Chairperson of the Department** is the chief operating officer for the Department
- The **Doctoral Program Director** is the chief administrator of the Doctoral Program and is responsible for administration and control of the program in line with the rules of the MSU Graduate School & the Broad Graduate School of Business.
- The student's **Program Guidance Committee** provides academic guidance and program approval. This committee works with the student to insure that courses taken are appropriate for the student's development and meet all program requirements. It is made up of the Doctoral Program Committee member in the student's area of interest (as Chairperson) and two – three other faculty members selected by the student and chairperson together.

- The **Doctoral Program Committee** sets policy for the Doctoral Program, conducts the annual student evaluations, is responsible for doctoral admissions, and oversees the comprehensive exam process.
- The Student's **Dissertation Committee** guides and evaluates all aspects of the dissertation.
- The student must attract a Chairperson of the Dissertation Committee, usually from prior faculty collaboration, and the two of them attract at least three additional members who add subject and methods expertise in the area of the dissertation.
- **Faculty members** are responsible for providing guidance and mentoring to graduate students.
- The role of the faculty advisor is described in MSU's Guidelines for Graduate Student Advising and Mentoring Relationships under Policies and Procedures of the Graduate School at <https://grad.msu.edu/policies-and-procedures>

### Example Timetable for Program Completion

The following timetable illustrates a typical course sequence. Students should consult university course schedules to determine when courses will be offered. The exact schedule will vary depending on faculty availability. It is highly recommended that students take the Major and Methods Courses as soon as possible within their schedule. Table 3 illustrates a typical timetable by year and semester.

	Fall	Spring	Summer
<b>Year 1</b>	Major/minor/research methods courses	Major/minor/research methods courses	Work on 1st year research paper Teaching (maybe)
<b>Year 2</b>	Major/minor/research methods courses Finish 1 <sup>st</sup> year research paper	Major/minor/research methods courses	Work on 2 <sup>nd</sup> year research paper Teaching (maybe)
<b>Year 3</b>	Finish 2 <sup>nd</sup> year research paper Comprehensive Exam	Finish 2 <sup>nd</sup> year research paper Comprehensive Exam Doctoral Dissertation Research (MKT 999)	Teaching (maybe)
<b>Year 4</b>	Doctoral Dissertation Research (MKT 999)	Doctoral Dissertation Research (MKT 999) Dissertation Proposal Defense	Summer AMA Job Market
<b>Year 5</b>	Doctoral Dissertation Research (MKT 999)	Doctoral Dissertation Research (MKT 999) Dissertation defense	

## **X. CONTACT INFORMATION**

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### ***PROGRAM DIRECTOR***

Dr. Ahmet H. Kirca  
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Department of Marketing  
The Eli Broad College of Business  
632 Bogue St. Rm N464  
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***Doctoral Program Web Site*** <http://marketing.broad.msu.edu/phd/>

## **XI. POLICY ON ACADEMIC INTEGRITY**

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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, which are posted at <https://grad.msu.edu/researchintegrity>. Students may also be interested in materials on the use of human subjects, conflict of interest and related topics, posted on the Policies and Procedures page of the Graduate School website (<https://grad.msu.edu/policies-and-procedures>). Note that the principles of truth and honesty are fundamental to the educational process and the academic integrity of MSU. Therefore, no student shall:

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

## **XII. CONFLICT RESOLUTION**

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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. The most current version of the Graduate Student Rights and Responsibilities (GSRR) is available under General Graduate Student Information page of Policies and Procedures in the Graduate School website at <https://grad.msu.edu/policies-and-procedures>.

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.

It is the students' responsibility to know the degree program requirements, as well as the policies and procedures related to the degree program. The Graduate School, Dean's Office, and the Ph.D. Program Director are available to assist the students, but it is up to the students to ensure that they have personal knowledge of the requirements of their degree program.

## **XIII. WORK-RELATED POLICIES**

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### ***A. Assistantship Performance***

Most doctoral students in the College receive a graduate assistantship, with duties that may include teaching and/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" at <http://grad.msu.edu/gsrr>. 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. The GEU contract dictates terms and conditions of employment for graduate teaching assistants at MSU, and includes agreements on rates of pay, hours, health care, and procedures for the resolution of differences (for more details see Graduate Employees Union Contract 2015-2019 at <https://grad.msu.edu/policies-and-procedures>).

Information on health insurance options for MSU students is available from Human Resources at <https://hr.msu.edu/benefits/graduate-assistants/index.html>.

International students are required to take an English-language proficiency test administered by the English Language Center, which also offers language instruction to teaching assistants and others seeking to improve their fluency (see [www.elc.msu.edu](http://www.elc.msu.edu) for courses for International Teaching Assistants).

### ***B. Assistantship Assignments***

The Department Chairperson makes all assistantship assignments. The Doctoral Committee may recommend non-continuation of an assistantship based on both academic performance and work performance in the assistantship. However, the Department Chairperson makes all decisions regarding continuation or termination. Each year by March 31, the Department Chairperson will notify each Graduate Assistant in writing the intention to continue (pending the budget) or terminate (with explanation) the Assistantship. The normal duration of the assistantship is 4 to 5 years, contingent on performance in the program and assistantship, and on the availability of funding.

### ***C. Teaching Requirements and Resources***

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.

All students on Assistantships will be responsible for teaching (either full course responsibility or TA responsibility) at some point during the program. 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 Department Chairperson will be responsible for evaluating students' teaching performance for each course taught. Exceptions to the above teaching policies can be made at discretion of the Department Chairperson.

In addition, the Graduate Employees Union has entered into a collective bargaining agreement with Michigan State University. (for more details see Graduate Employees Union Contract 2015-2019 at <https://grad.msu.edu/policies-and-procedures>)

Faculty are available to coach graduate student teachers. All doctoral students are required to attend College and Departmental teaching seminars when offered. Doctoral students are also informed of, and encouraged to attend, teaching seminars, lectures, and programs offered at the university level.

### ***D. Outside Work for Pay***

Students may not work at any job (consulting, teaching, etc) outside the Department without the express written consent of the Department Chairperson. 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.

### ***E. Use of Facilities***

Students will be provided a desk, computer, and local phone. Students may use Departmental office equipment and supplies in the conduct of their assistantship duties. All personal, course related, research related, and dissertation expenses must be borne by the student.

## ***F. Responsible Conduct of Research***

Training in the Responsible Conduct of Research (RCR) is essential for the preparation of future scholars and professionals. A plan for providing a foundation of responsible research conduct has been developed specifically for Broad College doctoral students and incorporates the requirements of the broader university. All Broad College doctoral students will complete the following training:

### 1) Year 1

All new doctoral students will complete 4 CITI online modules within the first year of enrollment in their program: *Completion of this requirement will be tracked by the University and College*

- Introduction to the Responsible Conduct of Research
- Authorship
- Plagiarism
- Research Misconduct

In addition, all doctoral students will complete human subjects training in their first year. (Human Research Protection/ IRB Certification, in <http://Train.ORA.msu.edu>).

### 2) Discussion-Based Training

All doctoral students must complete a minimum of 6 hours of discussion-based training prior to receiving their degrees. Discussion-based training is provided by the Broad College and facilitated by its faculty. These hours will be completed as part of the ongoing training requirement as follows: 2 hours during the initial training session in the first year, and 1 ½ hours during each annual refresher until completion of the program.

### 3) Year 2

In year 2 of the doctoral program, Broad College students will complete 3 additional MSU online training modules, to be selected from the following list. *Completion of this requirement will be tracked by the University and College.*

- CITI Collaborative Research
- CITI Conflicts of Interest
- CITI Data Management
- CITI Peer Review

### 4) Annual Refresher Training in years 3 and beyond

Starting in year 3, all doctoral students must complete 3 hours of annual refresher training; this consists of a combination of readings or online courses beyond the 7 required in basic training, and 1 ½ hours of discussion-based training each year. *Completion of this requirement will be recorded by the department in GradInfo as “Annual” training.*

Students will also need to renew their certification in human subjects training as required.

5) Although the Broad College strongly encourages its doctoral students to attend RCR training sessions offered within the college (i.e., discussion-based training during the initial, 2-hour session and during subsequent 1 ½ hour annual refresher sessions), the Graduate School also offers RCR training workshops at various times throughout the academic year (see <https://grad.msu.edu/rcr>). In any given year, doctoral students who do not attend the applicable discussion-based training session (i.e., initial RCR training or annual refresher) offered by the Broad College must attend commensurate workshops offered by the Graduate School in order to fulfill the RCR training requirement. Failure to fulfill the RCR training requirements outlined above may result in the withholding of a student's assistantship and/or degree.

#### **XIV. HUMAN SUBJECTS APPROVALS**

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All research involving human subjects in experiments or interview/questioning must be approved by the Committee for Human Research Protection Program prior to data collection. Application procedures and timing can be obtained from the HRPP web site: <http://hrpp.msu.edu/>

#### **XV. UNIVERSITY RESOURCES**

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##### ***A. Equal Opportunity, Non-Discrimination & Affirmative Action***

Michigan State University is committed to the principles of equal opportunity, nondiscrimination, 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 [https://www.hr.msu.edu/policies-procedures/university-wide/ADP\\_policy.html](https://www.hr.msu.edu/policies-procedures/university-wide/ADP_policy.html). See also the website of the Office for Inclusion and Intercultural Initiatives (<http://www.inclusion.msu.edu/home>).

##### ***B. Student Rights and Responsibilities***

For information about your academic rights and responsibilities as a graduate student, refer to the Graduate Student Handbook <http://grad.msu.edu/gsrr/>.

##### ***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.

## ***D. Useful Contacts***

### Websites

- The Graduate School.....<http://grad.msu.edu/>  
Graduate Student Handbook.....<http://grad.msu.edu/gsrr/>  
Human Resources..... <http://www.hr.msu.edu/>  
(Includes MSU policies on:  
• Doctoral Program Guidance Committee, composition  
• The Code of Teaching Responsibility  
• Health Care Coverage  
• Employee Handbook)  
Graduate Employees Union contract..... <http://geuatmsu.org/>  
The Eli Broad College of Business..... <http://broad.msu.edu/>  
Academic Programs- Graduate Study..... <http://www.reg.msu.edu/AcademicPrograms/>  
MSU Library..... <http://www.lib.msu.edu/>

# Appendix A

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## Code of Teaching Responsibility

(for the current version of the Code of Teaching Responsibility section go to <https://grad.msu.edu/policies-and-procedures> )

Satisfaction of teaching responsibilities by instructional staff members (herein referred to as instructors) is essential to the successful functioning of a university. This University conceives these responsibilities to be so important that performance by instructors in meeting the provisions of this Code shall be taken into consideration in determining salary increases, tenure, and promotion.

1. **Course content:** Instructors shall be responsible for ensuring that the content of the courses they teach is consistent with the course descriptions approved by the University Committee on Curriculum and the University Council. Instructors shall direct class activities toward the fulfillment of course objectives and shall evaluate student performance in a manner consistent with these objectives.
2. **Course syllabi:** Instructors shall be responsible for distributing a course syllabus (either in print or electronic form) at the beginning of the semester. The syllabus shall minimally include:
  - (a) instructional objectives;
  - (b) instructor contact information and office hours;
  - (c) grading criteria and methods used to determine final course grades;
  - (d) date of the final examination and tentative dates of required assignments, quizzes, and tests, if applicable;
  - (e) attendance policy, if different from the University attendance policy and especially when that attendance policy affects student grades;
  - (f) required and recommended course materials to be purchased, including textbooks and supplies; and
  - (g) any required proctoring arrangements to which students must adhere.
3. **Student Assessment and Final Grades:** Instructors shall be responsible for informing students, in a timely manner so as to enhance learning, of the grading criteria and methods used to determine grades on individual assignments. Instructors shall be responsible for assessing a student's performance based on announced criteria and on standards of academic achievement. Instructors shall submit final course grades in accordance with University deadlines. Assessment methods should be appropriate to the learning objectives of the course. In that context, instructors are expected to take reasonable steps to create an assessment environment that promotes academic integrity. When proctoring or other security measures are necessary to ensure integrity of assessments, then such measures should be administered in a manner consistent with the design and delivery of the course.
4. **Testing Documents:** Instructors shall be responsible for returning to student's answers to quizzes, tests, and examinations with such promptness to enhance the learning experience. Instructors shall retain final examination answers for at least one semester to allow students to review or to retrieve them. All testing questions (whether on quizzes, tests, or mid-semester or final examinations) are an integral part of course materials, and the decision whether to allow students to retain them is left to the discretion of the instructor.

5. **Term Papers and Comparable Projects:** Instructors shall be responsible for returning to student's term papers and other comparable projects with sufficient promptness to enhance the learning experience. Term papers and other comparable projects are the property of students who prepare them. Instructors shall retain such unclaimed course work for at least one semester to allow students to retrieve such work. Instructors have a right to retain a copy of student course work for their own files.
6. **Class Meetings:** Instructors shall be responsible for meeting their classes regularly and at scheduled times. To allow units to take appropriate action, instructors shall notify their units if they are to be absent and have not made suitable arrangements regarding their classes.
7. **Applicability of the Code of Teaching Responsibility to Student Assistants:** Instructors of courses in which assistants are authorized to perform teaching, grading, or other instructional functions shall be responsible for acquainting such individuals with the provisions of this Code and for monitoring their compliance.
8. **Instructor Accessibility to Students:** Instructors shall be responsible for being accessible to students outside of class time and therefore shall schedule and keep office hours for student conferences. Office hours should be scheduled at times convenient to both students and instructors with the additional option of mutually convenient prearranged appointments for students whose schedules conflict with announced office hours. Each teaching unit shall determine the minimum number of office hours for instructors in that unit. Instructors who serve as academic advisors also shall be responsible for maintaining appropriate office hours before and during enrollment periods. In addition to office hours, instructor accessibility through e-mail and other means is encouraged.
9. **Commercialization of Course Notes and Materials:** The University prohibits students from commercializing their notes of lectures and University-provided class materials *without the written consent of the instructor*. Instructors may allow commercialization by including permission in the course syllabus or other written statement distributed to all students in the class.

### **Hearing Procedures**

1. Students may register complaints regarding an instructor's failure to comply with the provisions of the Code of Teaching Responsibility directly with that instructor.
2. Students may also take complaints directly to teaching units' chief administrators or their designates. If those persons are unable to resolve matters to the student's satisfaction, undergraduate students may request a formal grievance hearing before the University Academic Grievance Hearing Board (see SRR Article 7. III). Unsatisfied graduate students may request a formal grievance hearing before their department hearing board (see GSRR Article 5). Before doing this, all students are encouraged to meet with the University Ombudsperson.
3. Such complaints must normally be initiated no later than the middle of the semester following the one wherein alleged violations occurred. Exceptions shall be made in cases where the involved instructor or student is absent from the University during the semester following the one wherein alleged violations occurred.

## Appendix B

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### Graduate Student Academic Grievance Hearing Procedures

<https://grad.msu.edu/sites/default/files/content/gsrr/GSRR.pdf>

#### Graduate Student Academic Grievance Hearing Procedures for the Marketing 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)

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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 Marketing Program has established the following Hearing Board procedures for adjudicating graduate student academic grievances and complaints. (See GSRR 5.4.)

#### **I. JURISDICTION OF THE MARKETING PROGRAM HEARING BOARD:**

- A. The Hearing Board serves as the initial Hearing Board for academic grievance hearings involving graduate 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 not request an academic grievance hearing based on an allegation of incompetent instruction. (See GSRR 2.2.2)

#### **II. COMPOSITION OF THE MARKETING PROGRAM 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 MARKETING PROGRAM 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 and ask for a written response;
  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. In addition to conflict of interest challenges, either party can challenge two hearing board members without cause (GSRR 5.1.7.c);

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.). Decisions by the Hearing Board chair or the College Dean (or designee) on conflict of interest challenges are final;
  4. send the Hearing Board members a copy of the request for a hearing and the respondent's 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 preclude 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 deliberations 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 forward the names given by the complainant to the respondent and vice 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 hearing 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 members of the MSU community. The Hearing Board may close an open hearing to protect the confidentiality 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. Introductory remarks by the Chair of the Hearing Board: 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 academic grievance hearings in which a graduate student alleges a violation of academic rights, the student bears the burden of proof.
  - In hearings in which a graduate student 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 complainant 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 respondent fails to appear in person or via an electronic channel at a scheduled hearing, the Hearing Board may postpone the hearing or, only in unusual circumstances, hear the case in his or her absence. (See GSRR 5.4.9-b.)
4. If the respondent 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. Presentation by the Complainant: 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. Presentation by the Complainant's Witnesses: 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. Presentation by the Respondent: 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. Presentation by the Respondent's Witnesses: 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. Rebuttal and Closing Statement by Complainant: 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 "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 "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 and 5.4.12.3)

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 MARKETING PROGRAM HEARING BOARD DECISION:**

- A. Either party may appeal a decision by the Marketing Program 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 "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.)

# Appendix C

## APPENDIX C: GRADING KEY FOR FIRST YEAR PAPERS AND COMPREHENSIVE EXAM

0	1	2	3	4	5
<p><b>Importance of the Topic</b></p> <p>Trivial topic with limited potential for contribution to theory or practice</p>	<p><b>Importance of the Topic</b></p> <p>Paper provides minimal contribution to both theory and practice</p>	<p><b>Importance of the Topic</b></p> <p>Paper makes a modest contribution to either theory or practice, but doesn't consistently offer extensions to both areas.</p>	<p><b>Importance of the Topic</b></p> <p>Paper makes a modest contribution to both theory and practice. Topic has the potential to make a significant contribution</p>	<p><b>Importance of the Topic</b></p> <p>Paper makes a strong contribution to both theory and practice.</p>	<p><b>Importance of the Topic</b></p> <p>Paper makes a very strong contribution to both theory and practice Topic has the potential to make an incredibly strong and breakthrough contribution to the literature</p>
<p><b>Conceptual Rigor</b></p> <p>No reference to theory Misses most important points relevant to this research topic</p>	<p><b>Conceptual Rigor</b></p> <p>Inappropriate theoretical justification Lack of acquaintance with the literature Poorly developed hypotheses</p>	<p><b>Conceptual Rigor</b></p> <p>Poor or very limited theory discussion when developing the conceptual background Omitted several important references No evidence of integration of material Shows a sketchy acquaintance</p>	<p><b>Conceptual Rigor</b></p> <p>Relevant theories are identified to support their key research questions, but its application and justification is weak. Some key references are omitted Integration of the literature in the hypothesis develop was limited</p>	<p><b>Conceptual Rigor</b></p> <p>Relevant theories are identified and properly applied to the research context. Most of the important research is cited. Hypotheses are reasonably well developed.</p>	<p><b>Conceptual Rigor</b></p> <p>Ideal theories are identified and masterfully incorporated to support the research model. Hypotheses are precisely developed and supported by theory.</p>
<p><b>Methodological Rigor</b></p> <p>Completely inappropriate methods were employed Analyses were simply wrong</p>	<p><b>Methodological Rigor</b></p> <p>Poor method selection and unreliable or invalid results presented</p>	<p><b>Methodological Rigor</b></p> <p>Suboptimal method to test the research questions Reasonable method was identified, but was simply executed poorly Poor presentation of results</p>	<p><b>Methodological Rigor</b></p> <p>Reasonable method was employed Method was reasonably executed Minimally sufficient analyses were performed, but student stops short of providing proper testing. Results presentation was reasonable</p>	<p><b>Methodological Rigor</b></p> <p>A strong method was employed to test the research hypotheses The method and analyses were executed well and reasonably documented. Meaningful interpretation of research results</p>	<p><b>Methodological Rigor</b></p> <p>An ideal method was selected that integrated multiple data sources or methods to provide a complete testing of the research questions. Methods and analyses were perfectly executed and well documented. A strong discussion of the results was provided.</p>
<p><b>Organization and Communication</b></p> <p>Sloppily developed with limited organization Inconsistent style throughout Writing style and grammar are completely unacceptable</p>	<p><b>Organization and Communication</b></p> <p>Poorly written throughout Little or no comprehension of what constitutes relevant information Poor organization and flow throughout</p>	<p><b>Organization and Communication</b></p> <p>Shows considerable tendency to stray from the point Organization is weak Poorly integrated in terms of overall structure</p>	<p><b>Organization and Communication</b></p> <p>Article has the appropriate structure, but lacks flow and organization overall. Evidence clearly presented but not the most germane to the point in places. Overall writing style could be improved.</p>	<p><b>Organization and Communication</b></p> <p>The paper is organized well overall, but has some noise in sub- sections of the document. Writing style is good, but could be improved.</p>	<p><b>Organization and Communication</b></p> <p>A well-organized paper that covers all major points Writing style is strong throughout the paper and is ready for submission to a journal</p>

**Approved by Doctoral Programs Committee: March 16, 2019**