



MHRLR STUDENT HANDBOOK

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School of Human Resources & Labor Relations
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Introduction: School of Human Resources & Labor Relations

Welcome to the School of Human Resources & Labor Relations (SHRLR). The Master of Human Resource and Labor Relations (MHRLR) degree program. Our mission is to create human resources and labor relations leaders and learners. Our vision is to be the nationally and internationally recognized center of expertise on improving the employment relationship to maximize organizational success and individual satisfaction. The jobs held by over 2,000 MHRLR graduates of the School testify to the value of the program in preparing individuals for important work as practitioners in human resources management, labor-management relations, organizational behavior, compensation and benefits, employment and training program functions in the American economy and abroad. We are confident that you, too, will find the MHRLR program interesting, challenging, and very beneficial to you in your career.

Entry into graduate school can be a stressful experience as students are presented with a large and complicated amount of information. This handbook will ease this transition by providing you with needed information and links to important websites. In addition, please feel free to contact the Graduate Program Administrator or the Associate Director for guidance as you pursue your MHRLR degree. The MHRLR handbook contains information about the structure, requirements, and policies of the MHRLR program, as well as other activities and programs of the School of Human Resources & Labor Relations. We have paraphrased a number of School, College of Social Science, and University policies and regulations to make the handbook readable and avoid unnecessary repetition. Thus, the handbook should not be viewed as a binding contract between you and the School, but instead as a best effort to make information readily available to you. The handbook is subject to revision. Please keep this handbook and refer to it during the course of your MHRLR studies. If you have questions, please feel free to contact the Graduate Program Office, 401 South Kedzie Hall, (517) 355-3285, mollitor@msu.edu.

Background: School of Human Resources & Labor Relations

In 1956, Michigan State University established the Labor Relations Center with the twin aims of conducting research in labor and industrial relations and of providing non-credit, non-degree continuing education for trade union leaders and members and for management practitioners in labor relations and human resources. In 1962, the Center became the School of Human Resources & Labor Relations (SHRLR), a unit located in the newly formed College of Social Science, and was given responsibility for developing an academic degree program. The resulting Master of Human Resource and Labor Relations (MHRLR) program began its operations in the fall of 1965. In 1968, the School began to offer the Interdisciplinary Ph.D. in Social Science program with a Concentration in Industrial Relations and Human Resources. Beginning in 2004, this degree program became a PhD in Human Resources and Labor Relations. Over 2,000 men and women have graduated from the MHRLR program, with the great majority finding professional employment in the human resources and labor relations fields. Over 40 individuals have graduated from the Ph.D. program, and almost all have found employment as faculty members in colleges and universities in the United States or abroad. Currently there are approximately 15 academic faculty in the school. A faculty directory is available at <http://hrlr.msu.edu/faculty/faculty.php>.

Basic Structure and Requirements of the MHRLR Program

There are two types of degree programs available that lead to the MHRLR degree.

Plan A consists of prescribed course work, research, thesis, and a final oral examination.

Plan B consists only of prescribed course work, without a thesis, and without a final examination or evaluation. Both options require a minimum of thirty-six (36) graduate semester credits. Twenty-seven (27) of these credits must be earned in required courses. The remaining nine (9) credits may be earned in elective graduate semester credits.

Students should make every effort to complete required coursework early in their program of study. Many of the required courses are prerequisites for other courses. All of the required courses provide a foundation for the content covered in elective courses.

Many HRLR courses have as a prerequisite "approval of school." All MHRLR students are automatically granted this approval when it is the sole prerequisite. However, MHRLR students must satisfy any specific prerequisites.

The majority of students enroll in **Plan B**, under which a master's thesis is not required for the MHRLR degree. Students are presumed to be under Plan B unless they have submitted a written request to enroll under Plan A to the Associate Director of the Graduate Program.

Those students hoping to proceed to the School's Ph.D. program or to doctoral work at another university may want to consider enrolling under Plan A and writing a formal thesis. International students whose home countries place a much-reduced value on a master's degree lacking a formal thesis, may want to complete an MHRLR thesis even if they have no plans to undertake doctoral work. Between three (3) and six (6) credits in HRLR 899, Master's Thesis Research, must be earned under Plan A.

Upon receipt of the written request to enroll under Plan A, a thesis committee will be assigned to the student. The student must then enroll in between three (3) and six (6) credits in HRLR 899. The thesis committee will appraise the student's thesis plan and determine its acceptability. Upon approval of the thesis plan, the committee will notify the Associate Director in writing. After receiving approval of the committee, the student is responsible for writing the thesis. Upon completion of the written thesis, the student will make an oral presentation to the thesis committee members, explaining and defending the main points of their thesis. The thesis committee will notify the Associate Director in writing when the student has successfully defended his or her thesis. For further information about the Plan A option, please contact the Associate Director of the Graduate Program.

Student Curriculum Explanation

The Master of Human Resources and Labor Relations program is comprised of 12 courses and 36 credits. There are 7 core knowledge areas in which students need to choose a course per section or more than one course when a foundational course (required) is also present.

Core Knowledge Areas and Courses

- 1. Human Resource Management**
 - Human Resource Practices and Decisions (HRLR 820)
 - Compensation (HRLR 825)
 - Training and Development (HRLR 822)
 - Talent Acquisition and Deployment (HRLR 821)
- 2. Strategy and Firm Performance**
 - Human Resources & Firm Performance (HRLR 871)
 - Human Resource Strategy (HRLR 872)
- 3. International HR & LR**
 - International & Comparative HR & LR (HRLR 854)
 - International HR (HRLR 855)
 - Study Abroad (HRLR 859)
- 4. Organizational Change Leadership**
 - Organizational Behavior for Management of HR (HRLR 813)
 - Organizational Development & Planned Change (HRLR 816)
 - Negotiations & Conflict Resolution (HRLR 819)
 - Leadership (HRLR 818)
- 5. Workplace Law**
 - Employment Law (HRLR 868)
 - Labor Law (HRLR 863)
- 6. Labor Relations**
 - Collective Bargaining (HRLR 858)
- 7. Analytical Skills for HR & LR**
 - Economics of Human Resources (HRLR 809)
 - Quantitative Methods for HR Analyses (HRLR 832)

Student Planning Form

Three courses are required among the first 18 credits a student takes in the program: HRLR 820, HRLR 832 and one ‘Strategy and Firm Performance’ course. These courses are considered “foundational courses,” deemed by the Academic Faculty to be essential for all students and contribute to understanding material in the master's degree curriculum, and subsequent courses. The following is a course planning form.

- 1. Human Resource Management:** Two courses from this section are required for the program. HRLR 820 is a required foundational course. Second it is required that students choose one course in addition to HRLR 820. You may also choose the other courses for your electives as well.

<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>	<i>Selection</i>	<i>Semester</i>
HRLR 820	HR Practices & Decisions (Required)	3	x	
HRLR 825	Compensation	3		
HRLR 828	HR Information Systems	3		
HRLR 822	Training and Development	3		
HRLR 821	Talent & Acquisition Deployment	3		
HRLR 829	Foundation of Employee Benefits	3		

Credits Required=6 Elective Credits=___ Total Section Credits=___

- 2. Strategy and Firm Performance:** You are required to choose one course from this section as part of your program. You may also choose the other course as an elective as well.

<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>	<i>Selection</i>	<i>Semester</i>
HRLR 871	Human Resources & Firm Performance	3		
HRLR 872	Human Resource Strategy	3		

Credits Required=3 Elective Credits=___ Total Section Credits=___

- 3. International HR & LR:** You are required to choose one course from this section as part of your program. The one required course must be either HRLR 854 or HRLR 855. You may also choose the other course as an elective as well.

<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>	<i>Selection</i>	<i>Semester</i>
HRLR 854	Comparative Employment Relations	3		
HRLR 855	International HR	3		
HRLR 859	Study Abroad	3		

Credits Required=3 Elective Credits=___ Total Section Credits=___

4. **Organizational Change Theory and Practice:** Please choose one course as required for the program. HRLR 813 is a required foundational course and has been chosen for you. You may also choose the other courses for electives as well.

<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>	<i>Selection</i>	<i>Semester</i>
HRLR 813	Organizational Behavior for HR/LR	3	x	
HRLR 816	Organizational Development & Change Management	3		
HRLR 819	Negotiations & Conflict Resolution	3		
HRLR 818	Leadership	3		

Credits Required=3 Elective Credits=___ Total Section Credits=___

5. **Workplace Law:** You are required to choose one course from this section as part of your program. You may also choose the other course as an elective as well.

<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>	<i>Selection</i>	<i>Semester</i>
HRLR 863	Labor Law	3		
HRLR 868	Employment Law	3		

Credits Required=3 Elective Credits=___ Total Section Credits=___

6. **Labor Relations:** Please choose one course as required for the program. HRLR 858 is a required foundational course and has been chosen for you. You may also choose the other courses for electives as well.

<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>	<i>Selection</i>	<i>Semester</i>
HRLR 858	Collective Bargaining	3	x	

Credits Required=3 Total Section Credits=3

7. **Analytical Skills for HR & LR:** Both courses from this section are required for the program.

<i>Course #</i>	<i>Course Name</i>	<i>Credits</i>	<i>Selection</i>	<i>Semester</i>
HRLR 809	Economics of HR	3	x	
HRLR 832	Quantitative Methods for HR Analyses	3	x	

Credits Required=6 Total Section Credits=6

Academic Advising and End-of-Semester Review

Students are encouraged to seek academic advising in the following two areas: (a) For matters regarding course scheduling, prerequisites, overrides, credit requirements, and other course enrollment related issues, please consult the Graduate Program Coordinator; (b) For matters regarding career development and career focus, please consult the Director for Career Development and Placement.

Prior to the semester of graduation, each student will receive a review at the end of each semester that summarizes their progress toward degree completion. Students should utilize academic advising to plan for coursework and career development for future semesters.

The end-of-semester review will also highlight any concerns pertaining to academic performance. When such concerns arise, the Associate Director will contact the student to discuss next steps.

For all other logistics and aspects of the MHRLR program, as well as for specific concerns, please consult the Associate Director.

Graduate Program Coordinator: Cheryl Mollitor, mollitor@msu.edu

Director for Career Development and Placement: Thuy-Tram Butler, tbutler@msu.edu

Associate Director for Graduate Programs: Jason Huang, huangjl@msu.edu

Program Prerequisites

The following three courses are undergraduate pre-requisite courses that students should have taken prior to beginning the program. The courses are:

1. Completion of undergraduate micro-economics with a 3.0 or better; and
2. Completion of undergraduate behavioral science with a 3.0 or better; and
3. Completion of undergraduate statistics with a 3.0 or better.

The undergraduate statistics course should cover descriptive statistics, elements of probability, and basic statistical inference. A course that primarily covers survey methods or research methods does not meet the requirement. The behavioral science prerequisite course may be satisfied by completing one introductory course in a behavioral science. Courses in anthropology, communications, political science, psychology, and sociology may be used to satisfy this prerequisite.

Students who have not met all these requirements before entering the program will be admitted provisionally and are required to complete the requirements as stated in their admission letter prior to the end of the first semester in the program. They must mail or bring to the Graduate Program Office a transcript showing the course(s) completed with necessary grade(s). A letter from a faculty member certifying a satisfactory examination is not acceptable, nor is completion via an independent-studies course.

Students must complete an undergraduate micro-economics course before enrollment in HRLR 809 (Economics of HR) and an undergraduate statistics course before enrollment in HRLR 832 (Quantitative Methods for HR and LR). Students should note the prerequisites are not waived by completing the HRLR courses for which economics and statistics are specific course prerequisites. Students may not enroll in these classes until the prerequisites are met.

The missing undergraduate pre-requisite requirements may be met by course work at Michigan State University, at local community colleges, or at any other accredited institution of higher education. The Graduate Program Office or the Associate Director will supply suggestions as to which MSU courses meet the requirements. Courses completed to fulfill the undergraduate prerequisites do not count toward the thirty-six (36) semester credit requirement regardless of course number level.

Course Planning

It is essential for most students with tight time schedules to plan carefully, and as far in advance as possible, the selection and timing of courses needed or wanted for the degree. A good course plan should enable you to:

1. Complete any remaining undergraduate prerequisites within the time limit;
2. Complete all required courses;
3. Complete prerequisite HRLR courses before the HRLR elective courses for which they are prerequisites, e.g., complete HRLR 858 or HRLR 863 before HRLR 854;
4. Complete desired elective courses;
5. Take a manageable course load each semester; and
6. Complete the degree program within the allowed time limit.

Course Content and Requirements

The MSU RO Course Descriptions (www.reg.msu.edu/Courses/Search.asp) contains brief descriptions of all HRLR courses, as well as descriptions of other MSU graduate courses, prerequisites, and the number of credits for each course. While this shows the broad outline of a course, more detailed information can be obtained by talking with the faculty member scheduled to teach the course in question or reviewing a recent course syllabus. HRLR course syllabi are available for review in Room 401, South Kedzie Hall or by emailing mollitor@msu.edu.

Independent Study in HR/LR: HRLR 890

HRLR 890 is an independent study course designed to permit advanced SHRLR master's students to study a specific topic, problem, or aspect of human resources or labor relations in greater depth than typically covered in detail in existing HRLR courses. HRLR 890 represents an elective course.

It is not designed for persons with limited background in the field and, therefore, requires prior completion of at least 15 HRLR credits.

A maximum of three (3) credits of HRLR 890 may be taken. A student wishing to enroll in HRLR 890 must find a faculty member willing to supervise the course, work out with the faculty a detailed plan for work to be completed and the basis for awarding credit for the course, complete and sign the *Application for Independent Study* form required by the University, obtain the faculty member's signature, and submit the form to the Graduate Program Office for approval. Students who want to pre-register for HRLR 890 must submit their application two weeks prior to enrollment to provide adequate time for review. A student who has not submitted the completed and signed form by the 10th day of classes will be dropped administratively from HRLR 890 for that semester.

HRLR 890 may not be used as a substitute for a required HRLR course, nor can it be used to earn credit for internships or work experience.

Data obtained while the student holds an internship may be used for purposes of research and analysis under HRLR 890, as well as data obtained in any other way. However, grades are based on the scope and quality of the analysis and writing, not on the practical experience from which the data were drawn.

Research Involving Human Subjects

Students conducting research involving human subjects must: 1) Complete Human Research Protection training prior to engaging in human subject research. This training can be accessed at: <https://hrpp.msu.edu/training/index.html>. 2) Complete an application to the MSU Institutional Review Board (IRB) to get approval for the intended research prior to beginning any research. The link for the application is at the following: <https://hrpp.msu.edu/click/index.html>.

Under the regulations, all investigators (faculty &/or graduate students) who will conduct research that involves human subjects must submit an application and approval of the research protocol must be in place before the investigator begins data collection.

A faculty member on a student's thesis committee (for Plan A students only) or the HRLR 890 faculty member (for student's conducting research as part of an independent study) will be considered the principal investigator who is responsible for the research project when submitting an application for approval to the IRB.

These regulations are of specific concern to graduate students because "research" includes the preparation of Master's Theses and Doctoral Dissertations. Examples of research involving human subjects include: interviews, in person, telephone or mail surveys, behavioral or educational testing, laboratory studies, observation of individual or group behavior, collection of blood (or other biologic) samples.

Updated Schedules of HRLR Courses

Because of changes in student needs and faculty availability, new HRLR courses may be added to the course schedule. In addition, HRLR courses may be offered in semesters different from those shown in the MSU RO: Course Descriptions and at other times than shown in the MSU RO: Schedule of Courses. Further, changes may be made to course offerings due to School and faculty limitations and needs. More up-to-date information (including days and hours) is available on MSU's course schedule website (<https://schedule.msu.edu/>). Students are urged to review the course schedules for upcoming semesters before planning their selection of courses keeping in mind that certain required courses are to be completed within the first 18 credits in the student's program.

Evening and Summer Classes

The School accepts as regular MHRLR students not only daytime and full-time students but also those who, while holding full-time employment, are able to pursue the master's degree only on a part-time basis and to take courses mainly in the evenings. The fundamental principle of the School is that there is to be no difference in admission requirements, course content, grading standards, or graduation requirements between daytime and evening students or courses.

To facilitate studies for working students, the School attempts to offer almost all of its courses in the evenings at least once every four years. Students should make use of every opportunity to take the required courses, as well as desired elective courses, as soon as they are offered in the evenings, so that their period of study does not exceed the six-year time limit. Whenever possible, part-time students should also take courses offered during the day and also during the summer semester. The School seeks to offer several courses in the summer. Courses are offered in the first seven (7) weeks of the summer, with twice the normal number of classroom hours per week, and in the full fifteen (15) week semester with weekly classroom hours as indicated by the number of course credits. In addition, the School offers one to two study abroad courses each summer. These are scheduled at the beginning and end of summers to accommodate student summer internships.

Transfer Credits

A student obtains transfer credit for a course taken at another institution when it is accepted for credit as if the course had been taken at MSU. Transfer credits are applied to meeting the thirty-six (36) semester credit requirement of the MHRLR degree program. Incoming graduate students may transfer up to 9 semester credits of graduate credits.

Credits will be transferred, if: a) the student earned a grade of at least 3.0 in each course; b) the course is appropriate to SHRLR's academic program. The School will accept, at its own judgment, only those courses which: (i.) cover subject matter similar to SHRLR's curriculum or related to the human resource and labor relations field, (ii.) appear to be of sufficient academic quality, and (iii.) were completed within the six year time limit for earning the MHRLR degree. If a course taken at

another institution appears to substantially duplicate a required course, the School will determine whether transfer credit should be granted, and the course requirement should be waived (see below).

Applications for transfer credit must be made in writing to the Associate Director and should be accompanied by a syllabus, reading list, and other written materials bearing upon the appropriateness of transfer credit. The accompanying supporting material may be returned to the student after the decision is made. Students should file applications as early as possible upon entry into the program.

Responsible Conduct of Research (RCR) Requirements

All master's students are required to submit a record of the RCR training they received during their time in the program to the HRLR graduate program administrator. The documentation material will be reviewed annually to ensure students are in compliance.

1) Year 1

All new master's students will complete 4 CITI online modules within the first year of enrollment in their program. Go to the ABILITY information management system at <https://ora.msu.edu/train> to log into CITI and complete your on-line RCR training. This is the system that must be used for proper documentation of training. Students should provide a transcript report of their completed modules to the HRLR graduate program administrator.

CITI Modules:

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

2) Discussion-Based Training

All master's students will complete 6 hours of discussion-based training prior to receiving their degrees. These hours can be completed through the following means:

- Every master's student will be required to take 1.5 hours of overview training in responsible conduct of research. This overview training will be offered during student orientation sessions at the beginning of the semester. The content of this training will cover subjects such as plagiarism, research misconduct, and the use of human subjects in research.
- Completion of RCR-related workshops. A list of these workshops can be found at <https://grad.msu.edu/rcr>.
- Other acceptable events may include, but are not limited to, a seminar session devoted to an RCR subject, extended discussions on an RCR subject covered in a methodology class and/or with their academic advisor.

- Students typically will receive RCR related content in HRLR 813, HRLR 832, and HRLR 820.

Lifelong Education Graduate Credits

The Graduate Lifelong Education Program (LEP) at Michigan State University was established to permit non-degree study, i.e., enrollment without admission to a degree program, for persons who have been out of school for a number of years. Additional information and application for LEP enrollment may be found <http://www.reg.msu.edu/ROInfo/EnrReg/LifeLongEducation.aspx>.

The School allows LEP students who have been officially awarded bachelor's degrees to enroll in a maximum of three HRLR courses (9 credits), provided they meet the specific course or credit prerequisites of those HRLR courses. Following completion of Lifelong credits students may apply for regular admissions to SHRLR's master's degree (MHRLR) program. If subsequently admitted to the MHRLR program, they may apply these courses toward the MHRLR degree. Courses completed under LEP in other teaching units may be applied toward the MHRLR degree only upon successful written petition to the Graduate Program Office. These courses will be reviewed for transfer credit.

Waivers of Required HRLR Courses

A course requirement is said to have been waived when a student is freed from the obligation to complete one of the HRLR courses specifically required for the MHRLR degree. If the waiver is not accompanied by corresponding transfer credit, the student must earn in elective courses the number of credits carried by the waived course.

The application procedure is the same for waivers as for transfer credit, but it is even more important to make written application early. The student should specify whether the application is for waiver, transfer credit, or both. Courses are almost never waived unless it is determined that the student took a nearly identical graduate level course with the same number of contact hours, similar amount of course work, and with the same degree of difficulty.

Application of MSU Credits Toward Two MSU Master's Degrees

Students who have already completed a master's degree in another department or school at MSU may be permitted to use up to nine (9) graduate course credits listed on the degree certification form for that degree toward the MHRLR degree. Application for such dual use of MSU graduate credits should be made to the Associate Director in writing and early in the MHRLR program.

Further information on credit transfers can be found at:

<https://admissions.msu.edu/apply/transfer/before-you-apply/transfer-your-credits.aspx>

Grade Requirements

Numerical whole and half-point grades on a 4.0 scale are given in all the School's courses (i.e., 4.0, 3.5, and 3.0). In order to get credit for a course, a student must obtain a grade of 2.0 or better. The accumulation of grades below 3.0 in more than two courses of two or more credits each removes the student from the MHRLR degree program. This policy does not apply to courses below the 400 level unless the courses are required for the student's program.

Under College and University rules, a student may repeat a course, subject to permission from the School and the College, and the new grade will replace the previous grade. In order to graduate, the student must achieve a cumulative GPA of at least 3.0 while in the degree program.

For definitions, regulations, and deadlines regarding deferred (DF) and incomplete (I) grades, please see (<https://www.reg.msu.edu/AcademicPrograms/>) the MSU Registrar's Office, Academic Programs description.

Deferred and Incomplete Grades

Briefly, the course grade replacing a "DF" grade must be reported by the instructor within six months after the last class day of the term of instruction, with the option of a single six-month extension. The grade replacing an "I" grade must be reported no later than the middle of the student's next semester in attendance, or within one year, whichever is earlier.

An instructor needs time to grade a student's delayed term paper and/or examination and, therefore, is entitled to set earlier deadlines for removal of "DF" and "I" grades. However, an instructor is not entitled to extend the University deadlines without higher-level approvals. A "DF" grade not removed by the deadline becomes an unfinished "U" and an "I" grade becomes a 0.0 grade.

Regular Status Required for Graduation

No student can graduate while on provisional admission status. Those admitted provisionally must meet the conditions for transfer to regular status which are specified, with deadlines, in the Associate Director's admission letter to the applicant and in the MSU form "Recommended Action for Admission to Graduate Studies." Students not meeting the conditions on time will be dropped from the MHRLR program or barred from further registration.

Students should apply for graduation at the start of the semester in which they plan to graduate. The Application for Graduation can be completed online and accessed at the following url: <http://www.reg.msu.edu/StuForms/GradApp/gradapp.aspx>.

Time Limits for Completing the Degree

A student must complete all course work toward the degree within six (6) years from the beginning of the first semester in which credit was earned toward the degree. Those who exceed this time limit will be required to retake the earliest courses to remain within this six-year limit. The time limit applies to both non-MSU courses for which transfer credits are obtained and MSU courses. Students having difficulty completing the MHRLR degree within the six-year time limit, should contact the Associate Director to discuss the student's options.

Dual MHRLR/JD Degree Program

The School offers a dual degree program with the [Michigan State University College of Law](#). Students who have been admitted to the dual degree program may transfer a maximum of nine (9) credits from the MSU College of Law to their program in SHRLR, and, similarly, 9 credits may be transferred from SHRLR to the MSU College of Law. All transferred credits are used as electives in each program.

To be admitted to the dual MHRLR/JD program, students must meet the requirements for admission to the MHRLR degree program as well as the requirements for admission to the MSU College of Law. Each school makes admission decisions independently, and students must be admitted to both programs. Note that courses taken prior to matriculation at the MSU College of Law are not eligible for transfer credit (ABA Standard 304). Tuition payments are made separately to both institutions at the rates established by each.

Students who are admitted to the dual degree program must satisfy the requirements the MHRLR degree. Only Plan B (without thesis) is available under the dual degree program. Students must also meet the requirements for a Juris Doctor degree set forth in the MSU College of Law Bulletin. Dual-degree students spend their first year taking required law school courses, and their second taking required MHRLR degree courses. During the subsequent two years, students take a mixture of courses. Completion of the degree takes four years on a full-time basis.

For a list of MSU College of Law elective courses that have been approved by SHRLR to be eligible for transfer credit, please contact the SHRLR Graduate Program Office.

An average grade of 3.0 must be maintained in all SHRLR courses counting toward the MHRLR degree. An average grade of 2.0 must be maintained in all courses counting toward the JD degree. No quality points will be considered by the MSU College of Law for the grades received in the MHRLR program and accepted for transfer, in determining the overall grade point average of 2.0 required for the JD degree, or that are required for academic prizes, awards, or scholarships.

In cases where a student is admitted to the dual degree program but does not complete the requirements for the MHRLR degree, the MSU College of Law will accept for transfer up to five (5) credit hours of courses taken in the MHRLR program, provided the courses are eligible for transfer per approval of the Associate Dean of the MSU College of Law. In cases in which a student does not complete the requirements for the JD degree but chooses to complete the MHRLR degree, MSU College of Law courses will be considered for transfer credit on a case-by-case basis according to the usual rules regarding transfer credits.

Students interested in the dual degree should contact the Associate Director, for the School of Human Resources & Labor Relations and also an advisor at the MSU College of Law.

Academic Honesty and Integrity

Academic honesty and integrity are essential to the success of any graduate program. All students and faculty within the School are required to exhibit the principles of academic honesty and integrity as set forth by University policy. Academic dishonesty on written work will not be tolerated. Academic dishonesty takes multiple forms including plagiarism, cheating, affiliation of dishonesty in other students (e.g., allowing another student to copy your work), and academic sabotage. These types of academic dishonesty are completely contrary to all of the values reflected in the field of human resource management and industrial relations. SHRM has a zero tolerance for academic dishonesty in any form.

Students may review the complete MSU integrity policy, MSU Policies, Regulations and Ordinances Regarding Academic Honesty and Integrity at <https://msu.edu/unit/ombud./academic-integrity/>

Key Principles MSU's Integrity Policy

1. All academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work, so that honest effort will be positively encouraged.
2. If any instance of academic dishonesty is discovered by an instructor, it is his or her responsibility to take appropriate action. Depending on his or her judgment of the particular case, he or she may give a failing grade to the student on the assignment or for the course.
3. In instances where a failing grade in a course is given only for academic dishonesty, the instructor will notify SHRLR's Academic Director and Director in writing of the circumstances.
4. The student who receives a failing grade based on a charge of academic dishonesty may appeal a judgment made by a department, school, or a college. For additional information refer to: <http://splife.studentlife.msu.edu/>
5. When in the judgment of the Academic Director and Director, action other than, or in addition to, a failing grade is warranted, they will refer the case to the college-level hearing board which shall have original jurisdiction. In cases of ambiguous jurisdiction, the appropriate judiciary will be randomly selected by the assistant provost from one of the three core colleges. Appeals from the judgment may be made to the All-University Academic Integrity Review Board. For additional information refer to: <http://splife.studentlife.msu.edu/>
6. In instances of academic dishonesty where the instructor feels that action other than, or in addition to, a failing grade in the course is warranted, the instructor will report the case to the Academic Director and Director. They will then refer the case to the college-level hearing board, which shall have original jurisdiction. For additional information refer to: <http://splife.studentlife.msu.edu/>

Students and faculty are also required to exhibit integrity in research and creative activities. Integrity in research and creative activities embodies a range of practices that include:

- Honesty in proposing, performing, and reporting research;
- Recognition of prior work;
- Confidentiality in peer review;
- Disclosure of potential conflicts of interest;
- Compliance with institutional and sponsor requirements;
- Protection of human subjects in the conduct of research;
- Collegiality in scholarly interactions and sharing of resources;

Each of these practices is outlined in the *Guidelines for Integrity in Research and Creative Activities*. Students entering under Plan A are given a copy of these guidelines upon enrollment in HRLR 899. These guidelines are found at: <https://grad.msu.edu/researchintegrity>

Students who violate any practices of professional integrity will be evaluated on a case-by-case basis and may be removed from the MHRLR program. If you are not certain what academic honesty and integrity entails, contact the appropriate faculty member or the Associate Director to discuss your concerns.

Sanctions

Sanctions for academic dishonesty include, but are not limited to, one or more of the following, and may, but need not, involve suspension or expulsion:

- A grade of F for the assignment.
- A grade of F for the course; recording in student file.
- Disciplinary probation.
- Dismissal from the master's degree program.
- Permanent expulsion from the University with a permanent notation of disciplinary expulsion on the student's transcript.

Faculty are required to report cheating to the School's Academic director and typically involves the School's Director as well in determining the sanctions, following MSU Graduate School

Consequences of Academic Dishonesty

- Not learning material which will adversely affect your ability to fulfill professional roles and advance in your career because of not learning;
- A continued negative impact on the student's reputation and view among faculty and students;
- Undermines the reason you are here to prepare professionally;
- Results in a "vicious cycle." An act of academic dishonesty makes it easier to make wrong choices in future and leads to higher probability of this behavior the future.
- End result is that you don't learn what you need to learn.

Additional Policies and Practices of the MHRLR Program

The regulations and policies of the University and of the College of Social Science set the limits for the graduate program of the School. Like other teaching units on campus, the School has established additional requirements consistent with these limits. The MHRLR program is governed by policies developed, adopted, and modified over a number of years.

Computers

Laptop computers are not required for the MHRLR program. Computer skills are, however, essential for success in the program and in the fields of human resources and labor relations. Students must be able to use a variety of computer applications such as email, word processing, and spreadsheet applications. Microsoft Excel is used in the required HRLR 820 course and in HRLR 832. Students unfamiliar with Excel should take the Excel course provided by Eaton Corporation each fall semester and/or possible courses through the Libraries, Computing, & Technology Training Program (LCTTP) on campus or through a variety of private vendors.

The computer lab is located in Room S100 of South Kedzie Hall and is for the exclusive use of HRLR students. Students are responsible for closing the lab door upon leaving the lab. To prevent theft, the door must be closed and locked even when leaving for only a moment.

Students are responsible for keeping the computer lab clean. Students are responsible for picking up and throwing away any trash in the lab. Spills must be wiped up immediately.

Disability Accommodations

Under the Americans with Disabilities Act (ADA) of 1992, a student with a disability as defined under the Act has the right to request accommodation if needed to successfully complete required course work. The Associate Director should be informed of your situation so they can assist you as needed. However, it is your responsibility to inform each faculty member teaching your classes of any special needs. The faculty member should be notified of your needs during the first week of classes so appropriate arrangements can be made for the entire semester. For additional information, contact the MSU Resource Center for Persons with Disabilities (RCPD) at (517) 884-7273; website: <https://www.rcpd.msu.edu/>

Graduate Assistantships

Graduate assistantships are appointments under which students assist designated faculty members in their research or other work in the School. Graduate Assistant appointments for MHRLR students are, therefore, Research Assistantships. Graduate assistantships are based upon academic achievement. Financial need is not a factor in awarding assistantships. No application is necessary for a student to be considered for these assistantships. Assistantship decisions are made prior to the

start of the Fall semester. Students are notified no later than the first week of the Fall semester of each year.

Consistent with University policy, the School designates the stipend paid to students as income subject to income tax. The appointments are for a designated period of one or two academic semesters. They will be on a half-time or quarter-time basis, based upon available funding and the needs of the School. Graduate Assistantship appointments are made for the purpose of facilitating research and instruction, and they serve to attract and retain students of high general academic quality and of high ability to contribute to research and instruction.

Graduate assistantships are continued throughout the designated period as long as the student is making satisfactory progress towards his or her degree and as long as he or she receives acceptable performance review from the faculty member to whom the student is assigned. The performance of each graduate assistant will be reviewed by the faculty member to whom he or she is assigned on an annual basis. The date of the performance review will be selected by the individual faculty member. A copy of the Annual Assessment for Master's Students form may be found in Appendix A of this handbook.

Procedure for Unsatisfactory Performance

When employment performance is unsatisfactory, the employment duties may be reduced and employment fraction and pay may be reduced correspondingly, or employment may be terminated. In cases of unsatisfactory employment performance, the matter will first be discussed with the graduate assistant prior to any action being taken. If the supervisor determines that the existing situation can be corrected by the graduate assistant and is of such a nature that correction is appropriate, the graduate assistant will be given not less than one calendar week from date of discussion to make the correction. A written summary of such a discussion will be available at the written request of the graduate assistant provided the request is received within forty-eight (48) hours of the discussion. When allowed by law, a copy of this summary will be provided to the Union.

Discipline

The parties recognize the authority of the employer to suspend, discharge, or take other appropriate disciplinary action against graduate assistant for just cause. Discharge may result from an accumulation of minor infractions as well as for a single serious infraction. Whenever it is appropriate, the employer shall give the graduate assistant advance notice of its intent to hold an investigatory interview. When appropriate, the graduate assistant shall be entitled to the presence of a Union Representative at an investigatory interview if he/she has reasonable grounds to believe that the interview may be used to support disciplinary action against him/her, and he/she requests representation. If any discipline is taken against a Graduate assistant, the Graduate assistant will receive a copy of the disciplinary action. In the event that a Graduate assistant is discharged, the Graduate assistant will receive a copy of the notice of discharge, including a summary of the reasons for the discharge. When allowed by law, the Union will be provided a copy of any notice of discharge. A Graduate assistant may appeal a suspension or discharge beginning at Step Two of the Grievance Procedure.

Michigan State University Teaching Assistants are employed according to the terms outlined in the Graduate Employees Union Collective Bargaining Agreement, available at <http://geuatmsu.org/about/geu-contract/>.

Teaching Assistantships

Teaching Assistantship duties normally take one of three forms: the assistant may be assigned to lead discussion sections in one of the introductory survey courses, may serve as a grader in an undergraduate course with a large enrollment; or serve as the principal instructor for a course. In any case the assistant is expected faithfully to carry out the duties assigned by the course instructor. For half-time assistants these duties will normally average 20 hours of work per week.

It rests with each instructor to make clear at the beginning of each semester his/her expectations with respect to such features of the assistant's work as the keeping of office hours, other counseling activities, and the timely handling of papers and examinations. Assistants are required to attend lecture sections of the courses to which they have been assigned, even when they may previously have assisted for the same professor in the same course. While every reasonable effort will be made to match assignments with the academic interests of the assistants, in practice students must expect to be assigned to courses lying outside their preferred fields of study when enrollment and other considerations make this necessary. The failure of assistants to carry out assigned duties is regarded by the HRLR as prejudicial to the effective discharge of its instructional and administrative functions. It may therefore result in immediate termination of an assistantship appointment.

Relationship Violence and Sexual Misconduct Policy

All TAs and RAs must complete MSU's on-line training about the Relationship Violence and Sexual Misconduct Policy. You will receive notifications about this mandatory training from the university on an annual basis. For more information, see <http://titleix.msu.edu/learn-more/online-education-programs.html>.

English Language Proficiency for International Students

According to MSU's Academic Programs Catalog "All international applicants and applicants for graduate programs whose first language is not English must be able to demonstrate their English language proficiency. Those applicants who do not demonstrate English language proficiency must fulfill the requirements stated below as part of the admissions procedure. Graduate students may be admitted on regular status or on provisional status."

MSU candidates for TA appointments who were required to demonstrate English proficiency as a condition for regular admission to Michigan State University must also demonstrate that they meet a minimum standard of proficiency in spoken English before they can be assigned teaching work that involves oral communication with undergraduate students. Those international teaching assistants (ITAs) may meet this requirement in one of the following ways:

- Presenting a TOEFL iBT speaking section score of 27 or higher.

- Receiving a score of 50 or higher on the MSU Speaking Test
- Taking AAE 451 or AAE 452 (ITA language support courses) and receiving a score of 50 or higher on the ITA Oral Interaction Test (ITAOI).

Those ITAs who received a waiver of the TOEFL or of other accepted tests of English proficiency for admission, must also meet the requirement of proficiency in spoken English before they are assigned to teaching work that involves oral communication with undergraduate students. To meet this requirement, those ITAs may use any of three options listed above.

Individual exceptions from these requirements (on a case-by-case basis in rare circumstances) will be considered by the Graduate School in consultation with the ELC upon the request of the department and with the endorsement of the Associate Dean of the College.

For non-TA duties, the HRLR does not require the SPEAK test.

TA Professionalism

As a TA you are expected to contribute positively to MSU's teaching mission. You are expected to fulfill your role with professionalism, which includes timeliness, decorum, concern for the learning environment created for students, responsiveness to feedback from students and the course instructor, and accuracy and fairness in grading. Supporting the course instructor and the students is the critical role of a TA. HRLR expects TAs to show initiative, a willingness to take on tasks to help the course run smoothly, attention to detail, and diligence in performing all tasks. There are also a number of MSU policies that you need to familiarize yourself with as a TA.

- All instructors and TAs are required to be familiar with the MSU Code of Teaching (<http://splife.studentlife.msu.edu/regulations/selected/code-of-teaching-responsibility>).
- All instructors and TAs are required to be familiar and follow the Academic Integrity policy (<https://reg.msu.edu/AcademicPrograms/Print.aspx?Section=534>)
- All MSU employees (including TAs) are mandated to report instances of sexual harassment, sexual violence, sexual misconduct, sexual exploitation, stalking, and relationship violence that are observed or learned about in their professional capacity and involve a member of the university community or which occurred at a university-sponsored event or on university property. More information can be found here (<https://civilrights.msu.edu/>).
- MSU faculty, instructors, and TAs are required to be familiar with student rights under the Family Educational Rights and Privacy Act (<https://reg.msu.edu/ROInfo/Notices/PrivacyGuidelines.aspx>).
- It is SHRLR policy that faculty, staff, and TAs report concerns about student behaviors that may present an imminent risk to the health and safety of the individual or others to emergency services by calling 911 or the MSU Police Department non-emergency line at 517-355-2221. Further, faculty, staff, and TAs are encouraged to forward information about students experiencing non-emergency emotional distress or behavioral concerns to the MSU Behavioral Threat Assessment Team via the online reporting form (<http://btat.msu.edu/>). This reporting follows the BTAT Green Folder protocol (https://msu.edu/insidemsu/_assets/images/BTAT-Green-Folder.pdf) that includes

guidance about reporting and how to support students during crises.

Medical Leave for illness, injury, or pregnancy

If you are unable to fulfill the duties of your GA appointment because of illness or injury you must notify the Chair of PhD Committee or the Associate Director for Academic Programs of SHRLR as soon as circumstances permit. Similarly, if you are unable to fulfill the duties of your appointment because of pregnancy related restrictions, you must notify the Chair of PhD Committee or the Associate Director for Academic Programs as soon as circumstances permit.

During the illness, injury, or pregnancy restrictions period, SHRLR will adjust (reduce, waive, or reschedule) your duties as those duties and your physical circumstances reasonably dictate. If total absence from duties becomes necessary, SHRLR will maintain the stipend of the appointment, provided you are still enrolled, for a period of two months, or to the end of the appointment period or the end of the semester, whichever should occur first. You have the right to return to your assistantship, within the original terms of the appointment, at such time as you are able to reassume the duties of the position. If you are planning to take a leave under this policy, you must notify SHRLR as soon as circumstances permit.

Parental Leave

If you adopt a child while being funded as a GA, you are entitled to adoption leave of up to two (2) months, the first week of which will be paid by SHRLR and the balance of which will be unpaid, to commence on or before the date of adoption, as determined by you.

If you become a parent by birth and are not otherwise covered by the pregnancy leave policy, you are entitled to parental leave of up to two (2) months, the first week of which will be paid by SHRLR and the balance of which will be unpaid to commence on or before the date of birth as determined by you. Additional unpaid leave may be arranged on an ad hoc basis, as mutually agreed with SHRLR.

Eligibility for adoption leave or parental leave is determined under the following conditions: (1) It must be completed within six (6) weeks of the birth or adoption of a child under the age of six (6); (2) It may not extend beyond your previously scheduled appointment end date; and (3) It must be requested in writing no less than four (4) weeks prior to the scheduled start of the leave.

Grief Absence Policy

For all graduate students requesting accommodations for a grief absence, it is the responsibility of the student to: a) notify their advisor/major professor and faculty of the courses in which they are enrolled of the need for a grief absence in a timely manner, but no later than one week from the student's initial knowledge of the situation, b) provide appropriate verification of the grief absence as specified by the advisor/major professor and faculty, and c) complete all missed work as determined in consultation with the advisor/major professor and faculty. For more information, see <https://reg.msu.edu/ROInfo/Notices/GriefAbsence.aspx>

It is the responsibility of the advisor/major professor to: a) determine with the student the expected period of absence, acknowledging that some bereavement processes may be more

extensive than others depending on individual circumstances, b) receive verification of the authenticity of a grief absence request upon the student's return, and c) make reasonable accommodations so that the student is not penalized due to a verified grief absence. If employed as a RA or TA, the graduate student must also notify their employer. Both employer and student will swiftly communicate to determine how the student's responsibilities will be covered during their absence. TAs should refer to the bereavement policy outlined in Article 18 of the MSU Graduate Employees Union Collective Bargaining Agreement (<http://geuatmsu.org/wp-content/uploads/2019/08/GEU-2019-2023-FINAL-1-1.pdf>).

Jury Duty

If you are called for Jury Duty, notify your RA supervisor to make arrangements for coverage of your work duties; if you have a TA, notify your TA supervisor to make arrangements for coverage of your teaching duties. Note that the [GEU Contract](#) provides specific information regarding what is required for TAs in terms of proof of jury duty service, payment during times of service, and reporting back to work.

Accommodations for Disabilities

MSU employees, including student employees, can request reasonable accommodations for the workplace. The Statement of Employee Accommodation Determination (SEAD) is the primary method of documentation that enables employees to validate and communicate their needs to supervisors. Reasonable employee accommodations are determined through a partnership between RCPD, MSU's Office of Employee Relations (OER) Accommodations Specialist, the employee, and the supervisor. The SEAD is individualized and cannot be generated until the employee completes the following steps:

1. Identify and Register a Disability (<https://www.rcpd.msu.edu/get-started>). This includes self-identifying through the RCPD MyProfile (https://login.msu.edu/?App=RCPD_Profile) and submitting sufficient medical documentation (<https://www.rcpd.msu.edu/documentation>).
2. Request Accommodations
3. Participate in the employee accommodation review process, including a needs assessment meeting with RCPD and OER and submission of a current position description.

The OER Accommodations Specialist also engages with the supervisor regarding the accommodation requests prior to determination and production of the SEAD. For a comprehensive overview of the employee accommodation process, please see the MSU Disability and Reasonable Accommodations Policy (https://civilrights.msu.edu/_assets/documents/MSU-Disability-and-Reasonable-Accommodation-Policy.pdf).

Students who believe their rights under this policy have been violated should contact the University Ombudsperson (<https://ombud.msu.edu/>).

Scholarships

Some scholarships are available to MHRLR students from funds supplied by the Graduate Office of the University and from donors outside the University, such as corporations, unions, associations, and alumni. These provide cash payments to students. Scholarships are not subject to federal and state income tax since they are not compensation for work performed.

Scholarships are given primarily to outstanding students. Unless specifically stated, students do not apply for scholarships; they are selected on the basis of their academic credentials.

Petitions for Exemptions from Existing Policies

Petitions for exemptions should be made in writing and should be addressed to the Associate Director. For example, a petition may be requested if the student would like to take an elective outside HRLR that was not previously approved. The petition may then be considered by the faculty members of the SHRLR Graduate Program Committee. The Associate Director will notify the petitioner of the outcome.

Student Representation on Faculty Committees

The Graduate Student Association (GSA) selects, according to its own procedures, two (2) representatives to the regular SHRLR Faculty Meeting, which meets at least once a semester and which considers School-wide matters. This person does not participate in those parts of a meeting in which decisions are discussed and made concerning individual students or faculty personnel matters.

Internship and Job Search Activities

Students with little or no work experience in human resource management or labor relations should consider acquiring work experience prior to graduation from the MHRLR program. However, the School does not award any academic credit for internships or any other form of practical work experience.

Employers seeking to hire MHRLR graduates consider employment in the field highly desirable for several reasons. First, it helps students determine more clearly their special areas of interest and skill. This provides insights useful in the selection of elective courses in their degree programs, as well as an improved focus on their career goals, which assists the search for a full-time job. Second, learning about the practical realities of the work site enables students to better identify the type of work environment and company culture that best fits them. Third, employment provides an opportunity to see the actual applications of their course work. Finally, students develop greater self-confidence in their ability to do the work required in their chosen profession.

Employment experience in the field may be acquired in a variety of ways ranging from full-time, formal internships typically available in the summer, to part-time positions working ten or more hours a week for one semester while taking classes during the academic year. While many

positions are paid, the rate of pay ranges from a monthly pay rate based on the annual salary paid by a Fortune 500 Company for internships to the minimum wage for part time positions. For students with limited experiences, gaining part time work or internships during the academic year also can provide excellent experience, however, some are unpaid volunteer positions. Students should keep in mind that the primary purpose of the internship is to gain valuable experience.

Information about private and public sector internships and part-time employment opportunities are be available from a variety of sources. These sources include the MSU Career Services Network, selected faculty members in the academic program, the Labor Education Program, the Human Resources Executive Education, and the SHRLR Alumni Association. Notices of internship and job opportunities are emailed regularly to HRLR students, on MySpartanCareer and some full-time positions are posted on our alumni network on LinkedIn. <http://careernetwork.msu.edu/>

Career Services Network and the Career Development and Placement Office

The labor market for MHRLR graduates has historically been quite good, with a great majority of graduates obtaining jobs in human resources and/or labor relations at competitive salaries. However, the labor market varies somewhat with the overall state of the economy, so vigorous, well planned efforts to land job offers become especially important in periods of economic slowdown.

Overall formal responsibility for the placement of University graduates rests with the all-University Career Services Network and the School of Human Resources & Labor Relations' Career Development and Placement Office. Many employers come to the Career Services Network and the Career Development and Placement Office each semester during the academic year to recruit students for work in human resource management and labor and industrial relations. Career Services Network schedules student interviews with recruiters and Career Development and Placement Office provides a variety of services such as workshops on resume writing and interviewing. Interviewing schedules are available through the online Handshake system. It is important that you register on Handshake as soon as possible to ensure your ability to interview for internships and full-time job opportunities. You will also need to keep your Handshake profile updated, as your profile will determine which job postings you are eligible to interview for. The link is as follows: <https://msu.joinhandshake.com/login>

As information is posted on Handshake on a regular basis, students are strongly encouraged to check the Handshake interview and information schedule regularly. Career Development and Placement Office is available to advise students on interview skills, designs of personal resumes, and other aspects of job search. In addition, the School runs occasional job hunting seminars and facilitates informal student-SHRLR alumni workshops.

Trained second-year master's students will serve as Career Team Leaders" (CTL). These Career Team leaders will be working with students to help them strategize their career decisions during recruitment. Students will receive materials and assignments to prepare in advance. It is expected that master's students will utilize their peers, family, friends, peer mentors and alumni mock interviewers before contacting the Career Team Leaders for help.

Partly as a result of the increasing number of MHRLR graduates employed in the economy in good positions, the SHRLR Alumni Association plays an important role in transmitting information about open positions to the Career Services Network or directly to the School. In addition, MHRLR graduates frequently come to Career Services Network as recruiters and interviewers.

MHRLR students have a variety of resources to use in their job search. Employers recruiting through the Career Services Network and the Career Development and Placement office should be considered during the job search to ensure a good match between your skills and interests and those of a potential employer. Careful planning is required to maximize the probability of finding a job prior to graduation.

Recommended Job Search Schedule for Full-time Students

Prior to the First Semester: Prepare your resume and a draft cover letter for internship opportunities.

First Semester Tasks

1. Complete pre-orientation materials and assignments on D2L.
2. Attend and participate in orientation programming
3. Consider joining the Society for Human Resources Management (SHRM) and the Labor and Employment Relations Association (LERA).
4. Attend Career Development Workshops
5. Meet with peer mentors, mock interviews with alumni, then meet with Career Team Leaders.
6. Have resume reviewed and critiqued by family members and friends, then submit to Career Team leaders.
7. Practice your interviews with peer mentors, family and friends, with the final practice with alumni for mock interviews. Meet with Career Team Leaders if issues arise.
8. Register and enter your profile on Handshake.
9. Submit your resume to Handshake.
10. Submit resume to the Career Development and Placement Office when directed
11. Attend receptions, course presentations, information sessions and networking offered by employers.
12. Make your internship choice as quickly as possible. (This frees up jobs for other students).

Second Semester Tasks (if you have not obtained an internship)

1. Polish resume.
2. Request interview feedback from recruiters from past interviews, work on any areas of weaknesses
3. Apply for internships or full-time positions with a variety of organizations and on Handshake
4. Attend career development workshops, meet with the peer mentors and then Career Team Leaders
5. Continue practicing your interviews and inquire about connecting with alumni for further mock interviews
6. Contact governmental employers to learn their application systems (if interested).
7. Continue your search with online career job searches

8. Make your job choice as quickly as possible. (This frees up jobs for other students).
9. Notify Career Development and Placement Office regarding your offer

Third Semester Tasks (if you did not receive an offer for a full-time position)

1. Attend career development workshops, meet with the and peer mentors and then Career Team Leaders
2. Have resume reviewed and critiqued by family members and friends, then submit to Career Team leaders
3. Continue practicing your interviews with friends or inquire about alumni for mock interviews
4. Attend receptions, course presentations, information and networking sessions offered by employers.
5. Reach out to alumni on LinkedIn to discuss available opportunities and to set up informational interviews/meetings.
6. Make your job choice as quickly as possible. (This frees up jobs for other students).

Fourth Semester Tasks (if you did not receive an offer for a full-time position)

1. Polish resume.
2. Request interview feedback from recruiters from past interviews, work on any areas of weaknesses
3. Apply for internships or full-time positions with a variety of organizations and on Handshake
4. Attend career development workshops, meet with the peer mentors and then Career Team Leaders
5. Continue practicing your interviews and inquire about connecting with alumni for further mock interviews
6. Contact governmental employers to learn their application systems (if interested).
7. Attend receptions, course presentations, information and networking sessions offered by employers.
8. Reach out to alumni on LinkedIn to discuss available opportunities and to set up informational interviews/meetings
9. Continue your search with online career job searches
10. Make your job choice as quickly as possible. (This frees up jobs for other students).
11. Notify Career Development and Placement Office regarding your offer

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For more information regarding faculty bio's and research interests, please see <http://hrlr.msu.edu/faculty/profiles.php>.

Library & Research Services

The vast majority of research resources that students will need to complete their coursework are available online through the Gast Business Library's website <http://www.lib.msu.edu/bus/>. This website is the portal through which you can access all the resources subscribed to by the business library – 24 hours a day / 7 days a week – including over 70 business databases with company and industry information as well as thousands of online articles and e-books on a range of human resources and labor relations topics. There is also a curated guide to SHRLR-relevant materials, both print and online, available at http://libguides.lib.msu.edu/sb.php?subject_id=28721/.

The Gast Business Library's print collection is comprised of approximately 140,000 books and bound journals on a range of business topics, and new materials are consistently added to the collection to maintain MSU's historical strength in the areas of labor and industrial relations and human resources. It should be noted, however, that the print collection of HRLR materials is "split" – in that older material (mostly books) are still held in the Main Library. It is therefore likely that you will be checking out material from both the Main and the Gast Business Library at some point during your academic career.

Unique among the business library's holdings is the searchable, online database of fact-finding decisions and Act 312 arbitration awards available at <http://www.lib.msu.edu/branches/bus/act312> and an online archive of Michigan public sector collective bargaining agreements available at <http://www.lib.msu.edu/branches/bus/contracts/>.

The Gast Business Library is located in the basement of the Law College Building at 648 North Shaw Lane, about a ten-minute walk from the South Kedzie building. It features 500+ seats, over 100 computers for individual use, and eight group study rooms available for reservation through <https://bookings.lib.msu.edu/spaces>. The Gast Business Library is generally open 100 hours per week during the school year, and these hours are updated and posted online regularly: <http://www.lib.msu.edu/hours/business-library/>.

In addition to classroom and small group instruction, Gast Business Librarians are available for research consultations and reference questions every day from 1pm-5pm and via email at gastbus@broad.msu.edu. The Main Library is located at 366 E Circle Drive and is a five-minute walk from South Kedzie. For more information about the Main Library, please visit <http://www.lib.msu.edu>.

SHRLR Professional Development

The School's Professional Development unit offers programs focused on helping professionals develop the right strategies, content expertise and leadership skills to effectively align HR policies and practices with business and operational plans to achieve lasting competitive advantage. Open enrollment programs provide training and leadership development across the full spectrum of human resource management, contemporary collective bargaining and negotiations, and worker compensation administration.

Programs include but are not limited to:

- Advanced Topics for Certified Human Resources Specialists
- Certificate in Organizational Inclusion and Diversity
- Certificate in Workplace Investigations
- Certified FMLA Specialist
- Certified Human Resources Specialist
- Certified Labor Relations Leader
- Certified Workers' Compensation Program
- Follow-Up Program for Certified Workers' Compensation Professionals
- Managing in a Unionized Organization
- Negotiating Labor/Management Agreements for Competitive Advantage
- Organizational Behavior
- Organizational Development and Planned Change
- SHRM-CP/SHRM-SCP Exam Preparation

Contact:

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Program Coordinator
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Professional Development
School of Human Resources & Labor Relations
Michigan State University
368 Farm Lane, Rm. S422
South Kedzie Hall
East Lansing, MI 48824

HRLR Student Attendance Policy for SHRLR Executive Education

Students enrolled in degree programs in the School of Human Resources & Labor Relations are encouraged to attend Professional Development programs. However, since our primary audience is human resources and labor relations practitioners, we must limit the number of students that can attend each program. Unless special arrangements have been made, a maximum of three (3) students will be admitted to each workshop.

Fees and Registration

The cost of attendance is substantially reduced for SHRLR students who are currently enrolled in the MHRLR degree program, have a minimum of twenty-four (24) credits completed toward their degree, and have been enrolled in the preceding two semesters. Contact Kristi White at whitekr@msu.edu for student rates for specific programs.

To register, contact Kristi White at whitekr@msu.edu or in Room S421A. Registrations are taken on a first-come, first-served basis. Payment must accompany registration. Payment may be made by check (payable to MSU), MasterCard, Visa, or American Express. Registration forms are available outside of the Professional Development office.

Cancellations

Cancellations must be received at least 2 weeks prior to the workshop date for a full refund. Refunds take approximately 3 - 6 weeks and will be sent to the address you indicate on your registration form (if paid by check) or will be credited back to your card. Students who fail to appear at the workshop, or who cancel their registration less than 2 weeks prior to the workshop date, will be charged the full student fee.

When attending courses:

- A confirmation of enrollment will be emailed to you.
- Dress is business casual.
- Please, no audio or video recording.
- Your name will be included on an attendee list that is distributed at the workshop. You will be identified as an MSU graduate student. If you want to be included on our mailing list, please indicate the appropriate address.
- As students will be seated with and treated like regular attendees, they are expected to be present for the entire day.

Labor Outreach

In accordance with the Morrill Act creating land grant universities and MSU' commitment to community engagement through outreach education, development and research, our School offers outreach programming aimed at enhancing the well-being of Michigan residents, the representation of working men and women by the labor movement, and the success of labor-management relations in organizations.

Included among labor outreach activities provided by the School are:

1. traditional open-enrollment and customized union education and training workshops;
2. administration and oversight of union training programs;
3. labor-management facilitation, consultation and training;
4. organizational change consulting; and

5. special labor and labor-management conferences.

SHRLR Advisory Board

Comprised of highly distinguished HRLR executives, the SHRLR external Advisory Board https://hrlr.msu.edu/alumni/advisory_board.php plays a central role in the strategic planning and advancement of our School. Each year the Board establishes various subcommittees of Board members, faculty and staff that meet throughout the year to assess various issues and challenges and make recommendations to the full Board at its annual meetings. The foci of these deliberations include curriculum, student recruitment, student placement and earlier career development, classroom and student space, branding, and corporate support for scholarships and student organizations. The primary roles of Board members include the following:

1. to actively participate in Advisory Board meetings and committees and in special events sponsored by the School
2. to serve as advocates for School initiatives and as ambassadors-at-large promoting School programs and initiatives
3. to represent the School as leaders within the broader human resource and labor relations professional community, and
4. to help plan and elicit corporate and individual gifts in promoting the development and advancement of the School.

SHRLR Alumni Relations Board

In conjunction with MSU's Alumni Relations Association, the SHRLR Alumni Relations Board https://hrlr.msu.edu/alumni/alumni_board.php has focused its efforts on establishing localized SHRLR alumni groups and on mentoring and coaching current students and recent graduates. In pursuit of its two main objectives, the Board has formed alumni groups in 20 major city locations across the U.S. The underlying objective of these groups is to build local networks that enhance opportunities for alumni in given locations to meet with and support each other professionally, as well as build a sense of community and association with our School.

In addition, these local alumni groups serve as a bridge to our students who take summer internships and full-time employment in given locations. Hosting alumni receptions and acting as welcoming committees, these alumni groups reach out to our students and recent graduates in an effort to assist them with their relocations and serving as local mentors and coaches. The Board also engages directly with our students on campus, holding meetings and workshops to provide early career advice as they embark on summer internships and their full-time positions upon graduation.

Student Organizations

The three main student organizations in the School are the Graduate Student Association and the MSU chapter of the Society for Human Resource Management, and the Labor and Employment Relations Association. They offer unique professional development opportunities, but also entail special responsibilities.

The opportunities arise from the many educational activities sponsored by the student organizations, including conferences and field trips, as well as the chance to participate as a member and leader in the governance of your own organization. A general area of responsibility is simply to become involved. The valuable activities of these organizations occur only as a result of the efforts of members.

SHRLR Graduate Student Association

<https://hrlr.msu.edu/students/gsa/>

All students enrolled in the MHRLR program are automatically members of the Graduate Student Association (GSA) of the School. Copies of the bylaws of the GSA may be obtained by contacting the GSA office. Under the bylaws of the School of Human Resources & Labor Relations, as adopted by the faculty, the GSA has representation on several School committees. The activities of the GSA are described in the following statement prepared by the Association.

The GSA gives you an opportunity to participate in a continuing dialogue with the faculty concerning important issues in your educational experience here. As the representative voice of the graduate students, GSA is given serious consideration by the School's faculty. Topics of student interest and concern have been discussed before special student-faculty committees and have resulted in cooperative efforts to promote the academic, economic, and social goals of students.

The GSA and the graduate student body's interests are integrated with those of the larger community of graduate students. An elected delegate to the Council of Graduate Students (COGS) <https://cogs.msu.edu/> represents these interests in the university community.

The GSA also works closely with the Alumni Association to increase educational opportunities for students. The Alumni Association, to which the GSA has a representative, assists with funding, seeks out internship opportunities, and has an ongoing concern about student job placement.

One specific area of responsibility of the GSA is the computer lab of the School. Several aspects of the daily operation of this state-of-the-art facility are handled by the students. All students are expected to look beyond their own individual needs in the lab. This includes simple things such as throwing away your own trash and keeping the area clean.

SHRLR students hail from a variety of backgrounds in terms of age, previous field of study, and work experience. The GSA strives to provide a forum in which such diversity can encourage a more meaningful experience for you as a student and an individual.

Elections are held at the end of the fall semester. All students are encouraged to become involved. For more information please see: <http://hrlr.msu.edu/students/gsa/>

Society for Human Resource Management

<https://hrlr.msu.edu/students/shrm/>

The national [Society for Human Resource Management](https://www.shrm.org/hr-today/news/hr-magazine/spring2020/Pages/default.aspx) (SHRM) is dedicated to the advancement of human resources management in the United States and other countries. It publishes a journal, *HRMagazine*, <https://www.shrm.org/hr-today/news/hr-magazine/spring2020/Pages/default.aspx> has a Human Resources Accreditation Institute, conducts skill-developing seminars, and conducts research and disseminates the findings through the SHRM Foundation. Its membership consists of practitioners in business, government, and other organizations, of faculty members, and of college and university students.

The Michigan State University chapter of SHRM membership consists of undergraduates and graduates on campus. The campus chapter holds monthly meetings with speakers of interest to all HRM students. It sponsors an annual day-long conference on campus during the spring semester.

MHRLR students also are welcome to attend the activities of the "Greater Lansing" SHRM, which is the local professional chapter in the Lansing area. For more information please see: <https://greaterlansingshrm.com/>

Labor and Employment Relations Association

<https://hrlr.msu.edu/students/lera/>

The Labor and Employment Relations Association (LERA), founded in 1947 as the Industrial Relations Research Association, is a singular organization of professionals interested in industrial relations and human resources. The National LERA provides a network of practitioners and academics interested in the field of IR and HR who share their knowledge and insight through regular LERA publications and at LERA meetings twice a year. The National LERA encompasses more than 3,000 members. The national LERA holds its annual meeting in May. Research policy papers on a broad range of topics are presented and discussed. LERA also included numerous local chapters across the U.S.

Mid-Michigan LERA meets monthly from September through November and January through June at the Spartan Hall of Fame Cafe, with programs on topics of current interest to human resources and labor relations practitioners. Students are encouraged to attend at a reduced rate. These programs provide an opportunity to meet practitioners who can help SHRLR students learn about career opportunities. More information about the Mid-Michigan chapter can be found at <https://lerachapter.org/mid-michigan/>

SHRLR students have organized a LERA student chapter affiliated with the Mid-Michigan Labor Employment Relations Association chapter. The student chapter sponsors various programs on campus on topics related to labor relations, such as a mock arbitration led by a local arbitrator.

There is a small membership fee to join. In 2014 the student LERA chapter also began sponsoring an annual fall conference on diversity which includes national speakers and a collection of workshops on a variety of topics related to diversity. SHRLR students are encouraged to attend for an opportunity to learn more about diversity and interact with local human resources and labor relations professionals. More information about the student LERA at MSU is available at <http://hrlr.msu.edu/students/lera/>.

Students may obtain additional information about the national LERA and join LERA online at: www.leraweb.org

Going through the MHRLR Program – A Summary

This section contains a summary of useful steps while going through the MHRLR program. Detailed information on many of these steps is contained elsewhere in this MHRLR Student Handbook.

1. When a first-semester student, you should meet with the Graduate Program Administrator for your first advising session prior to enrollment. This meeting is used for general advising on the MHRLR program and to answer questions about the program; for discussion of your academic interests and broad career plans; for selection of courses for the first semester and discussion of possible course selections in later semesters. Familiarize yourself with the HRLR website <https://hrlr.msu.edu/> and this handbook.
2. Follow the enrollment and registration procedure explained by the Graduate Program Administrator at the New Student Advising Session. Remember to take required courses early in your program.
3. Attendance at the New Student Orientation session is indispensable for communicating information about SHRLR, internships, student organizations, courses, etc. It is held at the beginning of both the fall and spring semesters and students should attend during the semester they are beginning the program.
4. If you want to drop an HRLR course with the maximum refund or add a course after the registration period has ended, you should see the Graduate Program Administrator.
5. Before selecting second-semester and later courses you should obtain the latest available HRLR Schedule of Courses; study the HRLR course syllabi on file in Room 401 and/or see the faculty members from whom you are considering taking courses in that semester; and see your individual faculty advisor.
6. If you have undergraduate prerequisites left to complete or to document, you should complete the courses as soon as possible. An official grade report or transcript documenting their completion should be sent to the School. **These courses do not count toward the MHRLR degree.**
7. If you want transfer credits for graduate courses completed elsewhere or waivers of one or more required courses on the basis of course work elsewhere, you need to provide a written request and course syllabi as early as possible for evaluation.
8. Naturally, you are required to complete all of the course work and, if enrolled under Plan A, write a formal MHRLR thesis.

9. You should make efforts to get to know all academic faculty members, the major student organizations (GSA, LERA, SHRM) and the activities and outreach faculty who are involved in teaching the non-credit, non-degree program services (HR Executive Education).
10. If you are interested in further graduate work after the MHRLR degree (such as a law degree or a doctoral program), you should discuss this matter carefully with your individual faculty advisor and/or the Associate Director.
11. If you are not committed to further graduate work directly after the MHRLR program, you should begin early to plan your job-hunting activities for a summer or full-time job. Finding the employment, you want is a major undertaking. Plan your job search carefully.
12. At the beginning of the semester you expect to graduate, you must file an Application for Graduation with the University. This form is available on-line at: <http://www.reg.msu.edu/StuForms/GradApp/GradApp.asp>
13. You are invited and strongly encouraged, but not required, to attend the School and university ceremonies for your graduation from the MHRLR program.
14. When you graduate, provide your new mailing address, employer and job title to the Graduate Program Administrator. Complete and return the MHRLR program evaluation forms; and to join the SHRLR Alumni Association.

The Fields of Human Resource Management and Labor Relations

Your enrollment in the MHRLR program means you have made a commitment to the field of human resource management and labor relations. Your course work in the MHRLR program and your duties as a professional in the field will reflect many of the economic, political, technological, legal, social and historical forces changing the fields of human resources and labor relations. As a result, you may confront issues as varied, complex and delicate as: worker dislocation, drug testing, challenges resulting from international competitiveness, work force diversity, implementation of new technology, strategic planning, changes in labor law, development of employee involvement programs, training employees and the future of unions, etc.

The changes in the field will provide the opportunity to work on timely issues of great importance to society. There is, however, the responsibility to remember that your work influences the lives and livelihoods of fellow human beings. You will be expected to develop and administer ethical, legal, and comprehensive policies regarding delicate and difficult issues regardless of whether your career is in the public or private sector or you are a union, management, or neutral practitioner. You also will be expected to serve as a role model for others in your organization for appropriate behavior in handling human resource and labor relations matters. We hold ourselves to this standard within the School and will expect the same of you.

A Diverse Community in SHRLR

We are a diverse community. Among the faculty, we have academic faculty who teach in the MHRLR and Ph.D. degree programs who hold PhDs in business, human resource management, industrial relations, economics, and related fields, as well as outreach professors who provide

professional and technical training to management and labor leaders. Among the students, we have people with many years of life and work experience, as well as students who come to graduate school immediately after completing their undergraduate education. We come from a wide variety of backgrounds. The diversity of the SHRLR community provides great opportunities for us to learn from one another. It also brings the responsibility for all of us to become and remain more sensitive and tolerant of others.

The Educational Process

You will encounter many avenues for learning while in the School of Human Resources & Labor Relations, including formal course work and informal interactions with faculty and students. In your classes, you will encounter a mixture of lectures, reading assignments, discussions, role-play exercises, field investigations, guest speakers, short papers, term papers, exams, computer exercises, group projects, and other activities that have been selected to prepare you to be a highly competent professional in the field.

The quality of your educational experience in the MHRLR program will be determined primarily by your own effort and commitment to learning. The educational process will bring many opportunities for personal and professional development. In addition, the many educational approaches should assure variety as you go through the program. There are, however, several responsibilities associated with this varied educational process. The first is that you take it seriously. This is not a game to see whether you can beat the system. Taking the educational process seriously is important for your own sake and for the sake of others in the program. Second, you will have a great deal of autonomy in choosing courses and in determining the amount of effort you will devote to readings, assignments, class discussion, and other activities. For example, a professor will not verify that you have completed a given reading assignment, but you will still be expected to finish reading assignments for every class.

Finally, one special aspect of the educational process is the use of group projects. Many classes involve a combination of individual and group assignments to reflect the current work assignment practices in most places of work. In the case of group projects, you will have the opportunity to build close working relationships with others in the program and to tackle large-scale projects beyond the scope of any one person. However, you also will have the responsibility to "pull your own weight" in the group and use your interpersonal skills to ensure others do their fair share of the work. You will need to develop guidelines within the group to deal with project work assignments, the scheduling of work and related matters.

The Job Market

Over the last decade, the job market for SHRLR graduates has been quite good under normal economic conditions. A number of the nation's leading firms have recruited heavily here to hire highly trained professionals.

The opportunities associated with this job market are excellent, but there are many responsibilities as well. First, you must recognize that the job market will vary with the health of the economy.

Second, even with expanding employment opportunities and a healthy economy, it takes hard work to get a good job. This includes resume preparation, background research on firms, targeted letter campaigns, on-campus interviews, informational interviews with professionals, and other activities.

Finally, your activities in the job market have a substantial impact on others. For example, if you are fortunate to receive more than one job offer, you should make your job selection carefully but as quickly as possible to free up employment opportunities for other students. Similarly, if you have accepted a position, you should not turn it down at a later date if a better offer arrives from another employer. Going back on your word reflects poorly on you and can have a lasting negative impact on the reputation and image of the School, its past graduates and current students.

Alumni Activities

Once you complete your degree, you will join the ranks of over 2,000 SHRLR alumni. This group of distinguished professionals spans all aspects of the fields of human resource management and labor and industrial relations.

The opportunities associated with being a MHRLR graduate of the School begin with conferences and other formal activities. They extend, however, to the many informal benefits that can arise from talking to others in this network. There are, of course, responsibilities that come with alumni status. The activities of the SHRLR Alumni Association <https://hrlr.msu.edu/alumni/index.php>, like those of the student organizations, depend on your voluntary efforts. These include notifying the School of your current address, coming to activities and programs such as the SHRLR Alumni Day, and even contributing to the leadership of the organization.

An Ethical Standard for Making Difficult Decisions

<http://splife.studentlife.msu.edu/regulations/general-student-regulations>

The discussion above has briefly reviewed the opportunities and responsibilities associated with membership in the HRLR community. You are expected to be a responsible and contributing member of this community. However, carrying out your responsibilities as a student member of the HRLR community may not always be easy. You are likely to confront situations that require decisions based on ethical considerations. Some common ethical issues here at the school have been discussed already. In addition, difficult situations can be expected which have not been covered. In these situations, you will have to make decisions without the benefit of any formal rules or guidelines on appropriate behavior. Many of us find the questions listed below helpful in making such decisions.

We believe that it is appropriate for all of us to hold ourselves to high ethical standards in our activities at the school, as well as in the rest of our professional and personal lives. When faced with an ethical issue, ask yourself the following three questions. If the answer to any one of them is "no," then there is a good chance that you are compromising ethical standards if you proceed.

These questions are:

1. Is it legal? (This includes public law and university rules and regulations.)
2. Is it fair? (This includes considering the fairness of procedures and of outcomes.)
3. Do you feel comfortable with the action? (Another way to think about this is to ask: How would I feel if my decision were published in a newspaper?)

Dismissal Policies for Graduate Students in the College of Social Science

To remain in good academic standing, graduate students in the College of the Social Science are expected to:

- Adhere to the expectations and responsibilities outlined in the Spartan Life Policies and General Student Regulations, the Graduate Student Rights and Responsibilities, and the College of Social Science Community Code of Conduct.
- If also employed by Michigan State University, graduate students must adhere to University Policies stipulated in the Employee Handbook , including Rules Governing Personal Conduct of Employees.
- Adhere to University, College and program guidelines for academic integrity.
- Maintain a semester *and* cumulative grade point average of 3.0 or higher.
- Accumulate no more than two required courses of two or more credits each that fall below a 3.0 grade.
- Make satisfactory progress towards degree completion each semester.
- Complete program milestones in a timely manner according to the timelines set by the graduate program.
- Complete all qualifying or comprehensive exams no later than Year 5 from date of the first course counted in the doctoral plan of work (PhD Degrees)
- Complete all degree requirements for the doctoral degree no later than Year 8 from the date of the first course counted in the doctoral plan of work (PhD Degrees)

Each semester, the College of Social Science generates End of Semester Review letters for students whose course grades, semester grade point average, and/or cumulative grade point average fall below 3.0 or there is a pattern of academic performance that suggests the student is not meeting College or graduate program standards. These letters are sent to the student's unit Chair/Director and Graduate Program Director and require a formal response back to the College about the results of the unit's academic review with the student. Units should communicate to students in writing about these concerns and when appropriate, notify them that they are on academic probation or if necessary, will be dismissed from the program.

Academic dishonesty reports filed by members of the faculty trigger additional review at the program, College, Graduate School and University levels. At a minimum, the College will contact the program to trigger a review of the allegation. Repeat offenses require consequences that exceed the penalty or failing grade options.

Academic misconduct outside of the classroom trigger additional review at the program, College and Graduate School levels. Academic misconduct allegations are reviewed using the policies

and procedures identified in the *Graduate Student Academic Hearing Procedures for the College of Social Science, Article 5 of the Graduate Student Rights and Responsibilities* and *June 2009 Procedures for Allegations of Misconduct in Research*.

Policies for Dismissal from Teaching Assistantships

Article 12 GEU Contract

Section IV. Procedure for Unsatisfactory Performance

When employment performance is unsatisfactory, the employment duties may be reduced and employment fraction and pay may be reduced correspondingly, or employment may be terminated. In cases of unsatisfactory employment performance, the matter will first be discussed with the Employee prior to any action being taken. If the Employer determines that the existing situation can be corrected by the Employee and is of such a nature that correction is appropriate, the Employee will be given not less than one calendar week from date of discussion to make the correction. A written summary of such a discussion will be available at the written request of the Employee provided the request is received within forty-eight (48) hours of the discussion. When allowed by law, a copy of this summary will be provided to the Union.

Section V. Discipline

The parties recognize the authority of the Employer to suspend, discharge, or take other appropriate disciplinary action against Employees for just cause. Discharge may result from an accumulation of minor infractions as well as for a single serious infraction. Whenever it is appropriate, the Employer shall give the Employee advance notice of its intent to hold an investigatory interview. An Employee shall be entitled to the presence of a Union Representative at an investigatory interview if he/she has reasonable grounds to believe that the interview may be used to support disciplinary action against him/her, and he/she requests representation. If any discipline is taken against an Employee, the Employee will receive a copy of the disciplinary action. In the event that an Employee is discharged, the Employee will receive a copy of the notice of discharge, including a summary of the reasons for the discharge. When allowed by law, the Union will be provided a copy of any notice of discharge. An Employee may appeal a suspension or discharge beginning at Step Two of the Grievance Procedure.

Section VI. Appeals

If a determination results in a discharge or a reduction in fraction of employment and pay during the term of employment, a grievance may be submitted beginning at Step Two of the Grievance Procedure, provided the grievance is submitted in writing within the fifteen (15) calendar day period following notice of the discharge or reduction. In the event of an arbitration, if the Arbitrator does not find for the Employer, the Arbitrator may only make a finding of fact and award pay but not reinstatement. Such pay shall not exceed an amount that the Employee would have earned from the date of discharge to the end of the term of employment.

Requirements for Requesting School and Work Accommodations

If you are a MSU student or employee and you have a disability, you can register with the RCPD and you may be eligible to receive accommodations. RCPD recognizes that accommodations may be required in order to assist individuals in maximizing their educational and workplace experience. **While the university provides reasonable accommodations, we do not change essential academic requirements or job functions. Accommodation determinations are based on documentation and individualized needs assessments.** See <https://www.rcpd.msu.edu/services>

MSU employees, including student employees, can request reasonable accommodations for the workplace. The Statement of Employee Accommodation Determination (SEAD) is the primary method of documentation that enables employees to validate and communicate their needs to supervisors. Reasonable employee accommodations are determined through a partnership between RCPD, MSU's Office of Employee Relations (OER) Accommodations Specialist, the employee, and the supervisor. See <https://www.rcpd.msu.edu/get-started/employee-accommodations>

The SEAD is individualized and cannot be generated until the employee completes the following steps:

1. [Identify and Register a Disability](#). This includes self-identifying through the [RCPD MyProfile](#) and submitting sufficient medical [documentation](#).
2. Request Accommodations
3. Participate in the employee accommodation review process, including a needs assessment meeting with RCPD and OER and submission of a current position description.

The OER Accommodations Specialist also engages with the supervisor regarding the accommodation requests prior to determination and production of the SEAD. For a comprehensive overview of the employee accommodation process, please see the [MSU Disability and Reasonable Accommodations Policy](#).

Supervisors are responsible for maintaining confidentiality and for facilitating the granted accommodations outlined on the SEAD. The SEAD should be held in a confidential place separate from the employee's primary file.

Early Termination or Resignation of Assistantships

If a graduate assistant resigns an assistantship or the assistantship is terminated early during a semester, such that the appointment does not meet minimum duration standards (53 calendar days in Fall and Spring; 46 calendar days in Summer), the student will be assessed tuition for all credits carried, and those who are not Michigan (in-state) residents will be assessed out-of-state tuition.

Graduate Student Academic Grievance Hearing Procedures for the School of Human Resources & Labor Relations

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 the necessary environment for the student, which affords 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 Graduate Student Rights and Responsibilities* (GSRR) documents establish the rights and responsibilities of MSU graduate students and prescribe procedures to resolve allegations of violations of those rights through formal grievance hearings. In accordance with the GSRR, the MHRLR Program has established the following Hearing Board procedures for adjudicating graduate student academic grievances and complaints. (See: <http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities>)

Students may request a hearing to resolve a dispute with an instructor, but only after trying to settle the matter in conversations with the instructor, the department chair or school director or program director and, in some cases, the associate dean of the college. The student also may consult with the University Ombudsperson at any stage of the dispute.

The general procedures for conducting a hearing are outlined in four MSU documents: [Student Rights and Responsibilities](#) (SRR), the [Graduate Rights and Responsibilities](#) (GSRR), [Law Student Rights and Responsibilities](#) (LSRR), and the [Medical Students Rights and Responsibilities](#) (MSRR). These documents require each academic unit (departments, schools, programs and colleges) to establish written hearing procedures consistent with the documents. (A copy of the procedures must be on file with the Office of the University Ombudsperson.)

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 SHRLR

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

I. JURISDICTION OF THE SHRLR GRADUATE 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 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 Associate Dean for Graduate Studies, 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 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 "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.)

Flowchart: Academic Grievance Hearing to contest an allegation of academic dishonesty.

See: <https://ombud.msu.edu/resources-self-help/for-undergraduate-students/contest-allegation>

Flowchart: Academic Disciplinary Hearing to impose sanctions in addition to, or other than, a failing grade in a course for an act of academic misconduct.

See: <https://www.msu.edu/unit/ombud/grievance-procedures/Flowchart%209%20-%20Hearing%20Process%20for%20Graduate%20Students%20Accused%20of%20Academic%20Misconduct%20Additional%20Sanctions%20Requested.pdf>

MSU Policy on Sexual Harassment

https://hr.msu.edu/policies-procedures/university-wide/RVSM_policy.html

Michigan State University is committed to maintaining a learning and working environment for all students, faculty, and staff that is fair, humane, and responsible – an environment that supports career and educational advancement in the basis of job and academic performance. Relationship violence, stalking, and sexual misconduct subvert the University’s mission and offend the University community’s integrity. Relationship violence, stalking, and sexual misconduct are not tolerated at Michigan State University.

The University will respond to complaints, reports, or information about incidents of relationship violence, stalking, and sexual misconduct to stop the prohibited conduct, eliminate any hostile environment, take steps to prevent the recurrence of the prohibited conduct, and address any effects on campus or in any University programs and activities regardless of location.

The purpose of the Relationship Violence and Sexual Misconduct (RVSM) Policy is to define relationship violence, stalking, and sexual misconduct, describe the process for reporting violations of the Policy, outline the process used to investigate and adjudicate alleged violations of the Policy, and identify resources available to members of the University community who are involved in an incident of relationship violence, stalking, or sexual misconduct. The Policy will be reviewed annually at a minimum, but may be updated more frequently as needed.

A. Confidentiality

To the extent permitted by law, the confidentiality of each party involved in a sexual harassment investigation, complaint, or charge will be observed, provided it does not interfere with the University's ability to investigate the allegations or take corrective action.

B. Prohibited Acts

<https://hr.msu.edu/policies-procedures/university-wide/documents/RVSMPolicy.pdf>

No member of the University community shall engage in sexual harassment. Persons who engage in sexual harassment are subject to disciplinary action, including dismissal for employees and/or suspension for students.

Sexual harassment is defined as unwelcome advances, requests for sexual favors, or other behavior of a sexual nature when:

1. Submission to such conduct is made explicitly or implicitly a term or condition of an individual's employment or status in a course, program, or activity.
2. Submission to or rejection of such conduct is used as a basis for a decision affecting an individual's employment or participation in a course, program, or activity.
3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or performance in a course, program, or activity, or of creating an intimidating, hostile, or offensive environment in which one engages in employment, a course, a program, or an activity.

C. Examples of Sexual Harassment

<https://hr.msu.edu/policies-procedures/university-wide/documents/RVSMPolicy.pdf>

Sexual harassment encompasses any unwanted sexual attention. Examples of behavior encompassed by the above definition include, but are not limited to:

1. Physical assault;
2. Threats or insinuations which cause the victim to believe that sexual submission or rejection will affect her/his reputation, education, employment advancement or any conditions which concern the victim's standing at the University;
3. Direct propositions of a sexual nature;
4. Subtle pressure for sexual activity an element of which may be conduct such as unwelcome leering;
5. Conduct (not legitimately related to the subject matter of the work, course, program or activity in which one is involved) intending to or having the effect of discomforting and/or humiliating a reasonable person at whom the conduct is directed. This may include, but is not limited to, comments of a sexual nature or sexually explicit statements, questions, jokes or anecdotes, and unnecessary touching, patting, hugging or brushing against a person's body.

Depending upon the circumstances, any of the above types of conduct may be sexual harassment and subject to disciplinary action, even if that conduct only occurs once.

D. Seeking Assistance in Filing a Complaint

Students who believe they are the victims of sexual harassment may seek information and assistance from:

- the chairperson, director, or dean of the relevant unit
- supervisory support personnel
- Ombudperson
- MSU Center for Survivors
- Student Life or Residence Hall staff
- MSU Counseling Center
- Sexual Assault Crisis and Safety Education Program at the MSU Counseling Center
- Faculty or Staff Academic Advisors
- Faculty Grievance Official
- Anti-discrimination Judicial Board Coordinator
- Office of Student Employment

If the student, faculty member, or staff member wishes to file a complaint, s/he may take the following action(s):

1. If the alleged harasser is a faculty or staff member, the affected individual(s) may make a written complaint to that employee's unit administrator.
2. If the alleged harasser is the unit administrator, the affected individual(s) may make a written complaint to the unit administrator's superior or another unit administrator within the department.
3. If the alleged harasser is a student, the affected individual may file a complaint with the Office of Judicial Programs.

A student, faculty, or staff member also may elect to file a written complaint with the Anti-Discrimination Judicial Board for non-disciplinary relief, or with another appropriate dispute resolution body. The filing of such a complaint does not prevent the university administration from taking independent disciplinary action. (<https://oie.msu.edu/policies/adp.html>)

E. Awareness

Members of the University community are responsible for knowing and understanding the university's policy prohibiting sexual harassment. Students who do not understand the policy should contact the Office of the Vice President for Student Affairs.

MSU Anti-Discriminatory Policy <https://oie.msu.edu/policies/adp.html>

The following policy was approved by the Board of Trustees on April 9, 1993.

A. Article I. Purpose

Michigan State University's scholarly community-building efforts occur within the context of general societal expectations, as embodied in the law. The University, consistent with its policies and governing law, promotes institutional diversity and pluralism through mechanisms such as affirmative action, within an over-arching strategy promoting equitable access to opportunity. The University's commitment to non-discrimination is the foundation for such efforts.

This policy states expectations for institutional and individual conduct. It applies to all University community members, including faculty, staff, students, registered student organizations, student governing bodies, and the University's administrative units, and to the University's contractors in the execution of their University contracts or engagements,¹ with respect to the following:

1. All educational, employment, cultural, and social activities occurring on the University campus;
2. University-sponsored programs occurring off-campus, including but not limited to cooperative extension, intercollegiate athletics, lifelong education, and any regularly scheduled classes;
3. University housing; and
4. Programs and activities sponsored by student governing bodies, including their constituent groups, and by registered student organizations.

B. Article II. Prohibited Discrimination

Unlawful acts of discrimination or harassment are prohibited.

In addition, the University community holds itself to certain standards of conduct more stringent than those mandated by law. Thus, even if not illegal, acts are prohibited under this policy if they²:

1. Discriminate against any University community member(s) through inappropriate limitation³ of employment opportunity⁴, access to University residential facilities, or participation in educational, athletic, social, cultural, or other University activities on the basis of age, color, gender, handicapper status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight⁵; or
2. Harass any University community member(s) on the basis of age, color, gender, handicapper status, height, marital status, national origin, political persuasion, race, religion, sexual orientation, veteran status, or weight.

These prohibitions are not intended to abridge University community members' rights of free expression or other civil rights.

C. Article III. Mediation and Adjudication

Mediation of claims and disputes, through consultation provided by offices serving the University, is encouraged⁶.

Complaints under this policy may be submitted for non-disciplinary adjudication according to the provisions of the "Procedures of the Anti-Discrimination Judicial Board." Upon its review, the ADJB may recommend that appropriate disciplinary proceedings be initiated, if such has not already occurred. Disciplinary proceedings are governed by the documents listed below.

Excepting the President and the General Counsel, any University community member may be named in a complaint.

Appendix A

The contracts, policy documents, and procedures listed below provide avenues for the consideration of disciplinary complaints or actions against the various members of the Michigan State University community.

- Office of the Ombudsperson, Michigan State University - <https://ombud.msu.edu/>
- Graduate Employees Union - <http://geuatmsu.org/>
- Academic Rights and Responsibilities - <http://splife.studentlife.msu.edu/student-rights-and-responsibilities-at-michigan-state-university/article-2-academic-rights-and-responsibilities>

Footnotes:

1. This policy does not apply to the conduct of a contractor's internal affairs, nor does it apply to the conduct of contractual engagements to which the University is not a party.
2. The Anti-Discrimination Policy User's Manual, University ordinances, written regulations and policies, and published ADJB decisions approved by the President, provide guidance on the conduct prohibited by Article II of this Policy.
3. Limitations are inappropriate if they are not directly related to a legitimate University purpose. The Anti-Discrimination Policy User's Manual provides additional guidance on inappropriate limitation as defined by this Policy.
4. For purpose of this Policy, "employment opportunity" is defined as job access and placement, retention, promotion, professional development, and salary.
5. For the purposes of this Policy, the reference to "gender identity" shall be interpreted to include protection against gender stereotyping based on a person's gender expression. In other words, gender stereotyping is impermissible discrimination or harassment based on a failure to conform to stereotypical gender norms.
6. Consultation with one or more of the following may be useful:
 - the chairperson, director, or dean of the relevant unit,

- supervisory support personnel,
- the MSU Center for Survivors,
- the Ombudperson,
- the Office of Minority Student Affairs,
- Student Life or Residence Halls Staff,
- Sexual Assault Crisis & Safety Education,
- faculty or staff academic advisors,
- the MSU Counseling Center, and
- the Faculty Grievance Official.

Office of the University Ombudsperson

Conflicts, disagreements, and issues sometimes arise during the course of a graduate program. If you find yourself in this situation and have exhausted the internal resources for resolving the issue, you may contact the Office of the University Ombudsperson.

The Office of the University Ombudsperson provides assistance to students, faculty, and staff in resolving University-related concerns. Such concerns include: student-faculty conflicts; communication problems; concerns about the university climate; and questions about what options are available for handling a problem according to Michigan State University policy. The University Ombudsperson also provides information about available resources and student/faculty rights and responsibilities. The office operates as a confidential, independent, and neutral resource. It does not provide notice to the University; that is, it does not speak or hear for the University.

Contact the Ombudsperson at any point during an issue when a confidential conversation or source of information may be needed. The Ombudsperson will listen to your concerns, give you information about university policies, help you evaluate the situation, and assist you in making plans to resolve the conflict.

Contact information:

Office of the University Ombudsperson
129 N. Kedzie Hall
(517) 353-8830
ombud@msu.edu
<https://ombud.msu.edu/>

University Resources

- *Academic Programs*
<http://www.reg.msu.edu/ucc/ucc.asp>
- *Graduate Students Rights and Responsibilities (GSRR)*
<http://www.vps.msu.edu/SpLife/default.pdf>
- *Graduate Employees Union* (labor union representing graduate teaching assistants at MSU)
<http://www.geuatmsu.org>
- *Guidelines for Graduate Student Advising and Mentoring Relationships*
<http://grad.msu.edu/staff/mentoreport.pdf>
- *Guidelines for Integrity in Research and Creative Activities*
<http://grad.msu.edu/staff/mentoreport.pdf>

Approved by Associate Director for Academic Programs (August 14, 2015; revised June 2021)

Appendix A

Michigan State University
School of Human Resources and Labor Relations
Annual Assessment for MA Student Assistantship

Name: _____ Student PID Number: _____

Portion Completed by the Student

Student Self-Assessment

Date of entrance into program _____ Expected completion date _____

Name of assigned faculty/staff member: _____

Current GPA: _____

Please describe some of the activities you performed for your assistantship over the past year.

Please assess your performance. What did you do well? What could you do better?

What could the School or your assigned faculty/staff member do to facilitate your performance as a graduate assistant?

Portion Completed by Assigned Faculty/staff Member

Assistantship Assessment

1. Please assess the student's performance over the past year. What did he/she do well?
What could he/she do better?

Student Your signature below indicates that you have discussed the contents of this assessment with your assigned faculty/staff member.

Student _____ Date _____

Assigned Faculty/Staff Member Your signature below indicates that you have discussed the contents of this assessment with the student.

Assigned Faculty/Staff Member _____ Date _____

Associate Director _____ Date _____

When both the assigned faculty/staff member and student have discussed and signed this assessment, copies of the report should be given to the student and the assigned faculty/staff member. The original assessment should be placed in the student's file in the unit office. Students who wish to appeal any part of the assigned faculty/staff member's evaluation may do so in writing to the school director.