

Graduate Student Handbook

Department of Philosophy
Michigan State University

<http://www.philosophy.msu.edu>

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1. Department Overview

1.1. Preamble

MSU Philosophy aspires to be a pluralist department that supports a wide range of approaches to doing philosophy. As a department, we pursue this work through attention to our core values: **accountability, responsibility** and **respect**. By pursuing these values, we commit to taking the actions necessary to develop a departmental culture that sustains *safety, inclusivity, and equity*. These actions include self-reflection, open conversation, and focused workshops.

- **Accountability**
We will hold each other accountable as we engage in the ongoing process of building a safe, supportive, and trusting environment, which includes transparency about the processes that govern the department and the bases for important decisions.
- **Responsibility**
We consider it our individual and collective responsibility to be caring and supportive colleagues to all members of department and to engage ethically with the broader communities with which we work.
- **Respect**

Our departmental culture is grounded in a pervasive mutual respect for each other and the work that we do, as reflected in our willingness to listen to diverse perspectives on complex issues and to learn from each other.

Also check [Appendix 11.6](#) (Code of Conduct).

1.2. The Department

The Philosophy Department's strong orientation to a rich range of disciplinary areas in combination with particular strengths in bioethics, social and political philosophy, environmental philosophy, socially engaged philosophy of science (SEPOS), and cross-college interdisciplinary connections makes this one of the most distinctive and most interesting philosophy departments in the country, one in which scholars with solid disciplinary knowledge and training make contributions to the discipline and address pressing public issues.

The philosophy department faculty as a whole engages in research and scholarship over much of the traditionally emphasized periods, problems, key figures, and schools of thought that are typically researched and taught in philosophy departments at comparable Association of American Universities (AAU) and Committee on Institutional Cooperation (CIC) institutions. The sub-disciplines of the history of philosophy, metaphysics and epistemology, philosophy of science, logic, philosophy of language, value theory, and continental philosophy are well-represented. Dissertations in many areas can be pursued.

Faculty support graduate work in various ways (including graduate seminars, independent studies, research assistantships, and mentoring) and serve on students' doctoral guidance committees. The graduate student population varies from year to year, but it is generally around 15-20.

The philosophy department is housed in The College of Arts and Letters. In this handbook, the terms 'the college' or 'college' reference The College of Arts and Letters unless otherwise indicated.

1.3. The PhD Program

The Department of Philosophy offers a Ph.D. program which is a 5-year program designed for students entering with a B.A. with a major in philosophy or an M.A. in philosophy. Students may pursue a Master's degree only as part of the pursuit of the Ph.D. or as part of the pursuit of another graduate degree at MSU (for further information see section 2.1./"The MA Option").

The Ph.D. requires students to complete broad distribution requirements that provide candidates with a solid grounding in a range of areas within the discipline. The transition from coursework to Ph.D. thesis work is accomplished through the comps process, which is tailored to the interests of the students by the guidance committee. Once focused on their dissertation thesis, candidates may specialize in areas supported by the department.

The Department has developed supports for students interested in working at the intersection of the disciplinary mainstream, practical engagement of philosophy, and practice-driven theory. To support these goals, competitive fellowships are available that enhance either the theoretical or the practical side of philosophy (check <https://philosophy.msu.edu/graduate/awards-and-funding/>)

1.3.1. Interdisciplinary Study

We encourage doctoral students to take a limited number of courses outside the department as part of their Ph.D. program. The doctoral program includes the option of an interdisciplinary minor field where up to six credits in other departments can be counted toward the coursework credit requirement. The department also welcomes graduate students from other departments in the graduate seminars offered in the department. This interdisciplinary mixing in courses provides enriched learning environments for all students.

Graduate Students can participate in several interdisciplinary graduate programs (<https://grad.msu.edu/interdisciplinaryprograms>) and graduate specializations (<https://reg.msu.edu/academicprograms/Programs.aspx?PType=SPCG>), such as

- Chicano/Latino Studies Program
- Ecology, Evolutionary Biology and Behavior (EEB)
- Gender, Justice, and Environmental Change
- Environmental Science and Policy Program (ESB)
- Interdepartmental Graduate Specialization in Cognitive Science

Completing an interdisciplinary graduate specialization typically requires the student to take credits in other departments, over and above the credit requirement for the philosophy M.A. or Ph.D. Requirements vary by program.

The Department strives to work with new institutes and centers as they develop at MSU and facilitate work with other centers and departments as students' interests develop.

1.3.2. Goals of the Graduate Program

The academic programs and other department activities are designed to educate and prepare students to work as professional philosophers and teachers of philosophy at the college and university level and, as appropriate to their ambitions, in other professional venues related to their disciplinary or interdisciplinary specializations. Students are expected to be developing, to a professional level, the following capacities and competences:

- To read philosophical texts both canonical and current, closely and accurately, with mastery of distinctive terminology and recognizing distinctive kinds of argumentation;
- To discern and articulate philosophical issues and questions that arise in or are pertinent to those texts;
- To engage skillfully in philosophical conversation, comment, and critique;

- To make a substantial contribution of their own to the discourses within the discipline (and as appropriate to the student's interests, across disciplines) both within the student's area of specialization and over a range both historical and topical that is considerably wider than that area;
- To write philosophical essays that clearly articulate views, positions and arguments in the literature and clearly articulate the author's own views, positions and arguments; effectively to present philosophical positions, doctrines and arguments orally;
- To craft syllabi and present philosophical ideas and arguments to students of philosophy and other non-professional audiences in ways that successfully inform, engage and cultivate philosophical skills;
- To craft and develop effective online classes that are based on current technologies and online pedagogies. Workshops for developing skills in these areas are usually offered by the college and Graduate School;
- To work effectively in academic and professional settings as colleagues and as members both of the intellectual community and the institutional unit (department, program, college, etc.).

When graduate student work and progress are evaluated by faculty members, it is with respect to these capacities and competencies and the progress in developing them, that the judgments are to be made.

1.3.3. Achieving the Goals

Graduate students develop the skills and capacities of professional philosophers by active engagement in six domains:

- Philosophy courses and seminars
 - The courses and seminars are offered routinely in the fall and spring semesters. Course descriptions are published in advance of the opening of the enrollment period for each semester.
- Colloquia and other presentations such as faculty works-in-progress, dissertation defenses, talks by candidates for faculty positions, and the graduate students' speaker series
 - Colloquia and other presentations of philosophical work usually take place on Friday afternoons between 3 and 5 p.m., and are advertised on bulletin boards and by e-mail in the department. Graduate students should bracket this time in their own schedules and expect to attend events or meetings on many Fridays during fall and spring semesters.
- Ad hoc discussions and informal study or reading groups
 - Informal discussions or reading groups are formed by anyone in the department who wishes to form them; graduate students should take the initiative to create groups that will engage them and promote their own interests.
- Teaching philosophy courses, as an assistant or instructor
 - The doctoral program includes a required seminar in teaching philosophy, and the development of a teaching portfolio; all doctoral students are given some

opportunity for mentored teaching experience at some time during their programs (see section 3.5.4.). From time to time there are meetings or workshops to discuss teaching issues, often initiated by teaching assistants. Teaching assistants should be alert to their own needs for such workshops or discussions and initiate them as appropriate.

- Students entering their first semester of teaching at MSU are required to attend the university's teaching assistant orientation. PHL 801, a seminar in teaching philosophy, is a required element of the doctoral program.
- Students' development of a teaching portfolio is a requirement of the doctoral program. The teaching portfolio should be developed with the teaching mentor (see section 3.5.4)
- Departmental planning and governance
 - There are voting graduate student representatives on the department's Committee of the Whole, Advisory Policy Committee, Graduate Committee and Academic Environment Committee; the representatives are elected by the graduate students in a process of their own devising. Philosophy department graduate students are also eligible to serve as graduate student representatives on the College Graduate Committee (College of Arts and Letters) and on the University Graduate Committee (The Graduate School). The latter are appointed by the Council of Graduate Students. (See Appendix I for a sketch of relevant governance structures and committees.)
 - The department encourages students to be engaged in the Graduate Student Employment Union (<https://geuatmsu.org/>)
- Informal social interaction and conversation with faculty and among graduate students
 - There are opportunities for informal conversations at seminar meetings and at most department events such as colloquia and other presentations of papers or talks. After colloquia there usually is a reception, to which graduate students are always welcome. The new graduate student orientation generally includes a department social event and there is an annual fall department party. Many faculty members and many graduate students are in their offices a good deal of the time and generally can be engaged (as their time allows) for any interesting philosophical conversation. Graduate students should take advantage of these opportunities to enrich their pre-professional experience.
- Modest support for travel expenses for presenting at conferences is available through the college and the graduate school. An overview of funding and awards can be found here: <https://philosophy.msu.edu/graduate/awards-and-funding/>

Students should be active at least to some degree in all six of these areas of opportunity for engagement and development of intellectual and collegial experience.

1.4. General University policies

[Academic Programs Catalog](#)

[Anti-Discrimination Policy \(ADP\)](#)
[Code of Teaching Responsibility](#)
[Disability and Reasonable Accommodation Policy](#)
[General Student Regulations](#)
[Graduate Students Rights and Responsibilities \(GSRR\)](#)
[Guidelines for Integrity in Research and Creative Activities](#)
[Integrity of Scholarship & Grades](#)
[Law Student Rights and Responsibilities \(LSRR\)](#)
[Medical Student Rights and Responsibilities \(MSRR\)](#)
[MSU Guidelines for Graduate Student Mentoring and Advising](#)
[MSU-GEU Contract](#)
[Policy on Relationship Violence and Sexual Misconduct](#)

2. The MA Program

2.1. The MA Option

The department no longer admits students to its MA program. Students who enter the graduate program with a BA in Philosophy are admitted directly into the PhD program.

There are three exceptions:

[1] PhD students can decide to get an MA as *part* of their degree pursuit in order to make themselves eligible for additional professionalization opportunities, such as certain teaching positions outside the university or for higher pay within MSU. Such students need to a) meet the various requirements for the MA degree and b) inform their guidance committee chair and the Associate Chair at the beginning of the semester during which the MA degree is pursued about their intentions to get the MA degree. MA candidates will then in Campus Solutions and GradPlan *temporarily* be placed in the (former) MA program track.

[2] PhD students who choose to leave the program before obtaining their PhD may apply for an MA degree instead. Such students also need a) meet the various requirements for the MA degree and b) inform their guidance committee chair and the Associate Chair of their intentions at the beginning of the semester during which the MA degree is pursued.

[3] Students who are funded in an MA or PhD program *other than philosophy* at MSU may be admitted to the MA track as dual degree students. Such students *must* be receiving funding from another program, as the Philosophy Department does not admit unfunded students and does not fund MA students itself. Students who want to pursue this option do not need to meet the official application deadline and are required to submit:

- a personal statement
- an academic statement
- a writing sample
- proof of being admitted to another MSU program
- proof that they are funded for the period of the MA which is usually two years.

More details can be found here: <https://philosophy.msu.edu/admissions/>

The minimal admission requirements for dual degree students are:

- The Bachelor’s degree or its equivalent;
- A grade point average of at least 3.0 for the last two years of undergraduate work;
- At least 15 semester credits in philosophy (this requirement may be waived for applicants with outstanding records in other disciplines);
- For international students, a minimum of 273 on the TOEFL exam.

2.2. The Requirements for the Master of Arts Degree

2.2.1. Students in the masters program may elect to follow Plan A or Plan B

Table 1: Plan A and Plan B

Plan A (Thesis)	Plan B (Paper)
30 semester credits in PHL courses at the 400-level or higher*	30 semester credits in PHL courses at the 400 level or higher*
Covering 4 areas <ul style="list-style-type: none"> • Logic and Philosophy of Science • Metaphysics and Epistemology • Value Theory • History of Philosophy Minimum of 16 credits at the 800-level including PHL 800 and <ul style="list-style-type: none"> • Minimum of 3 seminars • Minimum of 3 courses in the thesis area, approved by the Associate Chair • 4-8 credits of PHL 899 (thesis research) Maximum of 8 credits of PHL 890 (independent study)	Covering 4 areas <ul style="list-style-type: none"> • Logic and Philosophy of Science • Metaphysics and Epistemology • Value Theory • History of Philosophy Minimum of 16 credits at the 800-level including PHL 800 and <ul style="list-style-type: none"> • Minimum of 3 seminars • Minimum of 3 courses in the thesis area, approved by the Associate Chair Maximum of 8 credits of PHL 890 (independent study). PHL 899 credits do not count toward the 30 credits for the Plan B master’s
Complete an acceptable thesis and defend in public oral examination	Complete a philosophy paper worthy of public presentation and present it
Meet the department logic requirement	Meet the department logic requirement
Fulfill general university and college requirements for the M.A. degree**	Fulfill general university and college requirements for the M.A. degree**

*Transfer of credit: A maximum of 9 semester credits in graduate level courses and in which at least a 3.0 was earned may be transferred from other accredited graduate programs. To transfer credits the student should petition the Associate Chair of the department, providing full details of the credits in question, including an account of the material covered in the courses, texts used, etc. Normally, the Associate Chair will recommend to the department that the credits be transferred only when the course work in question appears comparable to work taken by graduate students in this department. No credits that counted toward a student’s undergraduate degree can be transferred for graduate credit.

****Residence:** The university requires that a minimum of nine credits for the M.A. degree be taken on campus. In practice, however, master's candidates in philosophy should expect to take all 30 required credits (except transfer credits) on campus.

Things that do **not** count toward the 30 credits:

- Foreign language courses
- Credits taken to fulfill the logic requirement
- Non-PHL courses
- Credits for courses or seminars for which the student has earned a grade of less than 3.0

2.2.1.1. The master's thesis

A master's thesis is more synoptic than a usual seminar paper, usually building on more than one piece of earlier work and more extensive research. It is usually about 50-75 pages long. The oral defense of the thesis is similar to a dissertation defense in that research has been done and a wider knowledge of the subject area is expected and may be explored, than is usual in seminar or conference presentations of philosophy papers.

The thesis developed with a thesis advisor who is a faculty member of the philosophy department, and examined and judged by a committee of the advisor and two more regular faculty members, at least one of whom is in the philosophy department. The participation of faculty from other units must be approved by the Associate Chairperson.

The approved master's thesis is submitted to the graduate school. There are very specific requirements for its formatting and printing, and other details the student is responsible for attending to. For full information about this, go to: <https://grad.msu.edu/etd/formatting-guide>.

2.2.1.2. The master's paper

A *master's paper* is (usually) developed out of a seminar paper that is already written, or some other similarly contained project or idea. It is usually about 20-40 pp. The presentation is like giving a paper at a colloquium, with questions and comments focused fairly narrowly just on the paper topic. The paper is developed with an advisor (a faculty member of the philosophy department), and is judged by a committee of the advisor and two more regular faculty members, at least one of whom is in the philosophy department. The participation of faculty from other units must be approved by the Associate Chairperson.

2.2.1.3. Choosing which plan to follow

The plans are so similar that it is not necessary to decide which plan to pursue until entering the second year. The decision can be discussed with the academic advisor (usually that is the Associate Chair) and the faculty member who is likely to be the thesis advisor or the MA paper advisor. Some considerations:

- On Plan A the student takes 4-8 credits of thesis research (PHL 899), and therefore takes fewer credits of courses or seminars. For students with relatively less academic preparation in the discipline prior to entering the program, it may better serve the student to take all 30 credits as courses/seminars, to complete and solidify the grounding in the discipline.
- Writing a thesis requires having at the outset a thesis-sized project one actually wants to do. Some students do have such a project in mind as they enter the second year of the program, and some do not. At this stage of one's development as a philosopher, one may have a wide ranging curiosity and a number of interests, and may not have formed up a single fairly well-defined project. If that is the case, such a student should not try to force a thesis topic to come in to being; they can opt for Plan B and continue taking seminars that interest them.

2.2.2. The public presentation or defense

The date, time and location of the presentation or defense must be set with the department secretary three weeks in advance. Thesis or paper committee members must have the complete manuscript of the thesis or paper at least three weeks in advance of the public presentation or defense. The event will be announced within the department, and the event is public. All members of the department, faculty and students, are invited, as is the general public.

At the conclusion of the presentation or defense, members of the committee evaluating the paper/thesis each records a judgment, based on the paper/thesis and the presentation/defense, of the student's ability to successfully complete a Ph.D. and makes a recommendation for or against the department's admitting the student to the Ph.D. program. Admissions to the Ph.D. program are conditional on positive recommendations.

The university requires that the student be enrolled for at least one credit in the semester in which they present the M.A. paper or defend the M.A. thesis.

2.2.3. The departmental logic requirement

Unless an exemption is granted, all graduate students must satisfy the logic requirement. There are several options for meeting the departmental logic requirement:

- It can be met by examination. The examination is offered in the week before classes start in each of fall and spring semester. This exam is diagnostic; it cannot be re-taken. See the department web site for more information about the logic placement examination. A student who plans to take the logic exam should notify the Associate Chair of that plan at least three weeks before the beginning of the semester.
- It can be met by the student taking PHL 490 Independent Study in symbolic logic, earning at least a 3.0. This is a three credit course in which the student attends PHL 330 (Formal Reasoning I) and does all the work required for PHL 330. Credits earned in this Independent Study do not count toward the Ph.D. degree.

- It can be met by enrolling in PHL 432 (Logic and Its Metatheory) and earning at least a 3.0. Credits earned in PHL 432 count towards the Ph.D. degree.

A student who has taken a course equivalent to PHL 330 elsewhere can request an exemption from having to meet the logic requirement, provided that the student earned at least a 3.0 in that class. Equivalency of previous courses will be determined by the faculty member in charge of the logic requirement upon review of the syllabus (or other relevant course materials) submitted by the graduate student.

2.3. Completing and graduating (for dual degree students)

When the student is approaching completion of the degree requirements, they have to *apply to graduate*. For all the steps involved in graduating, find information at:

<https://reg.msu.edu/StuForms/GradApp/GradApp.aspx>. When the thesis or paper has been approved and defended/presented, and all other requirements for the degree have been satisfied, the members of the committee sign appropriate papers and the department approves granting the degree.

2.3.1. Time limit

The College of Arts and Letters time limit for completing master's degrees is six years, measured from the beginning of the earliest semester in which a course being counted toward the degree was taken. (This can be important in relation to transfer credits, since such credits will have been taken before the student started this program, and the dates those transferred courses began will start the "clock" of this time limit.)

2.4. Making Satisfactory Progress Toward the Degree

Students are expected to complete the master's program in two years (four semesters, not counting summer). They are eligible for funding in the form of teaching or research assistantship for four semesters while pursuing the M.A.

Eligibility for funding is not a guarantee of funding. M.A. students who are offered funding will never receive assurances in advance of more than four semesters of funding. All "promises" or "assurances" of financial aid beyond a current semester's contract are conditional on the individual's continuing satisfactory academic and teaching performance and on the availability of funds in the university.

Milestones in the M.A. Program

1. in orientation week
 - a. meet with the Associate Chair, plan courses
2. by the end of the 2nd semester
 - a. adequate progress through coursework
3. by the end of the 3rd semester
 - a. M.A. thesis/paper advisor identified
 - b. topic and bibliography for thesis/paper approved

4. by the middle of the 4th semester
 - a. coursework completed
 - b. M.A. thesis/paper finished and presented, and judged acceptable by the committee

In general, a student is making satisfactory progress toward the degree if they are:

- Accumulating credits and satisfying the distribution requirements at a pace that accords with the plan of completing the degree in four semester (excluding summer);
- Keeping pace with the M.A. Milestones;
- Maintaining a cumulative grade point average of 3.0 or better;
- Do not have grades below 3.0 in more than 6 credits; and
- Do not have more than 8 credits of outstanding Incomplete or Deferred grades (excluding PHL 899)

All financial aid promises beyond a current semester's contract are contingent on "the student's making satisfactory progress to the degree." If there are sound programmatic reasons to adjust the pace of satisfaction of credit and distribution requirements and/or the Milestones for a particular student's progress, this can be negotiated and approved by the Associate Chair, given that the need is foreseen and addressed by the end of the 3rd semester. (For example, a student simultaneously completing the philosophy M.A and an interdisciplinary specialization or a degree in another program might negotiate an individualized schedule of milestones.)

If a student's GPA falls below 3.0 at the close of a given semester, they will have the subsequently enrolled semester (not including summer) to bring it back to 3.0 or above, before being counted as "not making satisfactory progress." See [Section 2.5](#).

2.5. Advising

The Associate Chairperson will serve as the adviser for each master's student, except those who specifically request some other faculty member for an adviser. Each master's student is expected to consult with the adviser each semester. Each year (normally, in spring semester) each master's student's adviser (in most cases that is the associate chair) will evaluate that student's progress toward the M.A. degree; this meeting is scheduled on the initiative of the student. If the adviser thinks the student's progress unsatisfactory the adviser will take the case to the faculty members of the Graduate Committee, where the official evaluation will be determined. If the adviser thinks the student's progress is satisfactory, the Graduate Committee need not be consulted. In either case, the evaluation shall be mailed to the student as well as presented to the student at an annual conference requested by the student. A copy of the evaluation shall also be placed in the student's evaluation file. This evaluation will be completed and filed by two weeks after the end of spring semester. [Files and portfolios (except for the teaching portfolio, which is a Ph.D. project) for master's students are the same as those for doctoral students. For their descriptions and locations, see [Section 3.7](#). Students can add comments to the file, addressing any evaluations they have received, by delivering the comment to the department secretary for inclusion in the file. All evaluation files are accessible to the student; see [Section 2.6](#).

2.6. Student files and records

2.6.1. Academic portfolio

Contains the materials (some of them confidential) from the student's admissions file, transcript records, the student's curriculum vita (submitted annually in fall semester by the student), copies of official communications between the student and the department, copies of communications pertaining to the student between the department and other units such as the college or the graduate school. Except for materials from the application file, most of this material duplicates material that goes also directly into the hands of the student. Documentation of any determination by the faculty members of the graduate committee of satisfactory or unsatisfactory progress to the degree are included in this file. This portfolio is accessed by the student (not to be removed from the department office) only under special arrangements that secure the confidential materials in it. The updated vita is requested of the students annually. It is the student's responsibility to provide it. The student may add comments to this file.

2.6.2. Evaluations file

Contains the faculty evaluations done every semester by instructors of their teaching assistants and by instructors of students in their classes/seminars, and by supervisors of research assistants. Copies of annual evaluation letters to the student from the guidance committee chair are also in this file. Kept by the department secretary, this file is accessible to the student (upon timely request and the reasonable convenience of the office staff). It may not be removed from the department office. The student may add comments to this file.

2.6.3. Teaching file and teaching portfolio

The teaching file contains:

- The student course evaluations for the graduate student's TA performance either in courses where they assisted, or courses for which they served as the instructor, and
- The evaluations of their teaching performance by the supervising instructor or faculty teaching mentor for those courses.

All of these materials are accessible to the student.

2.6.4. Personnel file

This is the personnel file required by the GEU contract for all teaching assistants. It contains copies of the student's teaching assistantship employment contracts, and copies of faculty evaluations of teaching performance.

3. The Doctoral Program

The Ph.D. program is a five-year program designed for students entering with a B.A. with a major in philosophy, and accommodating those entering with an M.A. in philosophy or a related

field that includes significant philosophical content (such as some master's programs in bioethics).

The department is closely affiliated with the Center for Ethics and Humanities in the Life Sciences, and the four philosophers located in the Center teach in the department, including graduate seminars, and are available to serve on philosophy doctoral guidance committees.

Interdisciplinary Study

Doctoral students may complete any of the graduate interdisciplinary specializations (some of which have their own admissions processes and standards). Completing an interdisciplinary graduate specialization while completing the doctoral degree may affect the time it takes to complete the doctoral degree and will in some cases require taking non-PHL credits that do not count toward the philosophy credit requirement. The Ph.D. program includes the requirement of a minor field, and one option is that the minor field can be interdisciplinary. Students can count up to six credits from seminars/courses in other departments provided that they are relevant to the student's minor field or dissertation research.

The doctoral guidance committee (see [Section 3.5.](#)) must have four members who are philosophy faculty, but others can be added who are from other departments, with the approval of the Associate Chair and the four members who are philosophy faculty.

3.1. Admission to the Ph.D. program

The minimal admission requirements for the doctoral program are:

- A Bachelor of Arts degree with a major in philosophy. Applicants with other undergraduate academic qualification may be admitted provisionally or admitted to the M.A. program. Applicants with master's degrees not in philosophy may be admitted provisionally or admitted to the M.A. program.
- A grade point average well above 3.0 for the last two years of undergraduate work and/or previous graduate work.
- Sufficient previous academic preparation in the discipline of philosophy to indicate that the student is adequately prepared for advanced training in the field.

These are minimal requirements and satisfaction of them does not assure an applicant admission to the program, as the number of students admitted depends on the number of places open in the graduate program at the time. Applications for admission are judged by the department admissions committee, which determines admission on the basis of all the submitted materials.

3.1.2. Procedures for MSU master's students

Students who are candidates for the M.A. degree in philosophy from Michigan State University must apply to the department for admission to the doctoral program. (They do not need to submit the on-line admission form or pay the admission fee.) These internal applicants should supply the Admissions Committee with three new letters of recommendation, a statement of purpose, and a philosophical writing sample. (Deliver these documents to the department secretary.) The

deadline for these internal applications is January 15, and offers of admission will be made no later than March 31. Offers of admission will be contingent on both the successful completion of the master’s program and the expressed assessment of the master’s examining committee of the applicant’s ability to complete the doctoral program successfully (Cf., [Section 2.2.2.](#)).

3.2. The Requirements for the Ph.D. degree

The Ph.D. is regarded by the department as a professional degree. The candidate is expected not only to satisfy the formal requirements but to demonstrate capacity for high level independent research and teaching, and to achieve a professional level of the capacities enumerated in [Section 1., Department Overview](#). Satisfaction of the formal requirements is seen as a means, though not alone a sufficient means, to those ends.

Table 2: Ph.D. Program Requirements

Ph.D. Program Requirements
A minimum of 45 credits* in PHL courses at the 400-level or higher (not including PHL 999 research credits), distributed as follows: <ul style="list-style-type: none"> • PHL 800 Proseminar and PHL 801 Teaching Philosophy • A minimum of 33 must be graduate seminars • At least two courses/seminars in each of the 4 areas**: <ul style="list-style-type: none"> ○ Logic and Philosophy of Science (includes Philosophy of Language) ○ Metaphysics and Epistemology ○ Value Theory (includes Social and Political) ○ History of Philosophy • PHL seminars include <ul style="list-style-type: none"> ○ one in the field of the dissertation ○ one in the minor field ○ two in areas other than the dissertation or minor field • A minor field: 9 credits completed by the end of the 6th semester <ul style="list-style-type: none"> ○ a minor field within philosophy, distinct from the field of the dissertation; or ○ an interdisciplinary minor field consisting of a PHL course/seminar and two courses/seminars in one or two other disciplines
Pass the Comprehensive Examination
Complete an approved dissertation prospectus or topic statement
Complete, defend, and submit to the graduate school an approved dissertation
Meet the departmental logic requirement
Meet the foreign language requirement (if required)
Develop a teaching portfolio
A minimum of 24 (maximum of 36) credits of PHL 999
Satisfy the general requirements of the university and college for the Ph.D. degree. The university requires one year of residence (two consecutive semesters and 6 credits); normally students spend three or more years in residence.

Things that do **not** count toward the 45 credits:

- Foreign language courses

- Credits taken to fulfill the logic requirement
- Non-PHL courses/seminars (*exception*: up to 6 non-PHL credits can be counted toward the 45 credits as long as they are relevant to the dissertation work or part of the interdisciplinary minor)***
- Credits for courses or seminars for which the student has earned a grade of less than 3.0

*Students who enter the doctoral program with an M.A. in Philosophy may have up to 21 credits waived upon recommendation of their guidance committee; of the remaining 24, a minimum of 18 must be seminars (excluding PHL 801). Students entering with other master's degrees (not in philosophy) may have up to 15 credits waived, and of the remaining 30, a minimum of 24 must be at the 800 level. These waiver rules set *maxima*; the guidance committee may waive fewer credits, depending on the student's prior preparation in the discipline.

** For all students entering the program from the B.A., the guidance committee, in the first semester, reviews the student's previous academic preparation and files a "Distribution Requirement Report" in which it may waive a maximum of 3 credits in each of 2 areas, or 6 credits in one area, citing upper division courses on the previous transcript. Students who previously completed an M.A. in Philosophy may have up to 3 credits in each of 4 areas waived. These rules set *maxima*; committees may waive fewer or none, depending on the student's prior academic experience and achievement.

*** General, students who intend to take more than 6 credits outside of the philosophy department will be required to go beyond the 45 required PhD credits. However, in rare cases the student's guidance committee chair, in consultation with the Associate Chair, can grant an exception to the requirement of at least 39 credits in PHL if the course work done outside of the philosophy department and the student's research area warrant such an exception, i.e., the student's philosophical dissertation work needs to be substantially dependent upon the external coursework. Syllabi and other supporting documents should be consulted. Graduate certificates, specializations, etc. that students pursue in addition to their philosophy degree cannot be the sole basis for granting an exception (approved April 2023)

3.2.1. The Comprehensive Examination

The comprehensive examination is taken after the course/credit, language and logic requirements are met. Taking the comprehensive when any of these requirements are still outstanding requires explicit approval of the guidance committee and the Associate Chair. See [Appendices 1](#) and [2](#) for the guidelines and policies that define and govern the comprehensive examination.

The university requires that the student be enrolled for at least one credit in the semester in which they take the comprehensive examination.

3.2.2. The Dissertation Prospectus or Topic Statement

The magnitude and format of this element of the program, and the timing, whether it is done and approved before or after the comprehensive examination, is decided by the doctoral guidance committee in consultation with the student. See Appendix IV for the guidelines that define and govern the prospectus or topic statement.

3.2.3. The Dissertation

The dissertation is a polished book-length monograph that, in the best professional judgment of the examining committee, makes a contribution to the discipline, and in the case of interdisciplinary projects also to other scholarly discourses.

3.2.4. The Dissertation Defense

The date, time and location of the dissertation defense must be set with the department secretary at least three weeks in advance. Dissertation committee members must have the complete manuscript of the dissertation at least three weeks in advance of the defense. The event will be announced within the department, and the event is public. All members of the department, faculty, and students, are invited, as is the general public.

The university requires that the student be enrolled for at least one credit in the semester in which the defense takes place.

3.2.5. The departmental logic requirement

Unless an exemption is granted, all graduate students must satisfy the logic requirement. There are several options for meeting the departmental logic requirement:

- It can be met by examination. The examination is offered in the week before classes start in each of fall and spring semester. This exam is diagnostic; it cannot be re-taken. See the department web site for more information about the logic placement examination. A student who plans to take the logic exam should notify the Associate Chair of that plan at least three weeks before the beginning of the semester.
- It can be met by the student taking PHL 490 Independent Study in symbolic logic, earning at least a 3.0. This is a three credit course in which the student attends PHL 330 (Formal Reasoning I) and does all the work required for PHL 330. Credits earned in this Independent Study do not count toward the Ph.D. degree.
- It can be met by enrolling in PHL 432 (Logic and Its Metatheory) and earning at least a 3.0. Credits earned in PHL 432 count towards the Ph.D. degree.

A student who has taken a course equivalent to PHL 330 elsewhere can request an exemption from having to meet the logic requirement, provided that the student earned at least a 3.0 in that class. Equivalency of previous courses will be determined by the faculty member in charge of the logic requirement upon review of the syllabus (or other relevant course materials) submitted by the graduate student.

3.2.6. The foreign language requirement

The expectation of the Department is that a student should have reading ability in a foreign language if the dissertation is in an area whose primary texts are in a foreign language. The determination of whether a foreign language is required will be made by the guidance committee in consultation with the associate chair.

The university provides two ways such graduate language requirements can be fulfilled and certified on a student's transcript. One is passing a test according to a procedure approved by the Graduate School. (Some of the language departments regularly administer placement tests; contact the relevant department to inquire about this.) The other is to pass the officially designated university graduate reading course. The department also accepts as fulfilling its requirement two years of course work in the basic language sequence at MSU when taken during one's graduate career. While such course work fulfills the requirement, the official certification by the university will not appear on one's transcript.

3.2.7. Teaching portfolio

The philosophy department is committed to trying to ensure that every doctoral student has mentored teaching experience. With this experience, their participation in PHL 801, "Seminar in Teaching Philosophy," and the help and advice of their Teaching Mentor (TM), the student compiles a teaching portfolio that includes at least: a statement of teaching philosophy; pedagogical strategies; description of teaching experience; account of activities to improve teaching; and representative student evaluations of the graduate student's teaching. The teaching portfolio should be completed by the end of the student's 8th semester (excluding summers). Its completion is approved by the TM in consultation with the Associate Chair (for more on this see section 3.5.4.).

3.3. Completing and graduating

When approaching completion of the degree requirements, the student has to apply to graduate. For all the steps involved in graduating, and the many regulations pertaining to submission of the dissertation to the Graduate School, find information at <https://reg.msu.edu/StuForms/GradApp/GradApp.aspx>.

When the dissertation has been defended and approved, and all other requirements for the degree have been satisfied, the members of the committee sign appropriate papers and the department approves granting the degree.

3.3.1. Time limits

The university time limit for passing the comprehensive examination is five years. The university time limit for completing the Ph.D. is eight years. Both of these spans are measured from the beginning of the earliest semester in which a course being counted toward the degree was taken. (This can be important in relation to transfer credits, since such credits will have been taken before the student started this program, and the dates those transferred courses began will start the "clock" of this time limit.)

Extensions of these limits can be granted only by the Associate Dean of the College of Arts and Letters on recommendation of the Department of Philosophy.

3.4. Making satisfactory progress toward the degree

3.4.1. Criteria

In general, a student is making satisfactory progress toward the degree if they:

- Are accumulating credits and satisfying the distribution requirements at a pace that accords with the goal of completing the course/seminar requirements in seven semesters (excluding summer);
- Are keeping pace with the Ph.D. Milestones;
- Are maintaining a cumulative grade point average of 3.0 or better (excluding PHL 999 credits);
- Do not have more than 8 credits of outstanding Incomplete or Deferred grades (excluding PHL 999); and
- Do not have grades below 3.0 in more than 6 credits.

If there are sound programmatic reasons to adjust the pace of satisfaction of credit and distribution requirements and/or to individualize Milestones for a particular student's progress, this can be negotiated with the guidance committee and approved by the Associate Chair, given that the need is foreseen and addressed in a timely manner (i.e., not after the fact). (For example, a student simultaneously completing the philosophy degree and an interdisciplinary specialization or a degree in another program might negotiate an individualized schedule of milestones.) Records of such approved adjustments will be filed in the student's academic portfolio.

3.4.2. Ph.D. Milestones

Standard Ph.D. Milestones (5 years to the degree)

- 1st semester
 - Guidance committee formed, sets up program, registers requirement waivers (if any)
- End of 2nd semester
 - Information for Ph.D. Degree Plan is entered online in GradPlan
- End of 5th semester
 - Completed required coursework
 - Fulfilled language requirement (if required)
 - Guidance committee recommends continuance
 - Guidance committee composition reviewed/revised
 - First meetings for the comprehensive examination
- End of 7th semester
 - Passed comprehensive examination
 - Has an approved Prospectus or Topic Statement
- End of 9th semester
 - Teaching portfolio finished
- End of 10th semester
 - Dissertation completed and defended

3.4.3. Monitoring progress

The student has the first responsibility for monitoring their own progress and being aware of whether they are moving through the program appropriately. The student is also responsible for seeking the advice of the Associate Chair and/or the chair of their guidance committee, to assess their progress and to correct any deficiencies.

3.4.4. Determination of unsatisfactory progress

If in the judgment of the student's guidance committee a student, as of the close of a given semester, is not making satisfactory progress toward the degree the committee chair will notify the student in writing and will take the case to the faculty members of the Graduate Committee, where the official determination will be made. If the deficiency can be corrected (e.g., the GPA brought up or DEF grades revised), the student will have the subsequently enrolled semester (not including summer) to correct it, before being designated as "not making satisfactory progress." (There are situations in which a student's deficiencies in progress toward the degree are due to extenuating circumstances which would justify exceptions to the rules governing satisfactory progress. The student is responsible for making such circumstances known to the Associate Chair and the guidance committee chair with as much lead time as possible.)

A student who is not making satisfactory progress after a semester in which a deficiency was to be removed loses eligibility for financial aid (assistantships, fellowships or project pay). A student who is not making satisfactory progress toward the degree at the end of the 7th semester in the program can be refused permission to continue in the program. (Continuing satisfactory progress is marked in the guidance committee's annual evaluation. See [Section 3.5.3.](#))

3.4.5. Continuing in the program beyond the coursework phase

Minimally meeting the formal criteria for "making satisfactory progress to the degree" is not alone sufficient for continuance. There is a substantial difference between ability minimally to succeed in courses and seminars and ability to do the sustained original research and writing involved in doing a dissertation.

In the latter half of the last semester in which the student is doing courses/seminars, the guidance committee meets and makes a recommendation, based on the material in the student's files and portfolios ([Section 3.7.](#)), as to the student's continuance in the doctoral program. If in the best professional judgment of the guidance committee members the student has not demonstrated capability of writing an acceptable dissertation:

- The guidance committee recommends to the faculty members of the department graduate committee that the student not be allowed to continue in the doctoral program,
- The student is notified in writing of this recommendation, and
- Faculty members of the department graduate committee review the portfolios and files, the guidance committee's recommendation, and any other material the graduate committee faculty consider relevant, and make a recommendation to the department chair.

If the guidance committee judges that the student qualifies to continue in the program, the committee chair places a letter to that effect in the student's academic portfolio, with a copy mailed to the student, and no other action is required. (Like all academic evaluations, this determination can be appealed. See [Section 7.3.](#))

3.5. Advising and mentoring

Advising and mentoring are part of professional training. Doctoral students, as mature pre-professionals, are responsible for recognizing their needs and taking initiative in accessing the relevant resources of the philosophy department and its faculty. Students are co-equally responsible with their advisors for the awareness, initiative, planning, and cooperation necessary to the fulfillment of the mentoring and advising functions.

3.5.1. Forming the guidance committee

Each graduate student admitted to the doctoral program forms a guidance committee with the approval and the assistance of the Associate Chair. The committee is to be formed when the student begins with their program. The student is advised during the new student orientation as to which faculty members share their areas of interest and who might be a suitable committee chair for that individual. The faculty member who becomes chair of the student's committee then functions as the student's primary academic advisor. The other committee members are also available for advising and mentoring. The guidance committee can be changed, with the advice of the Associate Chair, at any point.

3.5.2. Membership of the guidance committee

"The guidance committee will consist of at least four Michigan State University regular faculty at least three of whom, including the committee chairperson, possess an earned doctoral degree, preferably of the same type that the student is seeking (Ph.D.). As members of the "regular faculty," MSU tenure stream faculty, the principal administrator of each major administrative unit, and librarians are eligible to sit on and chair graduate committees" (https://hr.msu.edu/_resources/pdf/faculty-handbook/fac_policy_man.pdf). "People beyond these categories - including those from outside MSU - must receive special approval to join graduate committees. MSU emeritus faculty are an exception: they can be approved during the normal course of approving a committee and do not need Graduate School approval. The majority of the committee must consist of regular faculty members." (<https://reg.msu.edu/AcademicPrograms/Text.aspx?Section=111#s394>).

The members of the committee will be selected initially with the advice of the Associate Chair. The chair or at least one co-chair of the guidance committee must be a regular faculty member in the philosophy department. It is recommended that the remaining members also be regular faculty members in the philosophy department, unless the graduate student and their chair or co-chairs decide that a more multidisciplinary committee is appropriate, in consultation with the Associate Chair.

An external committee member is additional, for a total of 5, in most cases. The only exception is the situation where the external committee member had been at MSU (and on the committee prior to leaving) *and* the student has a short timeline to graduation, within one year of the committee member leaving the university. External members cannot be chairs of guidance committees.

If a committee member leaves the university, they should be replaced on the committee (and the changes should be entered in SIS). If the chair of the committee, functioning as the dissertation director, leaves the university the situation is addressed in consultation with the committee chair, the student and the Associate Chair of the department, and depending on the details of the situation (e.g., the probable length of time to completion) the situation will be resolved as far as possible in the best interest of the student's timely completion of the dissertation. The department will not assume any of the financial costs of travel, communications, or compensation for the external faculty member's time/work that might be involved in the solution.

Changing the composition of the committee can be done via SIS. Students should discuss changes with their committee members and may wish to seek guidance (and facilitation, if necessary) from the Associate Chair and/or the Chair.

3.5.3. Responsibilities of the guidance committee

In consultation with the student, the committee is responsible for approving selecting the courses the student must take to complete the degree and deciding whether a foreign language will be required. The committee also advises the student in selecting a dissertation topic, the area of the comprehensive examination, and the minor field, and for ensuring that the overall academic program set forth fulfills the formal program requirements and provides adequate preparation for the dissertation and adequate breadth across the four areas of philosophy.

After forming and meeting with the guidance committee, it is the student's responsibility to record the information online in GradPlan, the web-interactive system for Ph.D. students to create and store their Ph.D. Degree Plans and subsequent graduate program activities. This plan serves as an official agreement between you and your committee, department, college, and MSU. It can be modified in the future with subsequent approvals. You can login to GradPlan here: <https://gradplan.msu.edu/>, and you can find the GradPlan Student Guide here: <https://grad.msu.edu/gradplan>.

The guidance committee will meet annually (usually in spring semester) to evaluate student progress and the content and breadth of the student's program based upon the student's files and portfolios. Then, based upon this annual evaluation, the guidance committee chair will provide a written evaluation to the student, signed by all of the members of the guidance committee. A copy of this is placed in the student's evaluations file. The committee chair will meet with the student each semester and at other times as needed to advise and mentor the student. The student

is responsible co- equally with the committee chair for initiating required and/or needed or desired meetings.

The guidance committee monitors the student's progress toward the Ph.D. degree and judges the student's competence to proceed after the coursework phase of the dissertation phase (C.f. [Section 3.4.4.](#)). If it determines that the student is able, a memo to this effect is sent to the student, with a copy in the student's evaluations file, no other action is taken and the student proceeds in the program. If the committee thinks the student is not capable of completing the degree, it recommends discontinuance, and the faculty members of the department graduate committee review the situation and determine whether the student will be permitted to continue or not. A record of its finding is placed in the student's academic portfolio.

The guidance committee plans and designs (in consultation with the student), composes, administers, and evaluates the student's written comprehensive examination. The Guidance Committee determines the requirements for the examination being passed, and whether they have been met. It is responsible for the administration of the examination in accord with the comprehensive examination policies and guidelines in [Appendices 2](#) and [3](#).

The chair of the guidance committee, in the post-coursework phase of the student's program, is the dissertation director. The dissertation director is responsible for mentoring the student in the dissertation research and writing.

3.5.4. Mentoring

The Philosophy Department is strongly committed to teaching philosophy, including fostering a productive, respectful and cooperative mentoring relationship between faculty and graduate and research assistants on several levels. There are three levels of relationships within which mentoring can occur: between individual faculty and individual graduate students working with them to develop their teaching skills over a longer period of time (section 3.5.4.1), between individual faculty teaching courses and the teaching assistants assigned to them for that course (section 3.5.4.2), and between the Associate Chair and graduate students (section 3.5.4.3).

Philosophy graduate teaching assistants (TA) have a wide variety of teaching duties, ranging from grading and holding office hours to leading recitation sections and lecturing. Many also have the opportunity as doctoral students to teach their own courses.

Philosophy graduate research assistants (RA) have a wide variety of research duties, including assisting with finding and reviewing research materials, organizing events, or editing a journal or other publication. Research assistants are often selected to work on a specific research project or projects for which the faculty member or the department has funding. As it is the case in the philosophy department that even graduate students who are RAs for an extended period of time teach at some point during their time at MSU, they too will equally be matched with a TM.

The Philosophy Department strives to establish a supportive culture in which everyone is aware of and properly addresses challenges related to mental and physical health, gender, ethnicity, culture, work/life balance, first generation graduate students, etc. As such, it is expected that all department members who are involved in mentoring relationships develop awareness of and be sensitive to challenges, and provide a working environment in which graduate students can strive and feel recognized. It is expected that all mentors are engaging in continuing professional development in mentoring skills, such as participating in workshops offered by the Graduate School. Resources for mentors and mentees can be found here: <https://grad.msu.edu/optimizing-mentoring>.

3.5.4.1. Teaching Mentoring

Each graduate student is appointed a Teaching Mentor (TM) when they begin the program. The TM and the supervising instructor during their first semester in the program should not be the same person for incoming students who are TAs. The only procedure required to change the mentoring assignment is that either the student or the mentor can ask the Associate Chair to change the mentoring assignment at any time; the pairing should be comfortable for both parties. The TM has primary responsibility for the student's development as a teacher of philosophy and should be accessible for general issues that might emerge while the student is in the program. The TM should not be the guidance committee chair. Exceptions can be granted with the approval of the Associate Chair and if a graduate student requests this. At the end of the student's program, the TM writes the letter for the placement dossier which focuses primarily on teaching.

Mentors are faculty members who take a special interest in helping students develop into successful members of the profession by helping them optimize their education experiences, assist their socialization into disciplinary culture, advance their personal growth as professionals, and help them find a job when their degree is finished. Effective mentoring is characterized by mutual trust, understanding, and respect for students' professional and personal needs. A successful mentor is prepared to deal with population-diversity issues, such as race and ethnicity, culture, gender identity, religion, sexual orientation, or disability. Good mentoring practices include the following, careful, patient listening, building a relationship with a student beyond the classroom, using authority responsibly, nurturing self-sufficiency, sharing work and professional ethics, and offering constructive feedback.

A new teaching mentor should be found in consultation with the Associate Chair if a student changes the makeup of their dissertation committee and if the new chair of the committee is the current TM.

The TM's responsibilities are:

- Periodically observe sections and lectures and discuss them with the student afterwards.
- Meet with the student once each semester in order to discuss teaching in general.

- Comments based on periodic observations of teaching should be formative, not summative. That is, they should be designed to reinforce areas of strength and identify ways in which progress can be made.
- Work with the student to develop a teaching portfolio (for this see section 3.2.7).
- Approve the teaching portfolio.

TMs should regularly reference and review the graduate school's guidelines on mentoring and mentorship: <https://grad.msu.edu/msu-guidelines-graduate-student-mentoring-advising>

The graduate student's responsibilities are:

- Attend meetings scheduled by the TM to discuss teaching and the teaching project.
- Periodically observe TM in lectures, discussions, or seminars.
- Compile a Teaching Portfolio. At a minimum this should include a statement of teaching philosophy, pedagogical strategies, description of teaching experience, activities to improve teaching and teaching pedagogy and representative student evaluations of the graduate student's teaching.

General expectations are

- That both TM and GS engage in ways that are professional, respectful, civil and responsive to diversity, equity and inclusion.
- That the TM is responsive to particular needs that the GS communicates to the TM.
- That both TM and GS establish a relationship based on trust and open communication.
- That both TM and GS make their expectations and wishes explicit, and have regular conversations about the mentoring process.

3.5.4.2. Instructor of Record and Teaching Assistant

For each graduate student who serves as a teaching assistant (TA) in courses in the Department of Philosophy or in courses administered by CISAH and taught by Philosophy Department Faculty there is an instructor of record (IR) who has the responsibility to mentor that TA. The responsibilities of IRs include meeting with TAs, discussing pedagogies, developing assignments and teaching strategies, defining learning goals, as well as addressing issues related to diversity, equity, and inclusion. The IR should take into account that TAs are not merely sources of labor, and they should be brought into a genuine pedagogical partnership as much as possible.

The responsibilities of the IR are:

- As soon as TA assignments have been made by the Department, provide TAs with a preliminary course description or draft syllabus that outlines the structure of the course.
- Order desk copies of required texts and course packs, and make sure that TAs receive these desk copies far enough in advance so that TAs can begin to prepare for the course adequately.
- Meet with TAs before the semester begins to go over the final syllabus.
- Fill out the IAH Workload Checklist before the semester starts; the checklist is available on Sharepoint and on the web.

- Give incoming students sufficient time to get acquainted with their new role and, in addition to going over the syllabus, discuss the general aspects of the course with the TA before the semester begins. The Associate Chair should coordinate the process for new students.
- The IR should be aware that the TA Contract begins two weeks prior to the start of classes.
- Meet with TAs no later than the end of the first week of the course to complete and sign the Department form specifying TA teaching responsibilities and the times allotted to carry out each responsibility.
- Meet with TAs on a regular basis to review how the course is going in lecture and in section, discuss assignments, grading standards and procedures, uses of educational technology, and any problems that have arisen.
- For those TAs who are offered an opportunity to lecture to the class as a whole and accept the offer, provide adequate notice of the date of the lecture, discuss in advance with the TA the content of the lecture, observe the lecture (if possible), and discuss the lecture afterwards with the TA.
- Meet with TAs to discuss and record final course grades.
- Complete the department form for the evaluation of TAs.

In addition, the IR should

- Communicate expectations to the TA as clearly as possible and in a respectful manner.
- Whenever possible meet with the TA in case of disagreements or conflicts.
- To the extent possible, avoid excessive intensive workloads. Workloads are not always a matter of hours alone (for general information about workloads, see section 5.6); instead, workloads can involve emotional stress, work with students who have particular needs, email communication, solving technological problems, or other aspects of teaching that cannot be measured in quantitative terms and hours worked.
- Given that TAs have other duties related to research and seminar work, IRs should not assign higher than 20 hours in any week. TAs may choose to shift time demands to other weeks because of other commitments which may result in they choosing to work more than 20 hours in a given week.
- Communicate about existing schedules of TAs and work with the TA to accommodate any specific needs that the TA has.
- Stay in regular communication with TAs on whether the time estimates for the workload (as entered in the workload agreement) are in fact sufficient for the work.
- Take into account that new graduate students in the program may need additional mentoring and time allocated for teaching tasks.
- Make students in large lecture classes aware that TAs are available for meetings and email responses during clearly defined and announced time frames.
- Provide an open and non-threatening atmosphere that allows TAs to voice concerns related to the class, teaching methods or workload agreements.

In case of classes taught online, the IR should

- Clearly define and layout duties that differ from traditionally taught classes.
- Take the time needed for technical tasks into account when considering the amount of work assigned to TAs (such as setting up and operating D2L or troubleshooting software and hardware used for the class).
- Take into account that non-traditional forms of learning and teaching require different tasks and pose different intellectual and emotional challenges, such as monitoring postings, responding to improper online behavior, coordinating online communication, etc.

The responsibilities of the TA are:

- Prepare for the course before the semester begins using the material that the IR has provided.
- Meet all obligations specified in the written agreement with the IR, including performance of regular duties such as holding office hours, leading discussions, grading, attendance at lectures, regular weekly meetings, and other special meetings to discuss the course.
- If there are recitation sections or review sections, discuss plans for these sections with the IR in advance.

Disputes between the TA and the IR that cannot be resolved between them should be brought to the attention of the Chair or Associate Chair (see section 7.3. *Grievance and conflict resolution procedures*)

3.5.4.3. *Mentoring Duties by the Associate Chair*

In addition to the Associate Chair's (AC) normal advising responsibilities and work as an Instructor of Record and Teaching Mentor for some students, the AC also has special responsibilities for overseeing and coordinating mentoring in the graduate programs.

The special mentoring responsibilities of the AC are:

- Review and oversee the mentoring process (see section 3.5.4.1)
- Assign teaching mentors to incoming students and oversee the progress of new students in their first semester.
- Be available for meetings with graduate students for discussion of any issues related to the progress of graduate students in the program and for offering advice related to professionalization, teaching, and research.
- Review the workload agreements between IR's and TAs at the beginning of each semester.
- Review student evaluations of TAs at the end of each semester.
- Review IR's evaluations of TAs at the end of each semester.
- Invite TAs to discuss their experiences as TAs, either on an individual basis or in informal discussion groups.
- Assign graduate students to TAs on an equitable basis.
- Notify graduate students of events related to teaching.

- Develop and distribute material on mentoring specific to Philosophy courses. These can include materials, such as information on best practices for classroom observations or examples of student teaching portfolios.

3.6. Placement

The department appoints two faculty members to serve as the Placement Co-Directors. The Placement Co-Directors advise and assist students in their preparation for and participation in the process of finding professional employment upon completion of the Ph.D., a process that should begin before students plan their curricula or choose courses. Many of the decisions students make casually as they proceed through the graduate program have important effects on their later ability to find positions that suit them. Information about job openings in Philosophy, as well as other information about placement, can be found on the website of the APA and at <https://philjobs.org/>.

The department's Placement Directors stay abreast of current placement expectations and practices and share this information with the department; check curriculum vitae and other placement materials; arrange mock interviews, job talk practice-runs, information sessions, and workshops for students at various stages in their graduate careers; and attend most of the APA meetings where interviews are held.

3.7. Student files and records

3.7.1. Academic portfolio

Contains the materials (some of them confidential) from the student's admissions file, transcript records, the student's curriculum vita, copies of official communications between the student and the department, copies of communications pertaining to the student between the department and other units such as the college or the graduate school. Except for the application file, most of this material duplicates what goes also directly into the hands of the student. Documentation of any determination by the faculty members of the graduate committee of satisfactory or unsatisfactory progress to the degree are included in this file. This portfolio is accessed by the student (not to be removed from the department office) only under special arrangements that secure the confidential materials in it. The updated vita is requested of the students annually. It is the student's responsibility to provide it. The student may add comments to this file.

3.7.2. Evaluations file

Contains the faculty evaluations done every semester by instructors of their teaching assistants and by instructors of students in their classes/seminars, and by supervisors of research assistants. Copies of annual evaluation letters to the student from the guidance committee chair are also in this file. Kept by the department secretary, this file is accessible to the student (upon timely request and the reasonable convenience of the office staff). It may not be removed from the department office. The student may add comments to this file.

3.7.3. Teaching file and teaching portfolio

The teaching file contains the following:

- The student course evaluations for the graduate student's TA performance either in courses they assisted, or courses for which they served as the instructor;
- The evaluations of their teaching performance by the supervising instructor or faculty teaching mentor for those courses;
- The course syllabi the student composed for courses in which they were the instructor;
- The course syllabus the student composed when taking PHL 801;
- The student's write-up of the teaching project; and
- The student's statement of teaching philosophy.

Selected materials from the teaching file are used to build the teaching portfolio, which is a required element of the Ph.D. program and is sent as appropriate with the job dossier to prospective employers. The teaching portfolio is composed with the advice of the Primary Faculty Mentor (C.f. [Section 3.2.3.](#)). All of these are accessible to the student.

3.7.4. Personnel file

This is the personnel file required by the GEU contract for all teaching assistants. It contains copies of the student's teaching assistantship employment contracts and copies of faculty evaluations of teaching performance.

4. Academic Performance and Evaluation

At both the master's level and the doctoral level, student performance is evaluated in terms of their developing, to a professional level, the following capacities:

- To do close and accurate critical reading of philosophical texts, both canonical and current, with mastery of the distinctive terminology and recognizing the distinctive kinds of argumentation;
- To discern and articulate philosophical issues and questions that arise in or are pertinent to those texts;
- To engage skillfully in philosophical conversation, comment, and critique;
- To enter into and make substantial contribution to the discourses within the discipline, over a range of both historical and topical, that is considerably wider than the student's own primary area of specialization (and for some students, depending on their areas of specialization, extending to relevant interdisciplinary courses);
- To write philosophical essays that clearly articulate views, positions, and arguments in the literature relevant to the topic at hand, and clearly articulate the author's own views, positions, and arguments as they are related to extant texts and ongoing conversations in the discipline; and
- To orally present philosophical positions, doctrines, and arguments effectively, both those of others and those they themselves are developing.

4.1. Evaluations

- Students receive grades on the university's 4-point scale for all completed courses/seminars including PHL 490 and PHL 890 (independent study).
- A "Report on Graduate Student Performance" for each student is submitted each semester by the instructors of courses/seminars in which the student has enrolled. These reports are placed in the students' evaluations files.
- Annual evaluations by the student's academic advisor (M.A. students) or the guidance committee (Ph.D. students) are filed in the student's evaluations file.
- Student course evaluations for sections the graduate student assisted in or instructed are in the teaching file.
- Copies of faculty evaluations of teaching assistants' performances are in the evaluations file, the teaching file, and the personnel file.
- Ph.D. students are evaluated at the end of the coursework phase of the program to determine whether they may continue in the program.
- The student files and portfolios are kept by the department secretary. They are accessible to the student (upon timely request and the reasonable convenience of the office staff). They may not be removed from the department office.
- The student may add comments to any of these files.

4.2. Satisfactory progress toward the degree

The M.A. and Ph.D. sections of this handbook include subsections that define "satisfactory progress to the degree," and explain how and by whom evaluations of this are made, and the consequences of the determination that a student is not making satisfactory progress to the degree.

4.3. Summation of criteria for being ineligible for financial aid

- Grade point average for all graduate work has fallen below 3.5, and remains below 3.5 after the student has had a semester to remedy this.
- The determination by the faculty members of the department graduate committee that the student is not making satisfactory progress toward the degree.
- For financial aid in the form of graduate assistantships: the student's having held graduate assistantships administered by the philosophy department for 12 semesters, excluding summers.

4.4. Summation of conditions for dismissals due to academic deficiencies

- Grade point average for all graduate work has fallen below 3.0, and remains below 3.0 after the student has had a semester to remedy this.
- More than 6 semester credits below 3.0 (excepting credits taken in fulfillment of the logic requirement).

- For M.A. students: Failing to complete all degree requirements within the college time limit of 6 years (dated from the beginning of the first semester in which credits toward the degree are earned).
- For Ph.D. students: failing to pass the comprehensive examination on two attempts or failing to pass it within the university time limit of 5 years, or failing to complete all degree requirements within 8 years (in both cases, dating from the beginning of the first semester in which credits toward the degree are earned).
- Failure to make satisfactory progress toward the degree as defined in [Sections 2.4.](#) and [3.4.](#), as determined by the faculty members of the department graduate committee, after a semester allowed for correcting remediable deficiencies.

4.5. Appeal

Academic evaluations can be appealed. See [Section 7.3.](#)

5. Graduate Students as Graduate Assistants

5.1. General conditions

- The Graduate School brochure stating university definitions, requirements, and specifications regarding graduate assistantships is at: <https://grad.msu.edu/assistantships>.
- Teaching assistants at MSU are unionized. The union contract is at <https://hr.msu.edu/contracts/documents/geu-2019-2023.pdf>.
- Teaching assistants are bound by the obligations laid out in “The Code of Teaching Responsibility,” insofar as they apply to the aspects of course instruction and management that fall within the assistant’s duties. <https://reg.msu.edu/AcademicPrograms/Text.aspx?Section=112#s514>.
- All department commitments to assistantship appointments are conditional on availability of funds in the university. Assistantship contracts are in every case for just one semester. In no case is reappointment to a succeeding semester a contractual obligation. Academic year assistantship offers are, like multi-year recruitment or retention packages, conditional on the assistant’s adequate performance of the duties and on availability of funds in the university.
- Students should review all relevant documents before accepting an assistantship and agreeing to serve as a teaching assistant.

5.2. Eligibility for assistantships assigned by the philosophy department

- Assistantship eligibility requires a 3.5 G.P.A.
- Eligibility depends in every case upon the student’s making satisfactory progress toward the degree and satisfactory performance in assistantships already held.
- One has four semesters of assistantship eligibility as an M.A. student.

- Ph.D. students entering the program directly from the B.A. have twelve semesters (excluding summer) of assistantship eligibility.

Summer assistantships do not count in these eligibility limits.

5.3. Teaching assistant training

The university provides a variety of trainings for teaching assistants. Everyone entering their first semester of service as a teaching assistant at MSU is required to attend the university teaching seminar. See: <https://grad.msu.edu/tap>. The department provides supervision and mentoring, on-going, by the instructors whom assistants are assisting, and occasional teaching workshops.

5.4. Assignment of assistantships

Graduate assistantships (teaching assistantships and research assistantships) are offered to newly admitted students on the basis of their academic record and prior teaching or research experience as documented in their admissions files, as part of the department's active recruitment of able students. Prospective students may be offered a multi-year package of assistantships, though all such offers are conditional on the availability of funds in the university and on the student's continued satisfactory performance both academically and in the duties associated with the assistantship.

Currently enrolled students who do not have a department assistantship commitment are offered the opportunity, each spring semester, to apply for assistantships for the upcoming year. The faculty members of the department graduate committee assess the applicants' academic teaching/research preparation or performance and their progress toward the degree as documented by their transcript and the contents of their files and portfolios, and compose a ranked list of the applicants. They may also take into account department staffing needs. This list may or may not be organized according to different sorts of assistantship, depending on the pool of candidates and the range of resources available for a given academic year.

Because graduate assistantships have a professional development purpose as well as an employee dimension, both teaching and research assistantships may be offered to individuals who lack specific prior experience related to the course or area of research, so long as the student's prior record gives promise of their ability to develop the needed skills and knowledge on the job.

In some instances, graduate students are assigned to serve as the instructor of a course rather than as an assistant to an instructor. In such cases (including teaching in the summer sessions) the student is required to engage a faculty member as their mentor for that course and to consult with that mentor about course materials and aims, problems and techniques of teaching, and grading and to meet at the end of the semester to discuss its strengths and weaknesses and the student course evaluations.

In making the determination that a student will be given such an assignment, certain things will be taken in to account such as whether the student has an M.A. or equivalent philosophy credits,

whether the student has passed the comprehensive examination, whether the student has assisted in the course, whether the student has taken courses in the area in question, and if so, what the performance was, whether the course to be taught is in the area of the dissertation or the minor field, and overall progress toward the degree.

Graduate assistants shall not be given the responsibility of teaching a course at the 400 level or above (exceptions may be made for students who have a doctoral degree but in another discipline); and a student may not receive graduate credit in a course taught by a graduate assistant without the special permission of the Associate Chairperson.

5.5. Evaluations of teaching

At the end of each term, graduate assistants are evaluated by those whom they have assisted. When a graduate student serves as the instructor of a course, the teaching mentor for that course evaluates their work. These evaluations remain on active file in the student's teaching portfolio and evaluations file until the student leaves the program, at which time they become the student's property. The student may choose to allow the file to remain available to the department for future reference, evaluations, and recommendations. At the end of each semester in which the student has been an assistant, s/he will be given copies of these evaluations. These evaluations will be considered if an assistant applies for a renewal of the assistantship. The student can add to the file their own comments on any of these evaluations.

5.6. Work loads

Work loads for assistants, are 10 hours for $\frac{1}{4}$ -time assistants and 20 hours for $\frac{1}{2}$ -time assistants (also see section 3.5.4. for workloads). Included in the determination of assistants' workload are the following: time required for attendance at the lectures of the course s/he assists in; time required for preparing the materials for that course (and for leading discussion sections); time required for holding office hours; time in discussion sections and review sessions; and time required for grading examinations and term papers.

At the beginning of each semester instructors supervising assistants are to meet with those assistants and together they are to work out the assistant's workloads. A workload sheet should be filled out in larger lecture classes, such as IAH classes. The workload sheet is available on sharepoint and the web.

5.7. Compensation and benefits

Stipends paid assistants by the department are those specified by the university. Stipends for research and teaching assistantship differ according to the level of graduate study. The stipend levels are defined by the university policies for Graduate Assistants (<https://grad.msu.edu/assistantships/>) and the Graduate Employee Union Contract (<https://hr.msu.edu/contracts/documents/geu-2019-2023.pdf>). Levels are determined as follows (<https://hr.msu.edu/employment/graduate-assistants/faqs.html>):

Level 1 requires that each of the following 3 criteria be met:

- admitted MSU graduate student
- bachelor's degree
- less than two semester's experience as a graduate assistant or full-support fellow

Level 2 is required when each of the following 3 criteria is met:

- admitted MSU graduate student
- master's degree; or 30 or more grad semester credits or equivalent; or at least two semester's experience as a graduate assistant or full-support fellow
- level 3 required criteria have not been met

Level 3 is required for Teaching Assistants (TA) when each of the following 3 criteria is met:

- admitted MSU graduate student
- a master's degree or equivalent
- The minimum number of semesters is four (4)

Level 3 is required for Graduate or Research Assistants when each of the following 3 criteria are met:

- admitted MSU graduate student
- successful completion of doctoral comprehensive exams
- Six (6) semesters as a graduate Research/Teaching (R/TE) assistant at MSU, or equivalent.

(Level 3 is not acceptable for Research (R) or Teaching (TE) unless all 3 criteria listed above are met.)

All assistantships include a tuition waiver for up to 9 credits/semester, waiver of registration fees, and health insurance. For information on the health insurance, go to:

<https://hr.msu.edu/benefits/graduate-assistants/index.html>.

5.8. Summer teaching assignments

Graduate students who have four or more semesters' relevant teaching experience are eligible for summer teaching assignments. For some of the courses, the student may be appointed either as a teaching assistant or as an assistant instructor; for others they may only be appointed as an assistant instructor. An information sheet explaining the complications of summer appointments accompanies the invitation to apply, which is sent to all eligible graduate students.

Applications from students who already have had department-assigned summer teaching positions for two summers are initially set aside in the assignment process, giving preference to those who have not yet had two summer assignments.

Criteria for summer assignments differ from those for regular assistantships in that the department seeks to appoint those most experienced and well-prepared in the areas covered by the courses, rather than construing the positions as opportunities to learn that material or to learn how to teach.

5.9. Leaves

- A student who has committed funding for a specified period of time may take a semester without assistantship, upon appropriate notice. Funding would be lost for the semester the person is not on assistantship, but the person would be reinstated upon their return. The funding commitment normally would not be extended beyond the originally specified period of time. Although the funding commitment ends at the specified time, the number of semesters for which a student is eligible for aid will not be affected by the leave-taking.
- Students interested in the C.I.C. Visiting Scholars Program or other opportunities for study elsewhere should talk to the Associate Chairperson about the consequences for their funding (see [Section 10](#)).
- For leaves other than medical leaves, someone giving up an appointment for the Fall semester must assert definitely that they are leaving for the Fall only or that they are leaving for the year. A student choosing to decline an assistantship in order to take a leave should give notice of the leave as soon as possible and at least by July 1 for the Fall semester and by November 15 for the Spring semester. Declining an appointment only for the Fall semester does not affect spring semester funding, except in cases in which the assignment requires a year-long commitment.

5.10. Grievances

Grievances by an assistant shall be heard by the department's Graduate Student Hearing Committee. Grievances against an assistant shall be heard by the department's Graduate Student Hearing Committee, if the complaint is made by a faculty member or another graduate student, and by the department's Undergraduate Hearing Committee, if the complaint is made by an undergraduate. See [Section 7](#) for more information about conflict resolution.

6. Professional Development and Department Life

6.1. Professional development

There are not formal program requirements pertaining to participation in professional organizations and societies or participation in conferences. However, students need to be building their professional skills and their vitae.

Graduate students should seek out (on the internet and from faculty and peers) the professional associations and societies that match their interests, and should place themselves appropriately (listservs, society membership, etc.) to be informed of conferences, calls for papers for conferences and anthologies, and so on.

Department, college, and graduate school funds are available to contribute to travel expenses for participation in conferences where the student is on a peer-reviewed conference program. The

application originates in the department; request the form from the graduate secretary or get it online at <https://cal.msu.edu/current-students/graduate-students/graduate-resources/>.

There is an annual competition in the College of Arts and Letters for Merit Fellowships and Dissertation Completion Fellowships. Not only is it an honor and an advantage to secure such fellowships, the preparation of proposals, to be submitted to the department for nomination for the fellowships, is valuable exercise, a useful part of professional development. Therefore, students should submit such proposals at least once, but possibly several times, during their careers in the program.

6.2. Participation in department affairs

A major difference between undergraduate education and graduate education lies in the student's involvement in the intellectual and institutional life of the department in which they are studying.

Graduate education in philosophy involves both the development of disciplinary skills and knowledge, and development of the social and professional orientations and skills of a faculty member in a college or university philosophy department. Both of these aspects of the graduate career require the student's engagement in more than courses and seminars and individual research activities.

Students should attend, engage, and participate in the full range of departmental activities, including:

- Colloquia and other presentations such as faculty works-in-progress, dissertation defenses, talks by candidates for faculty positions, and the graduate students' speaker series;
- Ad hoc discussions and informal study or reading groups;
- Departmental planning and governance; and
- Informal social interaction and conversation with faculty and among graduate students.

This dimension of department life is not and cannot be codified and calibrated, but since an academic department is a community as well as an institutional unit, students' participation inevitably affects their relationships and the benefits deriving from them. To get the most of their graduate career, philosophically and professionally, and to achieve recognition as a developing academic professional, students need to make some participation in departmental life a normal part of their own lives.

7. Student Conduct and Conflict Resolution

7.1. General policies

The philosophy department is a community of scholars with a history and tradition of amicable relations and respectful discourse. All members of the department are expected to contribute

constructively to maintaining that environment. The department's criteria of acceptable professional behavior are those stated in university policy documents. See:

- Spartan Life: <http://splife.studentlife.msu.edu/>.
- General Student Regulations: <http://splife.studentlife.msu.edu/regulations/selected>.
- Graduate Student Rights and Responsibilities: <http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities>.

7.2. Amorous or sexual relationships across responsibility axes

With respect to consensual amorous or sexual relationships between persons where one has instructional or supervisory responsibility with respect to the other, see the University Policy on Relationship Violence and Sexual Misconduct: <https://civilrights.msu.edu/policies/relationship-violence-and-sexual-misconduct-and-title-ix-policy.html>.

7.3. Grievance and conflict resolution procedures

The university has established a judicial structure and process for hearing and adjudicating alleged violations of recognized graduate student rights (see Article 5 of the Graduate Student Rights and Responsibilities: <https://grad.msu.edu/gstr>), and allegations of student misconduct. In instances of perceived violation of rights or misconduct, graduate students may consult with the Associate Chair or the Chair of the department for advice and support in reaching a resolution informally and/or in invoking the formal procedures.

Disputes or allegations are (in most cases) first addressed directly by the parties, with each other. If such conversation does not issue in a resolution, the matter is taken to the Associate Chair or the Chair, who will undertake informal mediation; if a resolution is not achieved informally, the department graduate student grievance procedure is invoked.

Graduate students are guaranteed the right to have any grievance they have against the department heard by a department hearing committee, which includes graduate students among its members, in accordance with the provisions of the Bylaws of the Department of Philosophy. Students also have the right to appeal a decision of the departmental hearing committee to the College Judiciary and the University Judiciary, in accordance with the provision of the Graduate Students Rights and Responsibilities.

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://www.msu.edu/unit/ombud/>

8. Philosophy Departmental Process for Addressing Graduate Student Climate Concerns and Reports

The members of the Department of Philosophy seek to take action to improve and maintain a professional climate, accountable practices and community relationships that foster everyone's capacity to support each other in the pursuit of their goals as researchers, administrators, students and staff. By Article 1.2 of Graduate Student Rights and Responsibilities code (<https://grad.msu.edu/gsrr>), the Department has a duty to provide opportunities that enable graduate students to exercise their essential right to learn as members of the MSU Philosophy community.

What follows is the outline of a procedure for responding to graduate-student reports about behavior that creates an unsafe or unprofessional environment in the Philosophy Department. Publicizing this procedure is part of the Philosophy Department's effort to create a supportive climate for graduate students and to make accessible departmental resources for redress.

The guidelines do not preclude other avenues for reporting or ongoing conversations, and are not intended to be mandatory for reporters. The guidelines are intended to be consistent with and in support of MSU's official protocols for reporting under the Anti-Discrimination Policy (ADP: <https://oie.msu.edu/policies/adp-2015-10-30.pdf>) and the Policy on Relationship Violence and Sexual Misconduct (RVSM: <https://oie.msu.edu/policies/rvsm.html>); including the requirement that an employee must report to The Office of Institutional Equity (OIE: <https://oie.msu.edu/index.html>) and the MSU Police violations of the RVSM that an employee

observes or learns about. OIE is solely responsible for conducting investigations of conduct that may violate the RVSM and the ADP.

The process outlined below can be utilized in the following ways.

- It can engage reports of inappropriate behavior that do not trigger institutional investigation or official disciplinary action (e.g. bullying, non-sexual harassment, micro-aggression).
- It can engage reports of behavior also made to OIE that trigger a Title IX investigation (regardless of whether or not the investigation results in official disciplinary action). This can be particularly important to manage community life while an investigation is underway.
- The process can be engaged to manage the logistics necessary to accommodate graduate students in light of positive findings of an OIE investigation.

The Process

1. Graduate student reports to Chair or Graduate Director. With graduate student's consent, Chair and Graduate Director share information with each other.
2. Chair meets with other involved parties in order to develop an action plan only if graduate student consents.
3. Chair and Graduate Director develop an action plan in consultation with all involved parties as appropriate.
4. Associate Dean for Research and Graduate Education is notified by Chair of situation and action plan; the Associate Dean provides feedback on the action plan.
5. After a short and appropriate period of time specified in the plan, Chair checks with involved parties to get updates and input on whether the situation has been resolved or is being managed satisfactorily. Notifies Graduate Director and Associate Dean for Research and Graduate Education.
6. Graduate student, Graduate Director, and Chair consult to determine if further action is necessary.

If Graduate Director is an involved party, the graduate student reports to Chair.

If Chair is an involved party, then graduate student reports to Graduate Director and consults with Associate Dean for Research and Graduate Education.

If both Graduate Director and Chair are involved parties, then the graduate student reports directly to Associate Dean for Research and Graduate Education.

9. Integrity in Research and Creative Activity

9.1. Plagiarism

Plagiarism and other forms of academic dishonesty can result in a penalty grade on the assignment, a 0.0 in the course/seminar, or the student's dismissal from the program. Graduate students are responsible for knowing the university rules pertaining to plagiarism and other forms of cheating, and for educating themselves about what actions and practices constitute plagiarism and other forms of academic dishonesty such as getting unauthorized help from others (or giving it) in writing papers or writing the comprehensive examination.

For university rules and regulation, students should consult and acquaint themselves with the following:

- General Student Regulations: <http://splife.studentlife.msu.edu/regulations/general-student-regulations>
- Integrity of Scholarship and Grades (All-University Policy): <http://splife.studentlife.msu.edu/regulations/selected/integrity-of-scholarship-and-grades>
- Graduate Student Rights and Responsibilities: <http://splife.studentlife.msu.edu/student-rights-and-responsibilities-at-michigan-state-university>
- Responsible Conduct of Research: <https://grad.msu.edu/researchintegrity>

Note that findings of academic dishonesty can be appealed. The rules governing appeal are in the above-referenced documents.

To educate themselves as to exactly what actions and practices constitute plagiarism and other forms of inappropriate uses of sources, students may locate many excellent websites such as the following: <https://honorcouncil.georgetown.edu/whatisplagiarism/>

Students are responsible for seeking advice from faculty members in any instance where they are in doubt as to the permissibility of any use of sources or any help or cooperation in doing any work assigned for courses/seminars, writing comprehensive examinations, or carrying out research.

9.2. Responsible Conduct of Research (RCR)

Per university requirements, all graduate students in Philosophy must complete RCR training prior to finishing comprehensive examinations. Graduate students should use the RCR Requirement Checklist to track their annual progress (see <https://philosophy.msu.edu/graduate-resources/>). Email or send the printed form to the graduate secretary along with evidence of your CITI module completion.

Year One Requirements for all Graduate Students

All new graduate students will complete the following four Collaborate Institutional Training Initiative (CITI) modules online within the first year of enrollment in their program. Access CITI

at: <https://about.citiprogram.org/en/homepage/>. Select “Log In” on the right-hand side, then choose “Log in through my organization.” Select “Michigan State University (MSU)” from the list. Then select “Humanities Responsible Conduct of Research.” Completion of this requirement will be tracked in SABA. Please print out proof of having completed the modules and give to Graduate Secretary:

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

Year Two Requirements for Ph.D. Students and for M.A. Students following Plan A
Within the first two years of enrollment in their program, Master’s Plan A and Ph.D. students will complete three additional CITI online training modules (same instructions as above). Completion of this requirement will be tracked in SABA. Please print out proof of having completed the modules and give to Graduate Secretary:

- Collaborative Research
- Conflicts of Interest
- Data Management
- Mentoring
- Peer Review
- Financial Responsibility

Discussion-Based Training (all graduate students)

PhD students must complete a minimum of six hours of discussion-based training before finishing comprehensive examinations. Three hours will be completed in the Proseminar in Philosophy during the graduate student’s first semester. The remaining three hours should be fulfilled by attending graduate school, college, or program workshops; by class-based discussions of responsible conduct of research; in discussions with the guidance committee; and/or in discussions with project directors.

Annual Refresher Training (Ph.D. students)

Three hours of annual refresher training is required each year for Ph.D. students, which can be fulfilled by attending graduate school, college, or program workshops; and/or by class-based discussion of responsible conduct of research.

For more information check <https://grad.msu.edu/researchintegrity>.

10. Publications to Consult

- MSU Academic Programs: <https://reg.msu.edu/AcademicPrograms/>
- MSU Description of Courses: <https://reg.msu.edu/Courses/Search.aspx>
- Spartan Life – Student Handbook: <http://splife.studentlife.msu.edu/>

- Graduate Student Rights and Responsibilities: <http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities>
- Code of Teaching Responsibility: <http://splife.studentlife.msu.edu/regulations/selected/code-of-teaching-responsibility>
- The Graduate School: <https://grad.msu.edu/>
 - Graduate Assistant Brochure: <https://grad.msu.edu/assistantships>
 - Formatting Guide: Master's Theses and Doctoral Dissertations: <https://grad.msu.edu/etd/formatting-guide>
- The College of Arts and Letters: <https://cal.msu.edu/>
 - Information for Graduate Students: <https://cal.msu.edu/current-students/graduate-students/>
 - Graduate Funding: <https://cal.msu.edu/current-students/graduate-students/graduate-resources/>
 - Interdisciplinary Programs: <https://cal.msu.edu/academics/centers-interdisciplinary-programs/>
- Council of Graduate Students (COGS): <https://cogs.msu.edu/>
- MSU Graduate Assistants – Information, Regulations, FAQs: <https://hr.msu.edu/ua/hiring/graduate-assistants/index.html>
- Policy on Relationship Violence and Sexual Misconduct (RVSM): <https://oie.msu.edu/policies/rvsm.html>
- Big Ten Academic Alliance, Traveling Scholars Program: <https://www.btaa.org/resources-for/students/traveling-scholar-program/introduction>
 - Contact MSU's Liaison officer, Bonnie Wigman, at wigman@msu.edu

11. Appendices

11.1. Appendix 1: Philosophy Department Governance Structure

Philosophy Department Governance Structure

11.1.1 Standing Committees

There are five standing committees:

1. Advisory Policy Committee (APC)

This is an executive committee that usually meets once a week during fall and spring semesters. It advises the department chair in all matters of policy, curriculum, and personnel. According to the department bylaws, many of the official actions of the department require at some point action of the Advisory Policy Committee. Members of the committee: three elected faculty members, one graduate student appointed by the graduate students, one undergraduate student appointed by the undergraduate philosophy club, and three ex officio: the department chair, associate chair, and director of undergraduate studies.

2. Graduate Committee

This committee considers and makes recommendations (to the APC) on all matters of policy and other issues that pertain to the graduate program and graduate student affairs. It is chaired by the Associate Chair of the department and there are two other faculty members appointed to it. The department chair is a member ex officio. There are four graduate student members appointed by the graduate students.

3. Academic Environment Committee

This committee organizes the annual department colloquium series and the social events related to that, the faculty work-in-progress series and other such programs. It attends to the department library. Insofar as the physical environment needs attention in order to enhance the academic environment, this committee attends to that. There are three faculty members appointed to this committee, one graduate student member appointed by the graduate students, and one undergraduate student member appointed by the undergraduate philosophy club.

4. Promotion, Tenure, and Retention Committee

This is the elected faculty committee that makes recommendations pertaining to the annual faculty evaluations and merit raises and faculty promotion and tenure matters. There are no students on this committee.

5. The Committee of the Whole

All faculty tenured in the philosophy department are members of the Committee of the Whole. In addition, its members include two graduate students appointed by the graduate students, and two undergraduate students appointed by the undergraduate philosophy club.

11.1.2. Graduate students appoint from among themselves

- 2 individuals to serve as graduate student spokespersons
- A representative to the Council of Graduate Students (COGS) and an alternate
- A Graduate Employees Union Steward (or two co-stewards)

11.1.3. Graduate Student Election Procedure (approved April 2023)

Timeframe:

The elections will occur during the first two weeks of the semester. A list of positions and their descriptions will be sent to incoming students from the Graduate Director as a part of the orientation packet. The nominations will begin at new-student orientation and last for the first seven days following the Monday after orientation. Finalization of the ballot and voting will occur during the second seven days of the term.

Coordinators:

The responsibility of coordinating elections will be assigned to and shared between the CoW representatives from the previous year. Coordinators will be responsible for conducting the election; maintaining equitable, inclusive, and transparent practices; answering all graduate students' questions about the election process and positions; providing updates to the entire graduate student body about the progress of the election; and facilitating additional (optional) group discussions as needed. In the event that a

COW representative is not available or able to coordinate the election following year, the second representative will be the APC representative from the prior year.

Procedure:

1. Information-Sharing Stage – At least one of the elections coordinators will host a 20–30-minute session during the first-year orientation to share information on how the elections process works, what the positions are, etc. All graduates are invited and welcomed to attend.
2. Nominations Stage – Both coordinators will moderate an 45-60-minute “election kick-off” meeting during the orientation at least one day after the information sharing meeting. The meeting will serve to initiate open and respectful community discussion of the positions and share past experiences and advice. The meeting will facilitate virtual and in-person attendance. All graduate students will be invited to this meeting. The Graduate Director will attend the meeting. Nominations for positions may begin at this stage. The elections coordinators will create a Google Doc before the meeting, listing the positions available, add all of the graduate students as editors, and email the Doc to all of the graduate students. Nominees are to be added to the document. The Google Doc will remain open for seven calendar days after the Monday following the kick-off meeting. No decisions are made or finalized at any meeting, optional or otherwise. Further discussion is welcomed and encouraged over the course of the nominations stage. Final decisions and voting are reserved for the subsequent stages.
3. Nomination Finalization Stage – After the nomination stage concludes, the election coordinators will revoke Google Doc editability and email the graduate students with a copy of the list of nominations. This email should also a) flag any contested positions, b) flag anyone who was nominated by someone else, and c) invite withdrawals as desired. These withdrawals are to be made by email to both coordinators over the next 3-4 calendar days (the first half of the second week). The coordinators will edit the document as needed, noting withdrawals on the document.
4. Election Stage (as needed) – If any positions remain contested, the election coordinators will create an anonymous online poll set up to vote for each contested position. This voting can occur over the next 3-4 days (the second half of the second week).
5. Announcement Stage – Once all elections are completed, the coordinators will email the graduate students and the Graduate Director with the representative lineup (elected and uncontested positions).

11.2. Appendix 2: Comprehensive Examination Process Overview

11.2.1. Prelude to the process

Just prior to the point at which the Guidance Committee begins to work with the student on the comprehensive examination project, there should be a review of the membership of the Guidance Committee and the content of the Ph.D. Degree Plan, and either or both should be changed at this time if that would be appropriate in relation to the student’s philosophical interests and progress through the program. In most cases, this review would take place informally in the latter part of the student’s 4th semester in the Ph.D. program.

11.2.2. Calendar

1. Initiation of Process

- The comprehensive examination is taken in the student's third year in the Ph.D. program.
- Conversations about the comprehensive examination, involving the student, the committee chair, and committee members, normally should begin in the Spring or Summer at the end of the student's two years of course work.
- The student should initiate the process, communicating with the chair of their Guidance Committee.

2. Conversations and meetings leading up to a memo to the student from the Committee chair, detailing the format and timing of the student's comprehensive examination

- Normally, there would be a meeting of the Guidance Committee without the student very early in the process, in which the committee members discuss and come to consensus about what their expectations and concerns are for this individual student at this stage in the student's program, and how they see the comprehensive process moving this particular student toward active engagement in writing the dissertation – what they think the student's needs are, what they want the student to accomplish and to demonstrate through the examination. They should also discuss how they will respond if some part or parts of the examination are unsatisfactory, whether they will be open to calling for a rewrite of part of the exam, and if so, how they would want that handled. They should also agree on an approximate time-frame for their meetings with the student and their evaluation of the exam.
- Normally, there will be a number of conversations involving the student and committee members (and at least one face-to-face meeting of student and the whole committee) leading up to the Guidance Committee's comprehensive examination memo to the student.
- The Guidance Committee's comprehensive examination memo to the student: As a result of the preceding conversations and meetings (and usually about 3-4 months before the examination due date), the Guidance Committee composes a memo to the student that is conveyed to the student by the Chair of the Committee. The memo specifies the reading list, the format of the examination, the time-table and deadline of its completion, and other aspects of the exam that have been discussed, including whether any re-writing of unsatisfactory parts of the examination might be permitted (and if so, what the time-table and process of that would be). A copy of this memo is given to the Associate Chair.

3. The comprehensive examination

The Guidance Committee composes the examination and whatever instructions come with it, and makes it available to the student at the time agreed upon. The student writes the exam and hands it in by the due date and time. The Guidance Committee evaluates the exam. If the Committee calls for any rewriting, it conveys critique and suggestions to the student in a single memo, and evaluates the rewrite in relation to what is given in that memo.

4. Outcomes

Finally, after its last evaluation, the Graduate Committee declares the examination a “Fail,” “Pass,” or “Pass with Distinction.”

Students who fail their first examination can take another examination within a year. See [Section 11.4., “Written Comprehensive Examination Guidelines.”](#)

11.2.3. Topics addressed during the process

Recommended “usual practices” (and in some cases, policies) regarding these topics are found in [Section 11.4., “Written Comprehensive Examination Guidelines.”](#)

- The Guidance Committee’s expectations and concerns for this individual student at this stage in the student’s program, and how it sees the comprehensive process in this particular case moving the student toward active engagement in writing the dissertation – what the committee thinks that student’s needs are, what they want the student to accomplish and to demonstrate through the examination.
- The format of comprehensive examination and its time-frame, the date the examination is to be given to the student, and its due-date.
- The reading list for the comprehensive, developed collaboratively starting with a list provided by the student.
- The kind and scope of the dissertation prospectus or topic statement and the timing of work on it, in relation to the timing of the comprehensive.
- The relationship between the comprehensive exam reading list and the bibliography that accompanies the dissertation prospectus or topic statement.
- Whether, and if so, when the student can put questions of clarification about the exam, after it has been set, to the Chair or members of the Guidance Committee (the “Guidelines” suggest there would normally be such an opportunity).
- Whether the student is permitted (or not) or expected to draw on texts and reference books and/or consultation/assistance from others, while working on the examination.
- Whether, in case one or more part(s) of the examination is found unsatisfactory, the Guidance Committee will contemplate calling for rewriting, and if so, what the time-table and process would be for that.

11.3. Appendix 3: Written Comprehensive Examination Guidelines

A “comprehensive examination” is mandated by the university as part of any Ph.D. program, and “at least one component of the comprehensive examinations must be written....” (p. 65 of Academic Programs). In the philosophy department Ph.D. program, this requirement is met by “the comprehensive examination.”

The individual student’s Guidance Committee designs, composes, administers, and evaluates the written comprehensive examination for that student. The Guidance Committee determines the requirements for the examination being passed, and whether they have been met.

These policies and guidelines were composed through discussions and consultations with graduate students and faculty and were endorsed by the department as practices will that contribute to the comprehensive process being fair, fruitful, and expeditious.

General adherence to the guidelines and policies is desirable because it will generate across the individually-tailored examinations a degree of predictability and similarity that tends to ensure fairness and mitigate anxiety. If complying with these guidelines and policies would impose undue hardship or unfair burden on an individual student, modification may be negotiated. In the case of proposed deviations from policies, negotiations must involve the Director of Graduate Studies.

11.3.1. Aims of the examination

The comprehensive examination should be designed with a view to the contribution it can make, in the preparation and the writing, to the student's transition to direct engagement in researching and writing the dissertation. The examination process, from the composition of the reading list to the completion of the writing, will in most cases be linked with the process of defining the dissertation topic and project and its location in the discipline. The student's preparations for the comprehensive examination should serve to unify and consolidate their general intellectual/philosophical preparation for writing their dissertations. The student's satisfactory completion of the examination should give both the student and the guidance committee grounded confidence in the student's readiness to write the dissertation.

- It should enable the student to demonstrate their critical competence over a range of traditional and contemporary texts that constitute the background and context of the individual's dissertation.
- It should enable the student to demonstrate mastery of disciplinary skills of exposition, analysis, critique, and argument, and of relevant terminologies, at a level appropriate for someone beginning to write a dissertation in Philosophy.
- The exposition and critique should demonstrate the student's capacity for creative/constructive engagement with texts and philosophical positions, to a degree that supports confidence in the student's readiness to make some original contributions in the dissertation.
- The comprehensive examination should not be oriented to filling any gap in the student's general preparation in philosophy. If the guidance committee perceives some gap or weakness in overall breadth or philosophical literacy or skills, these should be addressed through recommending additional course work or independent study.

11.3.2. When

In most cases, the candidate will have completed the course work required by the Ph.D. Degree Plan by the end of the 5th or the 6th semester in the Ph.D. program, and will begin planning and preparing for the comprehensive at approximately that time. The general presumption is that the candidate takes this exam within the year after they complete the course work. The Degree Plan

should normally indicate that the Comprehensive Examination will be completed by the end of the 6th or 7th semester.

The Ph.D. program also requires an approved dissertation prospectus or topic statement. This is to be done by the end of the 4th year of the student's program, and normally the work on it will be coordinated with the written examination project. The dissertation prospectus or topic statement is independent of certification of completion of the comprehensive examination. See [Appendix 5., "Dissertation Prospectus or Topic Statement Guidelines."](#)

11.3.3. What

The range of the examination is set by a reading list initially proposed by the student, developed with the Guidance Committee, and approved by the Guidance Committee. The reading list includes traditional and contemporary texts that are representative of and/or canonical to the background and context of the individual's dissertation and includes some texts to which the dissertation presumably will directly refer. The list would normally include more material than a student can master in a few months of focused preparation for this examination; it would be presumed that some of the materials on the list were mastered previously through courses, seminars, and independent study. The comp reading list normally would differ from the bibliography attached to the dissertation prospectus or topic statement. The latter might, e.g., contain materials the student has not yet studied.

The student will usually offer some suggestions to the guidance committee about the content of the questions or topics set in the examination. The questions/topics of the exam will be determined by the Guidance Committee (not just the Chair of the committee).

The written comprehensive examination has a format determined by the Guidance Committee, in consultation with the student. It might, for instance, be one of the following types:

1. A sit-down examination taken without access to books and notes on a single date, normally a 6-hour examination (two 3-hour sessions with a lunch break);
2. A take-home written exam offering a number of questions from which the student chooses an assigned number, taken in a set period of time (7-14 days would be usual);
3. An essay, which might be a critical survey of the literature covered by the reading list, with a focus on some particular topic(s) or thread(s) within it. The student will be given a title or topic, suggestions or instructions, a length and firm due-date. This would normally be a 10- to 12-week project.

The candidate and the Guidance Committee may formulate some alternatives to these three types of examination if some alternative would better meet the student's needs or promote the student's advancement to writing the dissertation.

Amongst the alternatives would be the addition of an oral component to the exam. If this is done, then the details of this oral component (such as how one's performance on the orals figure

into whether one passes the comps as a whole) would have to be made very clear and explicit in the comp memo.

An alternative should not place substantially greater or smaller demands on the student than the usual examinations do.

11.3.4. Evaluation

Exams will be read and evaluated by standards congruent with the formats chosen. For example:

- Exams of type (2) will be read and evaluated with the understanding that the answers are not polished essays but something closer to a somewhat edited and revised first draft written without much time to track down and document detailed references or to revise its overall organization for the best possible flow or argument.
- Exams of type (3) will be read and evaluated with the understanding that the writer had time to review the relevant texts, locate the document suitable references, and revise the essay until it is well-organized and well-written. These essays should be near the quality of work—in writing and in quality of critical, philosophical exposition—that is ready for public presentation.

11.3.5. Consultation and Assistance with writing the examination

Upon receiving the examination questions or topic/assignment the student should read it carefully and within a preset period of time may ask the chair of the committee for clarification of the meaning or intent of the question(s)/topic.

The student should not have the help of others in writing or editing the examination essay(s).

11.3.6. Outcomes of the examination

The final outcome of the examination is simply “Fail,” “Pass,” or “Pass with Distinction.”

As a result of consultations involving the student and the Guidance Committee (concluding about 3 months before the examination due date), there will be a memo composed and approved by the committee and conveyed by the chair of the committee to the student (with a copy to the Director of Graduate Studies) that specifies various parameters of the examination (its format, scope, time-line, etc.). This memo is to include a section on “outcomes” that informs the student of the consequences of some or all of the examination being evaluated as unsatisfactory or “not passing.” This would address the matter of whether the student might have an opportunity to rewrite a portion of the exam that was found unsatisfactory, and if so, in what time frame, with what consultation with the committee, etc.

These consequences (including rewrites, if any would be permitted) should be such that there will be closure (a definitive “Pass” or “Fail”) within a well-defined frame of time and processes. Normally, the Guidance Committee will evaluate the examination or any rewritten portion within two weeks of its being handed in.

Department policies on failure of comprehensive examinations:

1. The Guidance Committee determines the requirements for the examination being passed, and whether they have been met.
2. The final outcome of the examination process is simply “Fail,” “Pass,” or “Pass with Distinction.”
3. If any essay or section of the examination is judged not of “passing” quality, the examination may be Failed. Department guidelines and policies do not require committees to admit of rewrites. That is within the discretion of the Guidance Committee.
4. If any rewriting is required, the examination will not be counted as “Failed” or as “Passed” before the rewrite has been handed in and evaluated. The examination has the same status it had during the period in which it was originally being written.
5. If a rewrite is required, the rewrite should be done as soon as possible and with a firm deadline set in consultation with the student.
6. Not handing in the examination or rewritten portions (if there is rewriting called for) by the due date/time would be (except in extreme extenuating circumstances) failure of the examination.
7. If rewriting is required and the first rewrite is unsatisfactory, there will not be further rounds of revision; the examination will be failed.
8. If a student fails a comprehensive examination, they may elect to take another examination within a year. The second examination can be of a different format and can cover a different reading list.
9. A student who fails twice will not continue in the program.

If any rewriting is permitted or required:

- If any rewriting is undertaken, critical comments on the original essay(s) and directions for the rewrite should be in a single memo approved by the committee and conveyed by the chair of the committee. Rewrites should be judged in relation to the critique and requirements given in that memo. Standards of evaluation will be the same as those applied to the initial examination.
- If rewriting is called for, it will address the same question(s)/topic(s) as were set in the initial examination. The rewriting process will not involve the committee’s revising the initial assignment.

11.3.7. Committee meetings after the comps

If there is not an oral component to the comp, there is an expectation that there will be a face-to-face meeting of the student and committee after comprehensive exams, to have an extensive discussion of how, in light of what has been written in those comps, the student will move toward writing the dissertation. There is some flexibility in how this is done: it could take place after a prospectus has been presented, or it could take place somewhat earlier and be a more informal discussion of the student’s project.

Note that the requirement for regular meetings (that one meet with one's guidance committee once a year) continues to apply in the post-comp period of one's graduate work.

11.3.8. Enrollment

During the semester in which the written comprehensive examination is taken, the student will enroll for any course or seminar that is on the Ph.D. Degree Plan but not yet completed, or some other course or seminar that enhances the student's preparation for writing the dissertation, and may enroll for either PHL 890 or PHL 999 credits, as appropriate. PHL 890 is for an independent study course with a definite syllabus of study and work submitted that can be the basis of a grade given at the end of the semester. PHL 999 is for dissertation research (and a Deferred grade is given, to be converted when the dissertation is defended and approved). The Guidance Committee in consultation with the student should determine appropriate enrollment according to what type of work the student needs to be doing: to fill in gaps in their preparation, or to become more expert in some area, or to begin dissertation research, etc.

11.3.9. Conflict resolution

See [Section 7](#) for guidance in matters relating to conflicts or disagreements or grievances arising in connection with any of these procedures, their interpretation, execution or progress, or the evaluations involved.

11.4. Appendix 4: Dissertation Prospectus or Topic Statement Guidelines

The only requirement for a student's being certified to the Graduate School as having "passed the comprehensive examination" will be the student's passing the comprehensive examination as described in the previous two appendices. The prospectus or topic statement is detached from that official action.

The comprehensive examination and the prospectus or topic statement are, each and together, to be such as to contribute to the student's transition to actively writing the dissertation.

There are a variety of ways of, a variety of strategies for, approaching the project of writing a dissertation in philosophy. For instance, some students would profit from putting a lot of work in to writing a very fully developed prospectus that projects quite definitive chapters and chapter outlines, and then expanding it into a dissertation. Some students might prosper working in a way that permits a more organic development of philosophical investigation from an initial articulation of a hunch and a set of related questions that takes only a few pages to set out clearly. And some faculty members are comfortable mentoring students through projects closer to one end of this spectrum, some are comfortable mentoring projects closer to the other end of this spectrum. The rubric "prospectus or topic statement" signals and permits such variety.

Whatever the format of the prospectus or topic statement, it would normally be at least 4,000 words, plus a bibliography. Many would be considerably longer than that. Whatever its format, style and length, it must be such as to be usefully referenced later as a statement of what was

initially proposed, so that changes of direction in the work can meaningfully be tracked from it, and so that if there are changes of committee membership, those coming on to the committee can look to it as a clear point of reference.

The bibliography may be of a sort that complements the style and strategy of dissertation writing that is signaled by the style and make-up of the prospectus or topic statement. For instance, in relation to a briefer and more speculative topic statement completed and approved earlier in the development of the project, the bibliography might include more items that the student has not yet studied and not yet determined to be work that will be referenced in the dissertation; the bibliography for a more developed and definitely structured prospectus might be very close to exactly what will be the bibliography of referenced works of the dissertation.

The type and dimensions of the required prospectus or topic statement is to be discussed by the committee and the student in conjunction with the plans for the comprehensive examination. At or near the beginning of the semester in which the written comprehensive is to be taken, the requirements set up for the prospectus or topic statement and the schedule for its completion and submission should be decided in consultation with the student and communicated to the student in a memo from the chair of the committee. The committee can require the prospectus or topic statement be done and approved either before the written comprehensive examination or after it, depending on its understanding of the role of this work in relation to the comprehensive and to the transition to actively writing the dissertation. A copy of the memo is given to the Associate Chair.

According to the rules of the Ph.D. program, the prospectus or topic statement is to be completed and approved by the end of the 9th semester (students aiming to complete the program in five years need to have it completed and approved by the end of the 7th semester). In situations where a very fully developed prospectus is required by the committee, completing this may take more time (and presumably also the final writing stage would be shorter). Therefore, in some cases the student may be permitted a later completion date for the prospectus. Also, if the guidance committee has required more coursework that may be cause for moving the deadline for completion and approval of the prospectus. If the guidance committee sets a due date later than the end of the 9th semester, it should so inform the Associate Chair, with a note as to the rationale.

The schedule and description/format of the required prospectus or topic statement should be filed with the Associate Chair, and copies held by the student and all guidance committee members.

The approved prospectus or topic statement is to be filed with the Associate Chair, and will be posted on the limited-access department website along with comprehensive exams.

11.5. Appendix 5: Job Application Dossier Policies and Procedures

The complete set of dossier materials must be reviewed and approved by the Associate Chair before being sent out by the office staff. Please allow sufficient time prior to deadlines to allow

for the possibility of revision. After approval, a copy of the complete set of dossier materials is to remain on file in the department office. Any substitutions to the originally approved set of materials must be approved by the Associate Chair.

The department will be responsible for the photocopying and sending out of *no more than 15 dossiers in a given year and a career total of 30*.

Dossiers will be sent out no later than 3 full working days from the time of the student request. The request must include complete addresses for the employers to which the dossiers are to be sent. It is the student's responsibility to plan ahead for deadlines. Material will *only be sent 1st class mail* picked up from the mail room in South Kedzie. Any other form of delivery is the student's responsibility.

After the student has used up their allotment of dossiers, the department will send out copies of letters of recommendation on file no later than 1 full working day after the student's request to send the letters.

Sequence for Mailing

1. Cover Sheet
2. Vitae
3. Letters of Recommendation
4. Writing Samples
5. Transcripts
6. Teaching Evaluations

11.6. Appendix 6: Code of Conduct (approved April 2023)

11.6.1. Departmental Values

MSU Philosophy aspires to be a pluralist department that supports a wide range of approaches to doing philosophy. As a department, we pursue this work through attention to our core values: accountability, responsibility and respect. By pursuing these values, we commit to taking the actions necessary to develop a departmental culture that sustains *safety, inclusivity, and equity*. These actions include self-reflection, open conversation, and focused workshops.

Accountability

We will hold each other accountable as we engage in the ongoing process of building a safe, supportive, and trusting environment, which includes transparency about the processes that govern the department and the bases for important decisions.

Responsibility

We consider it our individual and collective responsibility to be caring and supportive colleagues to all members of department and to engage ethically with the broader communities with which we work.

Respect

Our departmental culture is grounded in a pervasive mutual respect for each other and the work that we do, as reflected in our willingness to listen to diverse perspectives on complex issues and to learn from each other.

Inclusion

The department recognizes that the discipline of philosophy and the academy as a whole have operated as exclusionary institutions that can aid broader systems of domination. The department seeks to challenge this exclusionary role and foster a supportive community where groups historically excluded from the discipline of philosophy can thrive.

11.6.2. Guidelines

The following code of conduct emphasizes that graduate students in MSU's philosophy graduate program take the professional and ethical aspects of their academic education seriously and carry out their studies with proper accountability. This code of conduct is presented to students because they will one day become members of either non-academic professions or academic professions, which has imposed upon itself standards of professional behavior and conduct designed to protect the public from fraudulent practice. This code of conduct is not intended to abridge, supersede, or modify any other university document.

University Documents

The department follows the general guidelines and policies set by MSU. These policies can be found here:

- Spartan Life: <http://splife.studentlife.msu.edu/>.
- General Student Regulations: <http://splife.studentlife.msu.edu/regulations/selected>.
- Graduate Student Rights and Responsibilities: <http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities>.

The department adheres to MSU's policies regarding non-discrimination, anti-harassment and non-retaliation (including sexual harassment) that can be found here

- <https://civilrights.msu.edu/policies/>

APA

Basic parameters of this code of conduct are taken from the APA *Code of Conduct*

- <https://www.apaonline.org/page/codeofconduct>

11.6.3. General Principles of Conduct

- Treating others fairly, equitably, and with dignity;
- respecting the philosophical opinions and traditions of others, without disparaging those who hold positions at odds with one's own;
- maintaining integrity and trust in all professional commitments and interactions; and
- recognizing that power and seniority do not offer reasons for being inattentive to the values just mentioned.

11.6.4. Bullying and Harassment

Bullying and harassment includes degrading, hostile, or offensive conduct or comment by a person towards another that the person knew or reasonably ought to have known would cause the target to be humiliated, intimidated, or otherwise gratuitously harmed.

- Typical examples of bullying and harassment include
 - verbal aggression and yelling;
 - spreading malicious rumors;
 - calling someone conventionally derogatory names or using derogatory stereotypes to describe them;
 - humiliating initiation practices (“hazing”);
 - “cyber-bullying” through email, text messages, or social media;
 - stalking;
 - subjecting an individual to repeated, unsolicited criticism, except when this is clearly limited to a matter of scholarly dispute;
- subjecting a person to public ridicule;
- sabotaging a person's work; scapegoating (e.g., blaming a disabled person for the need to make accommodations);
- and other hostile conduct that diminishes the capacity of its target to function effectively as a teacher, worker, or scholar.

This injunction is not intended to discourage

- expressing differences of opinion;
- arguing against positions taken in seminars or departmental events, including those of faculty;
- defending philosophical positions and viewpoints in discussions and in writing;
- expressing dissatisfactions about departmental leadership, guidance committees, faculty, graduate students, or any other conduct by members of the philosophy department;
- offering constructive feedback, guidance, or advice regarding scholarship or work;
- or reasonable actions taken in the capacity of instructor for the sake of pedagogy and scholarship.

11.6.5. Electronic Communications

Graduate students should remain aware at all times that statements made online or through social media are easily misunderstood due to lack of contextual clues, and can easily become overblown. While respect for academic freedom and freedom of speech are paramount, graduate students should keep in mind the following guidelines when making use of institutional equipment, servers, websites, and email for engaging with social media:

- In a professional setting, it's best to avoid ad hominem arguments and personal attacks, especially if they amount to slander, libel, and/or sexual harassment.
- Language used in professional electronic communications should use the same kind of inclusive language and reflect the same kind of mutual respect as is expected in the classroom or other face-to-face interactions.
- In compliance with the *Family Educational Rights and Privacy Act* (FERPA) and other professional standards, confidentiality should always be respected.
- While sometimes unavoidable, anonymity in online posts should be used judiciously.

11.6.6. Conflict Resolution

As a general guideline the *Philosophy departmental process for addressing graduate-student climate concerns and reports* (approved December 10, 2018) and the department graduate student grievance procedure is invoked (graduate program handbook, [section 7](#)).