



White Lodging-J.W. Marriott, Jr.
School of Hospitality and
Tourism Management

HTM Graduate Programs Handbook

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Introduction

Graduate learning and research are at the heart of the J.W. Marriott Jr, White Lodging School of Hospitality and Tourism Management. We are committed to ensuring a positive environment for our students to reach their goals and take their place in academia or industry.

This document brings together key pieces of information useful to students and the faculty that are working with them. It covers:

- General Policies applicable to all graduate students
- The PhD Program
- The Master's Programs
- Grants and Scholarships
- Teaching Resources for Graduates and their Instructors

This document is designed to be a guide and is updated regularly. Please note – the definitive reference for graduate policies and procedures can be found [here](#).

Common Abbreviations:

GS - Graduate School - now known as OGSPS

OGSPS - Office of the Vice Provost for Graduate Students and Postdoctoral Scholars

HHS - The College of Health and Human Sciences (the “College”)

School - White Lodging-J.W. Marriott, Jr. School of Hospitality and Tourism Management (the department, the “School”)

HTM - Hospitality and Tourism Management (the program)

CSR - Consumer Science (the program)

ePOS - electronic Plan of Study

General Graduate Policies

Minimums and Maximum Registrations

Maximum

The Graduate School (OGSPS) has rules for the maximum number of credits a student may register for in a semester. They are:

- 18 credits for Fall/Spring
- 9 credits for Summer

Minimum (ISS Rules)

International students need to follow International Students and Scholars (ISS) rules. They include:

- 8 graduate level credits for international students Fall/Spring (6 in Summer)
- 6 graduate level credits for international students with a GA/Fellowship
- LAST semester – international students may be eligible for a Reduce Course Load (RCL)
- The minimum number of credits may vary due to funding source (U.S./International)

Degree Program Maximum Time Limit

The PhD Program is designed for a four-year period of residential study following a master's degree. The Master's Programs are designed for a two-year period of residential study. No guarantee of program completion in four years for PhD/two years for Master's is made. *The maximum time limit is 6 years for the doctoral program and 4 years for the master's programs.*

International students

- International student visas have a limitation on how long they can be full-time students in legal status. Students may be eligible to extend their status up to 1 year past their original duration without changing status. Please consult ISS for the latest policies and how the policies may be applicable to certain student scenarios.

Grade Policy

GPA Requirements

Any student on **Academic Notice** whose following semester GPA **and** cumulative GPA falls below 2.0 will be **separated from the university**. If a graduate student is on academic notice and EITHER the semester GPA or the cumulative GPA is 2.0 or above, the student will remain on notice. Academic standing is not addressed during Summer Session. University Senate-approved policy will be administered as follows:

- IF: Semester GPA and Cumulative GPA are ≥ 3.0 = Good Standing
- IF: Semester GPA or Cumulative GPA is 2.0 - 2.99 = Less than Good Standing
- IF: Semester GPA or Cumulative GPA is < 2.0 = Academic Notice
- IF: On Academic Notice and both Semester GPA and Cumulative GPA are < 2.0 = **Separated**
- IF: On Academic Notice and Cumulative GPA is < 2.0 but Semester Index is ≥ 2.0 = Academic Notice
- IF: On Academic Notice and Semester GPA is < 2.0 but Cumulative GPA is ≥ 2.0 = Academic Notice
- IF: On Academic Notice and Semester GPA is ≥ 2.0 and Cumulative GPA is ≥ 2.0 = Off Academic Notice (Less than Good Standing may be applicable.)

PhD Plan of Study (POS) Grade

- The credit hours used to satisfy degree requirements must be consisted of graduate courses and with a minimum 3.0 GPA.
- HTM and Statistics courses used to satisfy degree requirements must be B- or better.
- Non-HTM or non-Statistics courses used to satisfy degree requirements must be C- or better.
- Courses taken as pass/not pass or satisfactory/unsatisfactory are unacceptable on plans of study. Dissertation credits (69900) will appear on the Purdue transcript and must have grades of S.
- GPA Index needs to be a 3.0 or higher upon graduation.

Master's Plan of Study (POS) Grade

- The total number of hours of academic credit used to satisfy degree requirements consists of all graduate course (50000-/60000-level) credit hours with a grade of B- or better for core courses that appear on the plan of study.
- Courses taken as pass/not pass or satisfactory/unsatisfactory are unacceptable on plans of study. Thesis credits (69800) will appear on the Purdue transcript and must have grades of S.
- GPA Index needs to be a 3.0 or higher upon graduation.

Research course grade

A graduate student is expected to earn **S (satisfactory) grades** for research registration. **Two consecutive sessions of U (unsatisfactory) grades** for research registration mandate that the department takes formal action and informs the student, in writing, regarding discontinuation or conditions for continuation of the student's graduate study. The student's progress should be reviewed each session by the student's department. Should the student fail to perform in either coursework or research on a level acceptable to the advisory committee, the departmental graduate committee, or the Vice Provost, he or she may be asked to **discontinue graduate study at Purdue**.

Incomplete Grade

A grade of incomplete is a record of work that was interrupted by unavoidable absence or other causes beyond a student's control. An incomplete grade should not be used as a way of extending the assignment deadline. When an instructor reports a grade of incomplete, he/she shall file in the departmental office Registrar's [Form 60](#) stating the reasons for the grade and what is required of the student to achieve a permanent grade.

PhD Programs

PhD Plan of Study

HTM Foundational Courses 9 credit hours	All Ph.D. students will complete: <ul style="list-style-type: none">• HTM 60000 Research Development and Design• HTM 61400 Theory of the Consumer• HTM 61500 Theory of the Firm
HTM Professional and Academic Development 3 credit hours	All students will complete three HTM 602000 (1 credit) courses.
HTM/CSR Seminars 6 credit hours	PhD students will take a minimum of 2 seminar courses. These courses will be developed to meet the student interests, research trends, and industry needs.
Methodology/Stats 12 credit hours	All students will take a minimum of: <ul style="list-style-type: none">• 6 credits of methodology-related courses• 6 credits statistics- statistic-related courses Courses may be taken from 50000 or 60000-level courses
Outside Specialty 6 credit hours	All PhD Students will complete a minimum of 6 credit hours of outside specialty courses
Independent Study 6 credit hours	PhD students should complete 2 <ul style="list-style-type: none">• HTM 69000 Hospitality and Tourism Research Problems independent study courses.
Total Credit hours: 42	

PhD Plan of Study for students starting before Fall 2024

HTM Program Requirements

Requirement Category	Credit Requirement	Notes
Faculty Research (Table Talks)	0 credit hours	
Common Core Courses	9 credit hours	
Topic-based Seminars	9 credit hours	
Statistics/Methodology	12 credit hours	
Outside Specialization	6-9 credit hours	
Supporting Research Project	6 credit hours	
Dissertation	15-24 credit hours	

CSR Program Requirements

Requirement Category	Credit Requirement	Notes
Consumer Science/Retail Courses	6 credit hours	CSR 60000 CSR 63100
Statistics	6 credit hours	Dependent on M.S. coursework and previous thesis experience. Must be at 50000 & 60000 levels.
Department Teaching Seminar	1-3 credit hours	HTM 60200 (1 credit) 3 times OR EDCI 58900 (3 credits)
Outside Specialty	21-29 credit hours	Electives can come from CSR courses at the 50000-60000 level that are not listed as CB requirements, HTM 50000-60000 level courses, or from Outside Specialty Electives.
Dissertation	18-24 credit hours	CSR 69900 - A typical 18-credit program would include 0-3 credits per semester for the 2nd year and 6-9 credits per semester for the 3rd year.

PhD 4-Year Milestones

The purposes of this “4-year milestones” document are to 1) provide a road map for students to become highly sought-after candidates on the job market upon graduation and 2) serve as a benchmark for annual performance review. Students who successfully follow this plan will be on track to have at least 3 accepted publications and evidence of teaching competency upon graduation.

Year	Recommended Coursework Sequence	Research/Publications/Grants	Funded Teaching/Prof Prep	Professional Development + HTM Engagement
1st	Fall <ul style="list-style-type: none"> - HTM 602 (1 credit hour) - Theoretical foundation core (consumer or firm) - Research development - Statistics and methods 	<ul style="list-style-type: none"> - First Year Paper Proposal - Presentation at GRR 	<ul style="list-style-type: none"> - PreRec- OEPP/ENG, Internship - Auditor + Teaching Reflection Paper (TRP) 	<ul style="list-style-type: none"> - Subscribe to emailing lists in the interested fields. - Attend OGSPS workshops - Participate in School activities
	Spring <ul style="list-style-type: none"> - Statistics and methods (3-6 credit hours) - Topic-based seminars (3 credit hours) 	<ul style="list-style-type: none"> - First Year Paper completion 	<ul style="list-style-type: none"> - Auditor + Guest Lecturer (1 Day) + TRP 	<ul style="list-style-type: none"> - Attend a OGSPS workshop - Participate in School activities
1st Summer	<ul style="list-style-type: none"> - Conference submission of the 1st year paper - First Year Paper Presentation (orientation week) - evaluated by a panel of faculty for HTM Research Seed Fund 			<ul style="list-style-type: none"> - Internship for those without working experience
2nd	Fall <ul style="list-style-type: none"> - HTM 602 (1 credit hour) - Statistics and methods (3-6 credit hours) - Topic-based seminar courses (3-6 credit hours) 	<ul style="list-style-type: none"> - Second Year Paper Proposal - Attend a conference in the 2nd year 	<ul style="list-style-type: none"> - Teaching Assistant + Guest Lecturer (4-8 Days) + TRP 	<ul style="list-style-type: none"> - Attend a OGSPS workshop - Participate in School activities
	Spring <ul style="list-style-type: none"> - Outside specialty courses (3-6 credit hours) - Statistics and methods (3-6 credit hours) - Topic-based seminar courses (3 credit hours) - Independent study (3 credit hours) 	<ul style="list-style-type: none"> - Second Year Paper completion 	<ul style="list-style-type: none"> - Co-Instruction TA + Certificate of Foundations in College Teaching + TRP 	<ul style="list-style-type: none"> - Attend a OGSPS workshop - Participate in School activities
2nd Summer	<ul style="list-style-type: none"> - Conference submission of the 2nd year paper - Second Year Paper Presentation (orientation week) - evaluated by a panel of faculty for HTM Research Seed Fund 			
3rd	Fall <ul style="list-style-type: none"> - HTM 602 (1 credit hour) - Outside specialty courses (3 credit hours) - Independent study (3 credit hours) - Dissertation (3 or more credit hours) 	<ul style="list-style-type: none"> - Three-member committee formed - Dissertation idea generation 	<ul style="list-style-type: none"> - Instructor in Training <ul style="list-style-type: none"> o Co-Instruction 	<ul style="list-style-type: none"> - Attend a OGSPS workshop - Participate in School activities
	Spring <ul style="list-style-type: none"> - Dissertation (6 or more credit hours) 	<ul style="list-style-type: none"> - “Initial dissertation proposal” approved by the committee - Third Year Paper or Dissertation Proposal 	<ul style="list-style-type: none"> - Instructor in Training <ul style="list-style-type: none"> o Lead Instruction of Course 	<ul style="list-style-type: none"> - Attend a OGSPS workshop - Participate in School activities
3rd Summer	<ul style="list-style-type: none"> - Dissertation (3 or more credit hours) - Complete preliminary exam (Students are encouraged to complete the preliminary exam in the 3rd year spring semester to graduate in 4 years) 			<ul style="list-style-type: none"> - Teaching philosophy statement - Research Statement - DEI statement
4th	Fall <ul style="list-style-type: none"> - Dissertation (6 or more credit hours) 	<ul style="list-style-type: none"> - Journal submission/accepted (main author) - Dissertation fourth committee member added 	<ul style="list-style-type: none"> - Instructor of Record 	<ul style="list-style-type: none"> - Start job search - Attend a OGSPS workshop - Participate in School activities
	Spring <ul style="list-style-type: none"> - Dissertation (6 or more credit hours) 	<ul style="list-style-type: none"> - Journal submission/accepted (main author) - Defense & Deposit (in the 4th year summer if the prelim is in the 3rd year summer) 	<ul style="list-style-type: none"> - Instructor of Record 	<ul style="list-style-type: none"> - Attend a OGSPS workshop - Participate in School activities

Note: The “initial dissertation proposal” is different from the “final dissertation proposal” presented to the committee in the formal presentation of the oral preliminary examination. The “initial dissertation proposal” focuses on identifying research questions, gaps in the literature, justification of the study, and data needed. It may also include preliminary hypotheses and analysis procedures. The goal is to help the committee members understand what the student wants to do so they can guide the student through the written prelim questions. The “final dissertation proposal” should incorporate the student’s research and reflection in the written prelim stage and present a clear conceptual framework, key literature, and detailed outlines of the first three chapters of the dissertation.

Path to PhD Graduation

Steps in the graduation process...

Year One -

- Put a priority on taking statistics and methodology courses, which are essential to jump start your research. By the end of the academic year, ideally student had taken 20 to 30 credits of core course work.
- Complete admission requirements:
 - Completion of any special requirements listed in the university letter of acceptance. Many students must provide final transcripts or other records within the first semester of study. Failure to meet these requirements will prevent future class registration and cause the freezing of all university records.
 - Completion of the Oral English Proficiency Test, if required (a requirement for students to be offered a teaching assignment if they are international students whose native language is not English).
- Start CIE's Certificate of Foundations in College Teaching.
- Completion of CITI Human Research Protections Training Course. <https://www.irb.purdue.edu/training/>

Year Two -

- Plan of Study
 - Start a draft electronic plan of study- must be completed no later than the second year.
 - A plan of study needs to be submitted before students can take courses other than HTM/CSR 699.
 - Most of the POS course work should be completed by the end of year two.
- Complete CIE's Certificate of Foundations in College Teaching.

Year Three -

- Plan of Study will be checked against transcripts to be sure they agree. If not, a Change in Plan of Study will need to be submitted.
- Identify three dissertation committee members (including the chair).
- Pass the prelim no later than the end of year three (preferable in Spring for timely graduation).
 - At least **two sessions of registration** (including summer session) between the semester passing the prelim and the semester taking the doctoral final examination.
- Identify the fourth committee member after passing the prelim.
- Start dissertation course work (HTM/CSR 699). Summer registration for research credits ought to be considered. If research is being done in the summer, registration must occur.
- Attend training session on dissertation given by OGSPS.

Year Four -

- Dissertation course work – Students will be working on a heavy load of HTM/CSR 699 dissertation credits.
- Pass the final defense exam by the end of Year Four.
- Submit Request for Appointment of Examining Committee (OGSPS Form 8 – a dissertation defense request for a time and place) at least **14 business days** prior to Final Defense.
- Deposit the dissertation no later than the CAND 99100 Deposit Deadline of the **third consecutive semester**.
- Complete HTM Authorship Agreement.

Note: The OGSPS publishes deadline dates for all university forms and document deposits. Each student is responsible for securing these from the OGSPS website: www.purdue.edu/academics/ogsps each of the last two semesters of study and for meeting all deadlines. Failure to meet requirements in a timely manner will subject the student to a delay in graduation and possibly to additional registration fees.

Research Credit Courses:

HTM has several courses that allow students to conduct research and move towards completing their thesis or dissertation.

- 59000's: This is a research course for Master's students. Open scholarly exploration of a topic with a faculty member, does not have to be related to their dissertation or be with a faculty member on their committee (can have 1 of this type on an ePOS)
- 69000's: This is a research course for PhD students. Should be a research "piece" related to their dissertation, such as an early research exploration (part of a professor's project), pilot study, focus group, research where they learn a particular technique, etc. – not intended for simply writing their introduction or literature review, if they are completing a non-traditional dissertation – this could be one of the studies. 690s may be conducted with any graduate faculty member but are often used for preliminary research with a potential committee chair or committee member.
- 69800's/69900's: All other thesis/dissertation-related work. 69800 is used for master's thesis credits; 69900s are used for dissertation credit hours.

Agreement on Deliverables for Research Credit

- Before the end of the 2nd week of each semester, the advisor and the student should agree to a set of minimum expectations (e.g. data set, draft of chapter, sampling plan, IRB, lit review, manuscript, objectives of proposal) and grading rubric and record them on the [Performance Management Form](#). The expectations and deliverables should align with the number of credits that the student is registered for (i.e. greater expectations for more credits). A detailed description of the specific expectations must be provided and these expectations discussed with the student at the time of registration.
- Both parties need to sign the Performance Management form and email it to the Graduate Coordinator.
- The advisor needs to document Agreement of Deliverables through the myPurdue portal. If questions or concerns surface regarding expectations and credit load at any time through the semester.

The faculty may also discuss expectations regarding other elements of the work including:

- Meetings
- Key Dates through the semester
- Specific Deliverables

Committee Member Policy Excerpt (December 2019)

The School of Hospitality and Tourism Management's policy is that graduate students seek expertise to support their research project and should be allowed to request members from faculty within the department, within the university, and outside the university from other accredited university programs as desirable. Chairs and at least 51% of committee members must have **regular graduate faculty certification**. All committee members and chairs must also be approved by the OGSPS to be placed on a graduate student's research committee. In addition, chairs and co-chairs are to be from the School. Faculty with a courtesy appointment to the School can serve only in a co-chair capacity (with a faculty member from the School), or as a committee member. **At least 51% of the committee members be from the School of HTM**, with additional members from outside the department or university if the graduate student should choose.

Selection of at least three research committee members must be completed when Plans of Study are filed according to the OGSPS. MS students must select committee members by the OGSPS calendar date at the beginning of their graduating semester. PhD students may select additional committee members before their Plan of Study is filed or wait as late as the second to the last semester of their program (after their prelim examinations have been given, but generally before the beginning of the last semester of their program). Changes in committee membership may be filed until the OGSPS deadlines do not allow further changes.

Preliminary Examination

To ensure timely academic progress, the preliminary examination is to be taken by PhD students at the end of their second or beginning of their third year of the program before the date outlined in the **OGSPS Deadline Calendar** in which prelims need to be passed in order to graduate in a particular term.

For example: If a student wishes to graduate at the end of Summer 2025, they will need to complete the preliminary exam at the end of the Summer 2024 term.

To request the Preliminary Examination (Form 8 – OGSPS Web Database), the following conditions must first be fulfilled:

- **The Plan of Study (ePOS) for the degree must be submitted and fully approved before taking the prelim.**
- Students must have at least 3 of the 4 committee members selected by the time of their preliminary examinations. These three members will need to be present for the prelim. A fourth committee member can be added later if yet to be determined.
- Students need to have completed or will be completing their course work in the semester of preliminary examination.
- Students must be registered for HTM/CSR 69900 in the semester in which the prelim will take place.
- The written thesis proposal should be submitted to members of the graduate research committee at least **14 business days** before the examination.
- Students must arrange their prelim with their graduate research committee (and graduate coordinator if booking a space in Marriott Hall) at least **14 business days** before the desired date and initiation of the Form 8.

Purpose of Exam

The goal of the examinations is to make sure the student has a solid understanding of their field of study and is ready to fully profit from the dissertation experience. The preliminary examinations are regarded as an important part of the doctoral work in this department. It allows determination of the:

- student's understanding of the discipline and appropriate theoretical constructs;
- student's depth of understanding of his/her particular segment of focus within the field, and how this field fits into concerns of the overall industry; and
- degree of mastery of the methodological approaches and statistical tools appropriate for the student's field of concentration.

Method

The exact structure of the preliminary examinations is determined by the student's examining committee (the committee members as listed in their approved Plan of Study). Students must have at least 3 of the 4 committee members selected by the time of their preliminary examinations. All selected committee members participate in the preliminary examinations. The preliminary examination is consisted of a written portion and an oral portion. The examination committee decides as a group how to divide responsibility for each of the 3 sections of the written exam among the committee members. Each committee member then develops specific questions and grades their portion of their exam. The types of questions that are asked, the time allowed for the examination, the location, and allowed resources for taking the examination may vary and should be discussed between the student and the committee members.

After the student passing the written portion, an oral portion will be held with all interested faculty and students invited to attend. Students must follow all other OGSPS policies in regard to the request to hold the examination and filing the completed forms. **This includes submission of the OGSPS Form 8 a minimum of 14 business days prior to the oral prelim examination.** The purpose of the oral examination is two-fold. One part of the oral exam will be used to further test the student's knowledge in their field of study and ensure that mastery has been

achieved. The remainder of the oral examination is used to propose and defend the preparation for and the methodology of the proposed dissertation project.

Major Professor Role

The role of the major professor is to participate in this process, but more importantly as the coordinator of the overall process. If disputes occur during the examination process, the major professor is charged with the responsibility of assisting the student and faculty members towards resolution.

Timing

The timing of the preliminary examinations is conducted after completion of all (or almost all) of the coursework listed in the Plan of Study. **It is strongly recommended that full-time doctoral students take preliminary examinations by the end of their third year. In addition, it must be finished by the end of a semester followed by a minimum of two entire semesters between the semester of the completion of the oral prelim and the semester in which the final defense is taken.** In other words, if a student wishes to graduate in May of 2025, the student must complete both the written and oral preliminary examinations with their research registration by the end of the spring semester of 2024, followed by research registration in the summer of 2024 and the fall of 2024 (followed by research registration for their defense in spring of 2025). Deadlines for preliminary examinations, final examinations, and dissertation deposit are listed in the OGSPS's Graduation Deadlines calendar.

Outcome

Based on the outcome of the written and oral examination, the examining committee may approve the student's official candidacy for the doctoral degree, may require additional reading, assignments, or coursework, or may fail the student-necessitating another examination. If a student **fails** the prelim, at least one academic session (Fall, Spring, or Summer) must elapse before a re-examination is permitted. Should the preliminary examination be failed twice, the student may not be given a third examination, except upon the recommendation of the examining committee and with special approval of the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars.

Final Examination

After a student completes the bulk of his or her research credits and is in their final term, they can then schedule their final examination through the Form 8 in the Graduate School Database.

To request the final examination, the following conditions must first be fulfilled:

- Students must be registered for HTM/CSR 69900 in the semester.
- If a student is planning to graduate during the same semester, the student must declare candidacy before the term's deadline (see **OGSPS Deadline Calendar**).
 - Additionally, surveys will become available to complete on the candidate's Plan of Study portal during the semester in which they register as a candidate for graduation.
 - Doctoral candidates need to complete the Graduate School Exit Questionnaire and the Survey of Earned Doctorates before their defense.
- Students will need to complete the recommendations from the graduate research committee based on comments from the preliminary examination and other progress meetings.
- Complete the HTM Authorship Agreement.
- Final examinations must be held before the last week of classes.

Students must arrange their final exam with their graduate research committee (and graduate coordinator if booking a space in Marriott Hall) at least **14 business days** before the desired date and initiation of Form 8.

Outcome

No more than one dissenting vote is acceptable in certifying a candidate to receive the Ph.D. degree. If the examination is unsatisfactory, a candidate must wait at least until the following session (including summer session)

to repeat the final examination. A Request for Appointment of Examining Committee (G.S. Form 8) must be submitted.

Authorship Agreement

STATEMENT OF AUTHORSHIP

The School of HTM has a strong commitment to the dissemination of scholarly projects for the advancement of the hospitality and tourism industries. At the same time, the School desires to properly recognize the efforts of all researchers.

To meet these publication goals, all graduate students are asked to indicate agreements with their major professors and other faculty members who may have provided substantial guidance. It is understood that scholarly projects may be combined with each other, and significant time may pass before publication.

_____ Title of Scholarly Project

_____ I agree that the publication of research findings based on the project named above will be undertaken solely by my Major Professor and/or others at his/her discretion, and at a time of his/her discretion **if the study is not submitted to a journal before _____**. I understand my name will be listed as a co-author in the situation where this scholarly project served as my thesis or dissertation.

Student

Major Professor

Date

Date

Deposit

Research Integrity

Students depositing their thesis (or dissertation) with the Purdue University Office of the Vice Provost for Graduate Students and Postdoctoral Scholars must certify that they have prepared the thesis while observing the provisions of [Purdue University Policy III.A.2, November 18, 2011, Policy on Research Misconduct](#). Students will make the appropriate selection using the Electronic Thesis Acceptance Form (ETAF) 9.

Thesis and Dissertation Deposit Time Limit

The thesis or dissertation must be deposited no later than the CAND 99100 Deposit Deadline of the **third consecutive** session for full consideration of the sought degree. For example, a student who passes the Final Exam in a fall session has through the CAND 99100 Deposit Deadline of the following summer session to deposit. To uphold the integrity of the defended research, if a student is unable to deposit their thesis or dissertation within three sessions, they must re-defend their research and deposit within the session they receive the decision of PASS on the second Final Exam to be conferred the degree.

For exceptional cases, faculty may request a one-semester extension for their student by submitting a letter to thesishelp@purdue.edu with the request. Denied requests may be appealed to the Office of the Vice Provost for Graduate Students and Postdoctoral Scholars or that person's designee, who will make a final determination.

Copyright Information

[Purdue University Policy I.A.1, May 18, 2007, Intellectual Property](#), established that copyright ownership now resides with you, the author. Copyright registration can be filed [here](#). Specific questions regarding your rights and responsibilities under U.S. copyright law may be addressed to the Purdue University Copyright Office: (765) 496-3864 or Stewart Center Room 246A.

Deadlines

Candidates are required to meet both departmental and University deadlines each term. Thesis-option master's and doctoral students are required to successfully deposit the final copy of their thesis (with approved format edits) no later than the close of business (5:00pm ET) on the Wednesday of the last week of classes in the session in which their degree is to be awarded. Candidates who miss the deposit deadline at 5:00 pm on the last day of classes, but still wish to graduate, must submit a request for a Form 14 deposit extension. If approved, the student should expect to pay a [Late Graduation Deadline Fee](#). Contact the Office of Graduate Records at (765) 494-2600 or thesishelp@purdue.edu for questions.

Off Campus Research and Research in Absentia

Generally, the School of Hospitality and Tourism Management does not approve part-time study or research done away from the campus. All students are expected to be full-time resident students throughout their programs. Consideration can be made in a case-by-case scenario.

The G.S. Form 19 is for master's or doctoral students who may be conducting **research off-campus** for greater than 22 days. Students must file this form before each session they plan to conduct off-campus research. Ph.D. students conducting research off-campus who have already completed prelims and coursework need to file a **Research in Absentia** form (G.S. Form 12). The student doing research off-campus/absentia is to be supervised or guided by the major professor and must maintain frequent contact so that the major professor can monitor the student's progress. A student may take a final examination while registered in absentia.

Finally, if students happen to conduct business as part of their employment obligations away from the campus, they would need to fill out a Change of Duty Station through the RLA mechanism from their business office (Forms

12s are for academic purpose. Change of Duty station is related to employment/business procedures). Students that have been approved for Research in Absentia may not have Purdue funding.

Teaching Developmental Map

Year	Level	Duties	Requirements	
1st	Fall	- Auditor	Reflective Practice/Observations	Reflection paper
	Spring	- Auditor	Guest Lecturer (1 Day)	Reflection paper
2nd	Fall	- Teaching Assistant	Guest Lecturer (4-8 Day)	Reflection paper
	Spring	- Teaching Assistant	Co-Instruction	Reflection paper CIE - Certificate Practice in College Teaching (or)
3rd	Fall	- Instructor in Training	Co-Instruction	CIE - Certificate Practice in College Teaching
	Spring	- Instructor in Training	Lead Instruction of Course	
4th	Fall	- Instructor of Record		
	Spring	- Instructor of Record		

Level One - The Auditor

When a Grad Staff Member is at the Auditor level of their instructional development their primary goal is to engage in teaching observations and discussion to help them become a more reflective and intentional instructor. The Grad Staff Member is expected to attend at least ½ of all scheduled classes to observe teaching techniques and class management processes. Auditors will be required to read and discuss supplementary reading materials with the supervisor/instructors.

Learning Objectives: By the end of this level the student should be able to:

- Identify key techniques for classroom management
- Recognize teaching techniques
- Discuss methods to encourage engagement in course materials

Prerequisite – There may be a scenario in which the School admits an applicant who is an exceptional researcher but is lacking the fundamental skills to lead the instruction of a subject. In these scenarios, it can be required that the student enrolls in the following foundational coursework while in the Auditor-level of their grad staff appointment. The grad staff will need to complete in the first year to continue their assistantship appointment:

- English Skills
 - The Oral English Proficiency Program requires students to be at the upper-B2, lower-C1 Speaking level on the Common European Framework of References for Languages to have the English skillset to engage in academic level instructions and participate in academic education – particular leading teaching activities to undergraduate student populations. To be admitted and receive a visa, students are only required to obtain a B1 level which could allow the student to “get by” in everyday situations but is insufficient for full academic-level participation in teaching activities.
 - Solutions: Certification through OEPT or certification through SCLA 62000 (English) course registration. Must be certified in the first academic year of appointment to matriculate to the Teaching Assistant-level.
- Work Experience
 - The School acknowledges that not all students come from countries/cultures that permit opportunities for students to work in the industry in the same way it is normalized or even expected in the United States.
 - Solutions: Those with limited work experience have an internship through HTM 59001 course registration in the summer of their first year with a local industry partner facilitated by Ray Kavanaugh Career Center. The position duties of this internship should correspond with those like a manager-in-training or associated with an MS-required type position. Must have a satisfactory report from the

internship supervisor and a grade from the internship instructor to matriculate to the Teaching Assistant-level.

Supervisor/Course Instructor Responsibility:

Supervisors will allow students to sit in on the classes each week and meet at least once every two weeks to discuss their observations. The grad staff is encouraged to spend some time asking you questions about how you approach your teaching, what you find challenging, the decisions you made before and during various class sessions, and your thoughts on ways to develop the class's knowledge acquisition. Supervisors are expected to recommend readings to supplement the students' observational learnings and be prepared to discuss the readings with the student. The goal for Auditor is to allow the Grad Staff Member to understand classroom management, different ways to deliver course content and how to engage students in the material.

Student Responsibility:

First Term	Second Term
<ul style="list-style-type: none"> - 5 hours per week - Keep a Reflection Journal (PDF) - Reflection Paper due at end of semester and to be included in the annual performance review 	<ul style="list-style-type: none"> - 5 hours per week - Paper due at end of semester and to be included in the annual performance review - Guest Lecture for One Day
<ul style="list-style-type: none"> - Auditors will be provided with a PDF document that will act as a prompt for the reflection journal. It is recommended that grad staff keep an up-to-date journal record to write the reflection paper due at the end of the term appointment. 	

Level Two - The Teaching Assistant

At this level the Grad Staff Member matriculates into the role of a Teaching Assistant (TA). The TA explores in more depth the mechanics of what is required to not only how to deliver but develop a course. The process of becoming comfortable instructing a class through contributing or collaborating in the course deliverance will continue at this stage. The Grad Staff Member is expected to attend every class scheduled as well as attend regularly scheduled meetings with the course instructor to discuss the course development and delivery.

Learning Objectives: By the end of this level, the student should be able to:

- Understand key curriculum elements that are important when designing a course to meet established learning objectives.
- Devise and conduct classroom instruction to meet learning objectives.
- Implement a variety of instructional and engagement techniques designed to enhance learning outcomes.
- Identify key elements of a syllabus.

Supervisor/Course Instructor Responsibility:

The supervisor should schedule weekly or biweekly meetings with the Grad Staff Member. At this level of development, the responsibility of the Supervisor is to explain in detail their teaching philosophy, how they have developed the course, providing explanation of syllabus and scheme of work development, including selection process of educational support materials and rubric/assessment development. The Supervisor should explain to the Grad Staff Member how they approach assessment evaluation, providing opportunities for peer grading so that the Grad Staff Member knows how to grade effectively and provide appropriate and timely feedback to students. The development and review of guest lectures or collaborative lessons are also created during this level.

***Co-instructor** – Opportunities to be assigned as a co-instructor or instructor of record will be rare in the Grad Staff's second year (and if it occurs, most likely in the fourth term). These opportunities will only be considered should the individual have previous instructional experience before joining Purdue. Please see Supervisor Responsibilities (Level 3) in these situations.*

Can ask the student to do the following if it promotes development:

- classroom management activities.
- assessment design.
- evaluation modeling.
- lead labs, recitations or hold tutoring sessions.

Student Responsibility:

Third Term	Fourth Term
<ul style="list-style-type: none"> • 10 hours per week • Guest Lecture 4 -8 days/unit lessons 	<ul style="list-style-type: none"> • 10 hours per week • Guest Lecture for 8 days/unit lessons
<ul style="list-style-type: none"> • Receive the Certificate of Foundations in College Teaching from Purdue's Center of Instructional Excellence. https://www.purdue.edu/cie/CTDP/index.html <ul style="list-style-type: none"> ○ Examples of CIE Core Topics: Applying the Science of Teaching and Learning, Creating a Learner-Centered Environment, Making Learning Accessible, Assessing Student Learning ○ Certification should be on file with the Grad Program Office • Review and understand a syllabus <ul style="list-style-type: none"> ○ Learning Objectives – why they are there and where they come from ○ Evidence of Teaching and Assessments ○ Choice of Textbooks • Legalities and Purdue Policies 	

Level Three - Instructor in Training

Grad Staff Member at this level will have more opportunities to apply their content and pedagogical knowledge in the classroom. They will learn to select instructional goals appropriate to the course learning objectives and to the identified student knowledge acquisition needs.

If listed as a Co-instructor, the Grad Staff should lead a significant number (up to 50% of the course contact hours but no less than 25%) of unit-lessons where the Supervisor observes the course delivery and provides feedback. Course assigned will ideally be a course that the Grad Staff Member was previously a TA.

If Instructor of Record, the Department Head or assigned designee will sit in at least three sessions (doesn't have to be back-to-back) where they provide feedback to the Grad Staff. Course assigned will ideally be a course that the Grad Staff Member was previously a TA.

By no later than the fourth term, after lessons are created and polished, the Supervisor will support the Grad Staff with their CIE proposal – identifying a challenge/opportunity that they will address that semester using evidence-based practices. Grad staff are encouraged to choose topics relevant to their specific teaching role. The student will need to include in this a summary of several scholarly articles related to the topic which may need some guidance and direction from the supervisor. Moreover, depending on the Grad Staff role, the supervisor will need to provide feedback so the Grad Staff can complete the reflection paper required by the CIE.

Learning Objectives:

- Create and execute an instructional plan for a course.

Supervisor Responsibility:

In the case of a Co-instructor, the Grad Staff Member is teaching under the supervision of a faculty member who is also listed as the fellow Co-Instructor. The Supervisor is required to let their Grad Staff teach larger segments of the course as indicated (25-50%) and can divide the teaching as they see fit: lessons by lesson, segment of learning units, individual modules, split collaborative, etc. The Supervisor should also provide support, resources, and constructive feedback regarding classroom environment, instruction, and professionalism as the lead.

In the case where the Grad Staff is the Instructor of Record, the supervisor on record will always be the Department Head per Purdue policy – just as clinical and tenure track professors when they are instructors. However, the Department Head may appoint a faculty member as the subject expert to fulfill the role required as the mentor for the professional development of the Grad Staff.

When listed as a co-instructor or instructor of record, Grad Staff will receive university directed student evaluations which are recorded at the end of semester.

Can ask the student to do the following if it promotes development:

- Produce written lesson plans in advance.

Student Responsibility:

Fifth Term	Sixth Term
<ul style="list-style-type: none">• 10 hours per week• <i>Co-instructor of course previously assigned as a TA</i>• <i>Provide between 25% and 50% of course contact hours</i>	<ul style="list-style-type: none">• 15 hours per week• <i>Instructor of Record of course previously co-instructor</i> <p>OR</p> <ul style="list-style-type: none">• 20 hours per week• <i>Instructor of Record of chosen course (when available)</i>
<ul style="list-style-type: none">• Receive the Certificate of Practice in College Teaching from Purdue's Center of Instructional Excellence. https://www.purdue.edu/cie/CTDP/index.html<ul style="list-style-type: none">○ Examples of CIE Core Topics: engagement, student motivation, assessment, diversity and inclusion, mentoring students, etc.○ Certification should be on file with the Grad Program Office• Create a broad curriculum framework (i.e. course) <p>Finalize a teaching philosophy and portfolio with evidence of effective teaching</p>	

Level Four - Instructor of Record

At this level, a Grad Staff Member has proven themselves to be the young professional educators they have become. Those that have pursued optional development opportunities, such as CURE/IMPACT where they designed a new course or redesigned a current course may present this to the Department Head and may be permitted to teach the course they have (re)designed.

Supervisor Responsibility:

The Supervisor is the Department Head and will be treated as a junior faculty member regarding their teaching position.

Student Responsibility:

While this is the end of the instructional development track within the school for grad staff – this should not be the end of the professional development as an educator.

- Educators should find ongoing opportunities to reimagine teaching and learning. Conduct research in this area that expands our understanding of effective practices. (e.g., emerging research in such areas as trauma-informed pedagogy and social-emotional learning)

- Educators adjust their lessons to changing landscape of issues and needs that educators must address in working with students, families, and communities (e.g., changing demographics increasing the number of English language learners)
- Educators adapt to shifts in policies and statutes that govern the work done in and out of the classroom (e.g., accreditation, industry employment needs, changes in the curriculum requirements for graduation)
- Educators should be mentors to other instructors at how to become more effective in the classroom. Educators' evolving professional responsibilities, particularly when they have their own grad staff assigned to them and or course topics change, requires a new set of skills that you may have that other colleagues may not. Share with them what you know. Learn from them what you don't. (e.g., changing grade levels assigned to a teacher, or making a switch to online learning environments in response to a national crisis).

Reflection Papers & Certificates

All reflection papers and certificates are due to the Graduate Program Office at the end of the appointed time period. It is the responsibility of the Grad Staff Member to see that the Office receives the document – just as one would with FERPA/RCR certification.

Guest Lecturer Observations

Anytime the duty requires guest lecturing, the Department Head or someone appointed by them will need to sit in and observe, at least once in the semester, in addition to the supervisor to ensure the development system addresses the School's expectations, concerns, and goals.

Matriculation through the Levels

Grad Staff Member will need to follow this developmental path in addition to the typical employee policies as outlined by their offer letter (maintaining good academic status, making satisfactory progress in their program, etc.) to matriculate through the levels. Failure to perform the duties and responsibilities as outlined can lead to not just stagnation of level placement but termination of future TA appointments.

HTM Master Plan of Study

--Thesis Track (33 Credits)

Year 1	Year 2
<i>FALL</i>	<i>FALL</i>
<ul style="list-style-type: none"> HTM 50700 – Integrated Marketing Communications for Service Industries 	<ul style="list-style-type: none"> HTM 51300 – Strategy in Service Industries
<ul style="list-style-type: none"> HTM 50800 – Cultivating A Service Excellence Mindset 	<ul style="list-style-type: none"> STAT 50100 or 51100 or SOC 58000
<ul style="list-style-type: none"> HTM 51400 – Business Analytics for Service Industries 	<ul style="list-style-type: none"> HTM 69800 - Thesis Writing (3 Credits)
<i>SPRING</i>	<i>SPRING</i>
<ul style="list-style-type: none"> HTM 50600 – Leading People in Service Industries 	<ul style="list-style-type: none"> STAT 50200 or 51200 or SOC 58100
<ul style="list-style-type: none"> HTM 50900 – Service Experience Design 	<ul style="list-style-type: none"> HTM 69800 - Thesis Writing (3 Credits)
<ul style="list-style-type: none"> HTM 51000 – Strategic Revenue Management in Service Industries 	

Summer Optional:

- Students of limited experience need to take 1 credit course of HTM 59001 – Graduate Professional Industry Internship.

This Plan of Study summary does not include any prerequisite requirement made at the time of admission or preparatory work required before any particular class offering. To graduate with this degree, students must earn a grade of no less than a B- in all required courses. Students will mark all required HTM courses as "primary" on the plan of study (ePOS). In addition, an average of 3.0 GPA is required for all Purdue courses on the plan of study (ePOS).

HTM Master Plan of Study

--- Non-Thesis Track (30 Credits)

Year 1	Year 2
<i>FALL</i>	<i>FALL</i>
<ul style="list-style-type: none"> HTM 50700 – Integrated Marketing Communications for Service Industries 	<ul style="list-style-type: none"> HTM 51300 – Strategy in Service Industries
<ul style="list-style-type: none"> HTM 50800 – Cultivating A Service Excellence Mindset 	<ul style="list-style-type: none"> Elective - HTM 50500 – Hotel Asset Management and Investment
<ul style="list-style-type: none"> HTM 51400 – Business Analytics for Service Industries 	<ul style="list-style-type: none"> Related Graduate-Level Elective (3 Credits)
<i>SPRING</i>	<i>SPRING</i>
<ul style="list-style-type: none"> HTM 50600 – Leading People in Service Industries 	<ul style="list-style-type: none"> Related Graduate-Level Elective* (3 Credits)
<ul style="list-style-type: none"> HTM 50900 – Service Experience Design 	
<ul style="list-style-type: none"> HTM 51000 – Strategic Revenue Management in Service Industries 	

Summer Optional:

- Students of limited experience need to take 1 credit course of HTM 59001 – Graduate Professional Industry Internship.
- *Students can choose to take the one elective course either in Year 1 Summer to graduate in Year 2 Fall or in Year 2 Spring to graduate then.

This Plan of Study summary does not include any prerequisite requirement made at the time of admission or preparatory work required before any particular class offering. To graduate with this degree, students must earn a grade of no less than a B- in all required courses. Students will mark all required HTM courses as "primary" on the plan of study (ePOS). In addition, an average of 3.0 GPA is required for all Purdue courses on the plan of study (ePOS).

CSR Master Plan of Study

--Thesis Track (33 Credits)

Year 1		Year 2	
<i>FALL</i>		<i>FALL</i>	
<ul style="list-style-type: none"> HTM 50700 – Integrated Marketing Communications for Service Industries 		<ul style="list-style-type: none"> HTM 51300 – Strategy in Service Industries 	
<ul style="list-style-type: none"> HTM 50800 – Cultivating A Service Excellence Mindset 		<ul style="list-style-type: none"> STAT 50100 or 51100 or SOC 58000 	
<ul style="list-style-type: none"> HTM 51400 – Business Analytics for Service Industries 		<ul style="list-style-type: none"> HTM 69800 – Thesis Writing (3 Credits) 	
<i>SPRING</i>		<i>SPRING</i>	
<ul style="list-style-type: none"> HTM 50600 – Leading People in Service Industries 		<ul style="list-style-type: none"> STAT 50200 or 51200 or SOC 58100 	
<ul style="list-style-type: none"> HTM 50900 – Service Experience Design 		<ul style="list-style-type: none"> HTM 69800 – Thesis Writing (3 Credits) 	
<ul style="list-style-type: none"> HTM 50400 – Consumer Behavior 			

Summer Optional

- Students of limited experience need to take 1 credit course of HTM 59001 – Graduate Professional Industry Internship.

This Plan of Study summary does not include any prerequisite requirement made at the time of admission or preparatory work required before any particular class offering. To graduate with this degree, students must earn a grade of no less than a B- in all required courses. Students will mark all required HTM courses as "primary" on the plan of study (ePOS). In addition, an average of 3.0 GPA is required for all Purdue courses on the plan of study (ePOS).

CSR Master Plan of Study

--Non-Thesis Track (30 Credits)

Year 1	Year 2
<i>FALL</i>	<i>FALL</i>
<ul style="list-style-type: none"> HTM 50700 – Integrated Marketing Communications for Service Industries 	<ul style="list-style-type: none"> HTM 51300 – Strategy in Service Industries
<ul style="list-style-type: none"> HTM 50800 – Cultivating A Service Excellence Mindset 	<ul style="list-style-type: none"> 2 Related Graduate-Level Electives (6 Credits)
<ul style="list-style-type: none"> HTM 51400 – Business Analytics for Service Industries 	
<i>SPRING</i>	<i>SPRING</i>
<ul style="list-style-type: none"> HTM 50600 – Leading People in Service Industries 	<ul style="list-style-type: none"> Elective* - HTM 51000 – Strategic Revenue Management in Service Industries
<ul style="list-style-type: none"> HTM 50900 – Service Experience Design 	
<ul style="list-style-type: none"> HTM 50400 – Consumer Behavior 	

Summer Optional

- Students of limited experience need to take 1 credit course of HTM 59001 – Graduate Professional Industry Internship.
- *Students can choose to take the one elective course either in Year 1 Summer to graduate in Year 2 Fall or in Year 2 Spring to graduate then.

This Plan of Study summary does not include any prerequisite requirement made at the time of admission or preparatory work required before any particular class offering. To graduate with this degree, students must earn a grade of no less than a B- in all required courses. Students will mark all required HTM courses as "primary" on the plan of study (ePOS). In addition, an average of 3.0 GPA is required for all Purdue courses on the plan of study (ePOS).

Path to Master's Graduation - Thesis

Steps in the graduation process...

Year One -

- Core course work – By the end of the academic year, students should have registered for the course outline by the department. It is recommended that students take advantage of summer internships to boost their portfolio regarding their job experiences.
- Start a draft electronic plan of study
- Thesis students would declare their chair and start working on their thesis research topics.

Year Two -

- Complete course work - By the end of the academic year, students have finished the remainder of the courses in the program.
- A plan of study will be submitted.
- Thesis IRB approval (if needed).
- Thesis student would group the master's thesis committee with a minimum of another 2 research faculty members in addition of the thesis chair.
- Thesis final examination is scheduled for the end of the academic year.
- Complete Exit Questionnaire

You will be asked to leave the program if you cannot complete your degree within 4 years.

**Students who take a heavier course load in year one, or take advantage of the summer internship, may be eligible for a reduced course load (RCL) in their final semester. An RCL may be unadvisable if the nature of their research or ability to self-manage may cause the student to move into summer registration if the student is international due to visa regulations and restrictions.

International Students:

International student visas have a limitation on how long they can be full-time students in legal status. Students may be eligible to extend their status up to 1 year past their original duration without changing status. Please consult ISS to learn about the current policies and how they may be applicable to specific student scenarios.

Final Examination

After a student completes the bulk of his or her research credit and is in the final term, a student can then schedule the final examination by initiating **Form 8** in the Graduate School Web Database.

To request the final examination, the following conditions must first be fulfilled:

- **Before any student initiates an exam, a plan of study must be submitted and approved by the department.**
- Students must be registered for HTM 69800 in the semester.
- If planning to graduate during the same semester, students must declare the candidacy before the term's deadline (see **OGSPS Deadline Calendar**).
 - Additionally, surveys will become available to complete on the candidate's Plan of Study portal during the semester in which students register as a candidate for graduation.
 - Master's candidates need to complete the Graduate School Exit Questionnaire before their defense.

Students must arrange their final exam with their graduate research committee (and graduate coordinator if booking a space in Marriott Hall) at least **14 business days** before desired date and initiation of the form 8.

Deposit

See Page 15 for deposit details. The procedure is identical to PhD deposit information.

Assistantships & Fellowships

Graduate Employment (Assistantship/Fellowship Administered as an Assistantship) VS Fellowship

The University makes assistantships and fellowships available as one form of financial aid to support graduate study. Employment is incidental to graduate study. Graduate students who are employed by the University provide services (teaching, research, administrative/professional) that further the missions of the University while providing students with valuable professional experience and financial remuneration in the form of tuition remission and a modest salary. These students are considered employees and are subject to the policies and procedures outlined in the [Graduate Staff Employment Manual](#). Students who receive true fellowships (fellowships not administered as assistantships) are not employees and are not obligated to provide services to the University. The purpose of a fellowship is to recognize outstanding graduate students and to support their education. For more information about fellowships, see the [Graduate School Fellowship Manual](#).

Departmental Funding in the School

Over the past few years, about two-thirds of the school's graduate students had been funded in some manner. This includes part-time work (which may or may not include tuition waivers), graduate assistantships and fellowships, positions in other University offices, and scholarships. It is the School's goal to continue funding at this percentage of its students and to continually look for new sources of funds. While the School's goal is clear, finding additional sources of funds can be difficult. For this reason, graduate students should make plans to fund the program through private sources.

Historically, applicants that are admitted with funding are often the beneficiaries of graduate assistantships (teaching assistantships in particular).

Research Assistantships

Research assistantships are assigned to individual professors based on funded research projects. These limited offerings are awarded to students qualified to assist with a particular project. The projects cover the full spectrum of hospitality and consumer interests. The individual professors choose their research assistants and the duration in which they are able to support.

Depending on the nature of the research, there may be certifications, trainings or other authorizations required for a student to obtain or to maintain an RA position. Principal Investigators (PI) supervising the RA should ensure the student is able to perform their responsibilities of their position.

Teaching Assistantships

The School has teaching assignments in several areas but having limited offerings in particular areas dependent on University funding in a specific year. Teaching assignments are awarded considering a myriad of factors, such as the School's undergraduate enrollment, the number of faculty that can act as supervisors to graduate staff, the fit between a research area and an available course, etc. Because of this nature, priority is often given to Ph.D. students who often have more work experience and a more defined statement of purpose of their goals as future professors than their MS applicant peer cohort. A typical duration for a TA position is four (4) academic years, provided the department budget and the student's progress, standing, and engagement.

There is an Instructional Development Path for Teaching Assistants that contains intentional levels with the corresponding matriculation of duties, requirements, and learning expectations. Supervisors are to facilitate

professional development on the path for TAs, and TAs are responsible for performing their responsibilities and requirements.

Working with the Business Office

Rates

The School abides by the OGSPS Minimum Salary Rates. A comprehensive table with additional information with specifics as it relates to benefits, remission etc. can be located out on the OGSPS Website (Fellowship and Graduate Staff Employment Manuals): <https://www.purdue.edu/academics/ogsps/faculty/publications.html>

.25 FTE for 1 AY (based on 2023-24 budget rates) AY = Academic Year, 9 months

Salary: \$10,956

Fringes: \$ 810.87

Fee Remits: \$9,718

.50 FTE for 1 AY (based on 2023-24 budget rates) AY = Academic Year, 9 months

Salary: \$21,913

Fringes: \$ 1,756

Fee Remits: \$9,718

A couple of things to remember:

- Grad students on AY appointments are eligible to receive additional (.5 FTE) and (.25 FTE) for summer employment provided that the student is enrolled for a minimum of three credit hours. Also, be advised that there are limitations on the allowable FTE for international students through the summer.
- Grads who previously held a Fellowship Administered as an Assistantship (ie: Ross) or a Research Assistantship, may have a higher salary. Practice is to retain salary level; not reduce when moving from one appointment to another.
- Department has to evaluate the financial plan a.k.a. budget for Graduate Salaries as decisions about funding are being considered. This is something that the business office (HTM BO) can assist with.
- Scholarships can be awarded as a supplement any time throughout the year, and these are not part of the base salary. Before committing to offer any type of scholarships in the offer letter or throughout the academic year, it would be advisable and best practice to ensure that the student is eligible, etc.

Offer Letter

The College of Health and Human Sciences Employment Center has a particular system to hire students for graduate employment. Once a faculty member has determined that they want to employ a student within a graduate assistantship role, they will need to reach out to the graduate program coordinator to obtain an offer letter of employment. The coordinator will work with the Employment and Business Offices in obtaining the offer letter for the student to ensure they satisfy the academic components outlined in the applicable manual on your behalf. **Do not draft your own letter to issue to the student.**

While templates are accessible to faculty, the College's system is to ensure the student is following academic policy and procedures and business functional areas can provide salary and benefits on time and correctly.

Grants, Scholarships, and Resources

HTM Research Seed Funding

1. Purpose:

HTM is committed to the creation and dissemination of high-quality research. The purpose of this program is to support doctoral students in their development as world-class researchers and publication in top tier journals.

2. Program Details:

- A fund of up to \$1,000 for research related expenses.
- The number of funded proposals depends on the budget available and the quality of the proposals.
- The proposal will be evaluated by a panel of faculty members. See Evaluation Criteria for details.
- Proposals are due before the first day of the Spring semester.
- The budget must be executed by July 31st. The account will be closed on this date and the remaining balance will be set to zero.
- The author of the funded proposals needs to present the study at the Annual Paper Presentation Event, which is held in the week before the Fall semester starts.

3. Eligibility and Submission:

- 1st, 2nd, and 3rd year PhD students
- Previous year's funded proposal leading to a journal submission (when applicable)
- Meeting the 4-year milestones
- Submit a proposal in the required format. See below for details.
- Submission deadline: 1st day of the Spring Semester

4. Proposal Format:

- 1) Title
- 2) Author
- 3) Advisor
- 4) Introduction
 - Research objectives/questions
 - Justification for the study
 - Key variables/constructs and relationships
 - Expected theoretical and managerial contributions
- 5) Literature Review
 - Theoretical framework
 - Hypotheses and supporting literature
- 6) Methodology
 - Sample and data description
 - Hypothesis testing procedures
- 7) Expected contributions
 - Theoretical contributions
 - Managerial implications: Who would benefit from the findings and how?
- 8) Budget

5. Evaluation Criteria:

The proposals are evaluated by a panel consisting of faculty members based on the following criteria.

- 1) Does the study have clearly stated objectives or research questions?
- 2) Are the objectives and hypotheses supported by a relevant literature or conceptual review?
- 3) Does the study address the gaps in the literature?
- 4) Is the study methodologically rigorous?
- 5) Is the proposal well written and following the format guidelines?

HTM Research Conference Travel Support for Graduate Students

1. Purpose:

HTM is committed to the creation and dissemination of high-quality research. The purpose of this program is to support graduate students in their development as world-class researchers.

The program supports graduate students' travel to academic conferences to present research, develop academic networks, and build new research skills and insights.

2. Program Details:

Graduate Assistants (funded doctoral students).

- Up to \$1,000 per year will be available for each department-funded doctoral student to travel to academic conferences. NOTE: funds cannot be carried over to subsequent years
- Funding support will be determined by several factors, including:
 - Progress against annual performance goals
 - Type of presentation
 - Conference quality

Each of these factors is discussed in more detail below.

All funding requests require:

- Completed Travel [Approval Form](#) including the conference acceptance notification
- Research mentor/advisor endorsement
- Program Director or Head of School approval

NOTE: It is encouraged that other funding sources available to students (e.g., research grant funding, college/university travel grants) be used before accessing these funds.

Graduate Students not funded by the department.

- Non-funded graduate students, PhD or Masters, may request travel funding, which will be determined on a case-by-case basis.
- Proposals for funding will be based broadly on the same criteria as funded students.

3. Eligibility:

- Funding support is available for **stand-up presentations** where the graduate student is the lead author and at least one HTM/CSR faculty member is a co-author. Additional poster presentations and other research in development may supplement stand-up presentations. **Funding of poster presentations only may be considered for master's students.**
- For HTM students, the travel support should be first applied to the annual Graduate Education & Graduate Student Research Conference in Hospitality & Tourism. Any remaining funds after the Graduate Conference can be used for attending high quality and broadly recognized conferences, such as ICHRIE, TTRA, ITSA, or conferences approved by the advisor and the PhD Program Director in advance.
- For CSR students, the conferences must be high quality and broadly recognized in the field. Examples include ITAA, AMA, ACR, ACCI. The conferences need to be approved by the advisor and the PhD Program Director in advance.
- Students must successfully meet expected graduate student performance goals each year to be eligible for travel funding, including presenting their research at HHS/HTM events.
- Confirmation of eligibility for funding in the upcoming year will be determined following the annual performance review.
- Students should show evidence of increasing scholarly initiative as they progress. Providing status updates on projects that have previously been supported by conference funding (e.g., peer-review journal submissions and publications) should be included in the performance review.

HTM Travel Procedures

Steps for booking travel and reporting expenses:

- Departmental Travel Approval
- Booking your Travel Arrangements
- Post-Trip Expense Report

Departmental Approvals

- [Travel Approval Form](#)

You will need to work with your research advisor or the graduate program coordinator. To complete the form, you will need:

- Conference/Trip Details
- Estimate of Cost
- Plan for funding
- Paper Acceptance Confirmation Email

- **Funding Support for Graduate Travel**

There are several possible sources of funds for graduate travel:

- The department has established a policy to support graduate student travel to present research at recognized conferences. The policy is attached. Please note that funding support is based on criteria set in the policy and that funding approval must be received PRIOR to booking travel plans.
- Faculty support: Your research advisor may have funds available to support travel.
- Other sources of funding. (Some conferences have travel awards you can apply for, check their site)
- [PGSG Travel Support](https://grac.purduegradstudents.com/) - <https://grac.purduegradstudents.com/>

Booking Travel Arrangements

- Add Grad Coordinator as Expense Delegate

You must add the Graduate Program Coordinator as an expense delegate in Concur. This allows the program coordinator access to help track travel for the department with expense reporting and reimbursement. The coordinator will provide instructions for this process.

- Booking Travel

As you begin to book your travel, please keep in mind that Purdue will only reimburse for authorized expenditures paid with currency. For example, booking a flight or hotel room with loyalty points will not be reimbursed. Be sure to KEEP ALL RECEIPTS. Booking confirmations are not sufficient. Receipts must show "paid" or list the last 4 digits of the payment card. See full list of University rules at [Travel Regulations 2024](#)

Traveling

Collect and save all receipts. After the trip is complete, email all receipts to the program coordinator to upload them into Concur for the expense report.

Expense Reporting

Students are required to pay for their travel expenses and will be reimbursed for the agreed upon amount AFTER travel is completed. Remember – the travel itself and the reimbursement levels MUST be approved before booking.

- **Inside Concur (Employed by the University)**

Physically turn in the receipts OR scan in all receipts (one per page) in pdf format and email them to the graduate program coordinator. The coordinator will prepare the report and alert you as to when to submit the report as the coordinator cannot hit "Submit Report" for you.

- **Outside Concur (not Employed by the University)**

You will need to also physically turn in receipts or submit scanned receipts like above AND make an appointment with the grad program coordinator to complete the report. You also need to fill out and sign a **Sub W9** and **Payee Certification**. The coordinator will assist you with this.

All forms must be sent to the business office via FileLocker. Sub W9's and Payee Certs contain private information that cannot simply be emailed. FileLocker is Purdue's secure file exchange and can be found at one.purdue.edu.

Non-HTM Grants and Scholarships

Travel Grants for Students

- [PGSG Travel Grant](#) – Due once a month
 - To augment the costs for students who are attending academic conferences outside of Indiana. Three-tiered funding placement. Funding awarded based on number of applicants and the placement of student's applicant against their criteria. travelpgsg@gmail.com
 - Tier 1 – Excellent - \$750, Tier 2 – Good - \$500, Tier 3 – Meets Lowest Criteria - \$250, Tier 4 – Doesn't Meet Criteria – No Award.
- HHS Compton for the Academic Year – due at the start of October to Graduate Program Director

Professional Grants for Students

- PGSG Professional Grants – Due once a month.
 - Grant is intended to reimburse costs that fall outside-the-scope of research-oriented expenses. Funding is awarded based on the student's application against their criteria. \$750 is the maximum amount that can be awarded, but partial awards can be provided based on how much the criteria is met. professionalpgsg@gmail.com
 - Excellent – Fully Funded, Fair – Partial, Poor – No Funding.

Strategic Partnership

- PGSG Strategic Partnership – Rolling Basis

A grant program that offers co-sponsorship funding for graduate student focused events that complete the mission of PGSG: Life, Career, Community. Must have at least one-additional source of funding. Applicants can request the amount of either \$750, \$500, or \$250. Must fit the criteria outline by PGSG President: pgsg.president@gmail.com And will proceed to the PGSG Executive Board if deemed appropriate for a vote to issue the award.
- PGSG Mental Health Partnership – Rolling Basis

Awards and Recognition

Outstanding HTM

- **Doctoral Student**
 - Nominated by a faculty member, voted on by HTM Graduate Committee (GC) to move forward to HHS for higher recognition.
 - Based on Research Excellence.
 - An annual award of \$1,000 by HHS will be presented to a student who has exhibited outstanding scholarly activities, service to their department and the college and research excellence that indicates promise for a productive career in their field.
- **Master's Student**
 - Nominated by a faculty member, voted on by HTM GC to move forward to HHS for higher recognition.
 - Based on Excellence in Performance/Engagement/Research.
 - An annual award of \$500 by HHS will be presented to a student who has exhibited outstanding scholarly activities, service to their department and the college and research excellence that indicates promise for a productive career in their field.

Office of the Vice Provost for Graduate Students and Postdoctoral Scholars

Excellence in Teaching Award

- HHS decides the college nominees.
- Applicants must be registered as full-time graduate students (enrolled for eight credits or more) during the Spring semester.
- Applicants must have served as a Graduate Teaching Assistant for at least two sessions during their Purdue graduate program.
- Previous recipients of the Graduate School Excellence in Teaching Award are not eligible.
- The award, which is considered the highest honor given to teaching assistants at Purdue, is accompanied by a \$1000 prize.
- <https://www.purdue.edu/academics/ogsps/awards/index.html>

Mentoring Award for Graduate Students

The Council of Graduate Schools defines mentoring as: "... a more senior individual who provides career and psychosocial support to a junior member of a given organization. Recently, mentors have been found to exist laterally, virtually, among peers, and with individuals outside of the professional context. Mentorship centers on an emotional commitment, which focuses on the protégé's personal and professional growth. "

The Graduate School wants to acknowledge the essential role graduate students play in our research, teaching, and engagement missions at Purdue University through their mentoring work. Competitive candidates will demonstrate sustained mentorship throughout their doctoral program in assisting undergraduate and or other graduate students in achieving their own research. Research may be broadly defined as a course, research project, field research, and/or support programs.

Eligible applicants should be: Doctoral students who are currently registered and in good standing.

Applicants should assemble the following in one PDF document in the following order:

1. A curriculum vita.
2. A mentoring statement including your mentoring philosophy, commitment to mentoring and accomplishments in the area of mentoring (maximum of 500 words).
3. One letter of support from mentees, advisor, or another staff member who has first-hand knowledge of your excellence in mentoring. Letters can be signed by multiple individuals. There can only be one letter of support.

Packets should be submitted to your college for consideration. There will be one nominee from each college selected to compete across the university. Please consult your college for deadlines for consideration. Applications will be reviewed by a panel of faculty, staff, and students. The winner will receive an award of \$1,500 and a plaque.

National Midwestern Association of Graduate Schools (MAGS)

[The Midwestern Association of Graduate Schools \(MAGS\)](#) is a regional affiliate of the Council of Graduate Schools. MAGS member colleges and universities are accredited institutions of higher education in the central U.S. that offer graduate programs leading to master's, specialist and doctoral degrees. MAGS presents annual awards to young scholars in recognition of their work and recognizes institutions for innovative programmatic efforts that benefit their graduate communities.

- [Excellence in Teaching Award](#)
 - One (1) Master's nominee
 - One (1) Doctoral nominee
 - Each award includes a citation and a \$750 honorarium that will be presented at the MAGS Annual Meeting
 - Due December

Teaching Resources

Center for Instructional Excellence (CIE)

CIE Consultations

CIE offers confidential consultations for faculty and instructors at Purdue. Our consultants have pedagogical expertise and significant teaching experience across a variety of disciplines. We start by discussing your individual teaching goals in a cooperative, developmental framework. We offer a variety of research-based teaching strategies tailored to your specific needs.

Common consultation subjects include:

- Learning environment and student motivation
- Soliciting and interpreting student feedback
- Measuring student learning
- Course outcomes and learning strategies
- Scholarship of Teaching & Learning

We can schedule consultations at your convenience and at a location of your choosing. We also provide walk-in consultation services at our Center in Young Hall 4th floor during normal business hours. Please contact the Center for Instructional Excellence by email cie@purdue.edu or phone (765) 496-6422 to schedule an individual, confidential consultation.

College Teaching Development Program

The College Teaching Development Program is open to all faculty, staff, postdocs, and graduate students. We define teaching broadly (classes, mentoring, advising, etc.), and have designed these programs to meet varied goals. The program consists of two certificates:

- The Certificate of Foundations in College Teaching
- **The Certificate of Practice in College Teaching (on hold)**

The two certificates are both standalone and can be completed in any order. The Practice Certificate can also be completed multiple times with different emphases. Below are descriptions, as well as the requirements to complete each certificate.

Certificate of Foundations in College Teaching

The Foundations Certificate provides an overview of central topics in college teaching. This program has an online, asynchronous structure. It is open to all Purdue West Lafayette, Purdue in Indianapolis, and Purdue Polytechnic Statewide faculty, staff, post docs, and graduate students. We define teaching broadly (classes, mentoring, advising, etc.), and have designed the program to meet varied goals.

The structure of this program consists of four main modules: **Reflecting on Teaching & Learning, Defining and Assessing Student Learning, Creating a Learner-Centered Environment, and Becoming a Scholarly Teacher.**

This program is designed to be cohort-based and is dependent upon participant engagement on discussion board threads as participants bring important knowledge and experience to this environment. Many past participants have found engaging with other instructors to be the most valuable part of this program. For more information on program details, read the [Foundations Syllabus](#).

During Foundations, you will work toward the following goals:

1. Recognize and reflect upon your own values related to teaching and learning.
2. Recognize and describe the value of evidence-based approaches to teaching that facilitate student learning.
3. Build community and discuss evidence-based teaching approaches with fellow participants.
4. Consider implications of evidence-based approaches for your own teaching practices.

5. Identify what else you want to know and resources to continue expanding your teaching knowledge and practices.

Certificate of Practice in College Teaching (Currently on Hold)

The Certificate of Practice is an inquiry-based, semester-long program that requires participants to have a teaching role, broadly defined, during the semester or summer term in which they complete the certificate. Participants identify a challenge/opportunity that they will address that semester using evidence-based practices, in consultation with an appropriate mentor of their choosing.

Participants are encouraged to choose topics relevant to their specific teaching role; this can involve new mentoring practices in advising, a lab, or office hours; designing new assessments or learning activities; or enhancing a series of professional development workshops for colleagues.

Participants may complete the Certificate of Practice multiple times over different semesters, if they have a teaching role during that semester. Each time a participant completes the certificate, they must choose a different area of emphasis (e.g., engagement, student motivation, assessment, diversity and inclusion, and mentoring students.)

Small Group Instructional Diagnosis (SGID)

Research has shown that collecting and responding to student feedback in the middle of the semester offers instructors a productive way to improve their teaching and encourages students to invest in their own learning process. For over three decades, Purdue has been conducting Small Group Instructional Diagnosis (SGID) consultations, as a means of identifying both what is working well and class elements that can be improved, using the following process:

1. Pre-SGID consultation: CIE staff members meet with you to learn about your course and teaching goals.
2. 20-minute focus group: Either at the beginning or end of a class session, two staff members work with your students to come to consensus regarding two questions:
 - *What about the environment, activities, and structure of this course are helping your learning?*
 - *What specific suggestions do you have for changing the environment, activities, or structure of the course to better help your learning?*
3. Soon after the focus group, CIE staff members share with you the results in a confidential consultation, in which they can help you plan next steps for the class.
4. In the following class session, you discuss these results and your plans with the students.

To schedule an SGID, please complete and submit [this request form](#) two weeks before you want us to visit class.

- SGIDs are generally conducted between Weeks 5 and 10 of the semester.
- We respond to requests within 48 hours. If you do not hear back within that time, please email cie@purdue.edu.

Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR)

Intercultural Competence Mentorship Certificate (ICMC)

The Intercultural Competence Mentorship Certificate provides graduate students with a mentorship skillset specific to intercultural competence development. Intercultural competence has been defined as "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts" (Bennett, J.M., 2008). It entails attitudes, knowledge, and skills such as openness, curiosity, self-awareness, empathy, communication, knowledge of cultural worldview frameworks, emotional resilience, and much more. The program will improve their appeal to employers and ultimately benefit the sectors,

including higher education, in which they work. The learning outcomes of the certificate will also personally enrich participants because mentoring others effectively demands a commitment to life-long learning.

The certificate is open to non-degree seekers who enroll solely in this program, currently-enrolled Purdue graduate students, and students who wish to include it as a component of an interdisciplinary graduate degree. If you will be a new graduate student at Purdue, it is important to ensure that you have space in the plan of study for your degree to enroll in the required courses for this program.

To apply for the ICMC, go to the Purdue Graduate School [Application Management System](#). Materials to submit include a current transcript, a statement of purpose describing your interest in intercultural competence mentorship along with any relevant educational or experiential background, and other general information.

IMPACT - Instruction Matters: Purdue Academic Course Transformation

A faculty development program that supports instructors from all disciplines university wide. IMPACT has continued to lead the way in large-scale faculty and course transformation for over a decade. Launched by the Office of the Provost in 2011, IMPACT is a large, collaborative initiative serving the Purdue West Lafayette and Indianapolis campuses. IMPACT supports instructors in enhancing their pedagogical practices to create autonomy-supportive and inclusive learning environments to foster student success. Specifically, the IMPACT program aims to support faculty's ability to:

- Implement pedagogical practices that are **student-centered, autonomy-supportive, and engaging**.
- Create learning environments that are **equitable and inclusive**.
- Adopt a **scholarly approach to instruction** and contribute to a community of practice.

To register for one of the 3 IMPACT program versions, review the [website](#).