

UCR Sociology Graduate Program Manual
For students entering Fall, 2014, or later
(updated 11/7/17)

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WELCOME

Welcome the Graduate Program in Sociology at UCR! Training graduate students for successful careers as scholars and teachers of sociology is a core part of the Department of Sociology's mission. The graduate program at UCR is designed to grant the Ph.D. degree, with the Master's degree awarded along the way as students meet requirements for admission to the Ph.D. program (unless students already hold an MA in Sociology from another university, in which case a second MA in Sociology will not be granted).

This handbook details the requirements and policies of the graduate program, and is intended to serve as both a resource and guide for students and faculty. Students should read, review, and reference this graduate manual periodically as they move through the program to be familiar with expectations and policies at various stages of the program. If you have further questions, do not hesitate to ask the Graduate Affairs Assistant or Graduate Advisor.

Course Descriptions corresponding with the Course Numbers included in this document can be found in the UCR Course Catalog at <http://www.catalog.ucr.edu/>.

DEPARTMENTAL ORGANIZATION

The *Administrative Unit for the Department of Sociology* (1334 Watkins Hall) is open for student business Monday through Thursday, 830am-noon, 100-445pm and Friday, 9:00am-12:00pm and 1:00-4:45pm.

The *Department Chair* is responsible to the campus administration for the overall operation of the department, including the planning of instructional programs and the administration of financial affairs in accordance with University policy. S/he is also responsible for the custody and authorized use of University property charged to the department and for assigning departmental space and facilities. Questions, comments, or complaints concerning university and departmental practices, policies, or administration are welcomed either in person or in writing.

The *Graduate Advisor* is responsible for the monitoring of department and Graduate Division policies and procedures related to the graduate program. S/he (1) interprets department and Graduate Division policies for students and faculty, advises students when their regular advisor is not available, and assists students in preparing department petitions to be presented for Graduate Affairs Committee consideration; (2) oversees recruitment and admissions, including the Hobsons recruitment tool, departmental information on GradSIS, and the allocation of fellowships; (3) helps guide, as Chair of the Graduate Affairs Committee, departmental policy around graduate affairs; (4) maintains the iLearn site Sociology Graduate Community which contains resources on grant funding, publishing, mentoring, awards, and other topics for graduate students; (5) follows up on reports of academic deficiencies and oversees the annual review of graduate students; (6) is the instructor of record for Soc 293; (7) reviews and signs all Graduate Division petitions; (8) maintains the Graduate Student Handbook; (9) in collaboration with the Graduate Assistant, develops and maintains departmental forms related to graduate student business; and (10) prepares accreditation and external review

reports. Students may consult with the Graduate Advisor regarding any academic concerns or concerns about the graduate program.

The ***Graduate Affairs Committee*** is a faculty body appointed by the Chair to oversee issues related to the Graduate Program. The Graduate Advisor serves as Chair of this committee, which includes four additional faculty members and two graduate student members nominated by the Sociology Graduate Student Association. The Department Chair serves *ex-officio* on this committee. The committee (1) makes recommendations to the full faculty regarding student petitions, curricular changes, and policies affecting graduate students; (2) recruits prospective students to the program; (3) makes admissions and fellowship recommendations to Graduate Division; and (4) determines which students to nominate for the Graduate Division's DYP and GRMP.

The ***Financial and Administrative Officer (FAO)*** has full responsibility for handling the administrative details of the department. All research proposals must be processed through her/him. S/he should also be consulted for financial matters such as grant budgets, grant reimbursements, and non-departmental funding.

The ***Graduate Affairs Assistant (GAA)*** (1) maintains student files and provides students with information regarding department and Graduate Division requirements and procedures; (2) maintains the Graduate Student Database, which includes tracking the progress of current students, the employment status of recent program graduates, and the faculty mentoring assignments; (3) is responsible for the release of departmental registration holds, scheduling of courses and use of department classrooms, and maintaining student contact information; (4) provides information on employment opportunities in the department and other sources of funding for tuition and fees; (5) assists students in solving any university bureaucratic problems; (6) provides administrative support to the Graduate Advisor; and (7) maintains information on Hobsons and GradSIS. All Graduate Division and department forms, petitions, etc. as well as any exceptions to department and Graduate Division policies and procedures **must** be processed through the GAA. It is the student's responsibility to communicate with the GAA; the department is not responsible for missed deadlines, problems with Graduate Division, etc. if the correct procedures are not followed.

The ***Financial Assistants (FA)*** are responsible for maintaining all photocopy accounts, expense reimbursements (travel), maintaining department keys, requesting media services, ordering supplies, and ordering textbooks. They also coordinate reimbursements for department-funded travel to research conferences and are responsible for payroll and personnel. The FAs also assist in the preparation of budgets for federal grants.

The ***Grants and Contracts Analyst*** is responsible for helping people identify grant opportunities, assisting with external grant submissions, maintaining grant/contract records, ensuring compliance, and providing occasional training on grantsmanship.

GETTING THROUGH THE PROGRAM

The graduate program at UCR is designed to grant the Ph.D. degree, with the Master's degree awarded along the way as students meet requirements for admission to the Ph.D. program. The structure of the program is designed to give students a strong background in theory and qualitative and quantitative methods before pursuing a primary (major) and secondary (minor) specialization in two of the department's seven areas of specialization: Criminology and Socio-Legal Studies, Gender Studies, Organizations and Institutions, Political Economy and Global Social Change, Race and Class Inequality, and Social Psychology, and Sociological Theory.

The program is divided into three distinct phases which are outlined below: (1) the core Master's curriculum (which includes the writing of the MA thesis); (2) admission to the Ph.D. program and the period of specialization; and (3) advancement to candidacy or dissertation phase of the Ph.D. Students typically take a minimum of 12 units per quarter. Taking required courses should be the priority. Electives can be taken to fill in units as needed; in this case, sociology courses are preferred, but courses from other departments may be taken.

The normative time for our program is six years; this means students should complete the program in six years. Any student enrolled for more than seven years must complete a timetable to completion to submit to the Graduate Advisor and the Graduate Division for continued enrollment in the program. Each stage of the program has benchmarks for acceptable progress; if students fail to meet these benchmarks, they lose eligibility for academic employment (such as TAships) and may face additional action from both the department and/or Graduate Division, including termination from the program. Please see the section on acceptable progress below for these benchmarks.

Phase 1: The Core Master's Curriculum

During the first year in the graduate program, students take required sequences of core courses in theory and research methods. Students coming to the program with a Master's degree are still required to take required courses, although students can petition to test out of one or more of the courses if they have already had extensive training in the courses offered in the core program. See the policy on course substitution below.

In the first six quarters of enrollment, graduate students must complete the following courses:

- SOC 200 Research Design
- SOC 202A Classical Theory
- SOC 202B Contemporary Theory
- SOC 203A Quantitative Methods I
- SOC 203B Quantitative Methods II
- SOC 204A Qualitative Methods I
- SOC 204B Qualitative Methods II
- SOC 232 Proseminar – 2 units
- SOC 293 Colloquium - 2 units (each time you take it)

- SOC 250 Research Practicum
- SOC 301 Teaching for Sociology (to be completed before or concurrently with the student's first Teaching Assistantship) – 2 units
- At least two 4-unit courses in any two specializations (These may be applied to your specialization requirements described in the next section.)

The above courses are 4 units each unless specified otherwise. Graduate students are required to complete 200, 202A, 202B, 203A, 204A, 232, and 293 in the first year of enrollment in the graduate program (students must enroll in 293 each Spring until ABD). SOC 203B and SOC 204B may be taken in the second year in the program. SOC 250 is normally taken in the fall of the second year. Teaching Assistants must participate in the TA training program offered by the Graduate Division, and enroll in Sociology 301 for the first quarter they are employed as a TA. SOC 301 provides students an opportunity to learn about pedagogical issues in sociology.

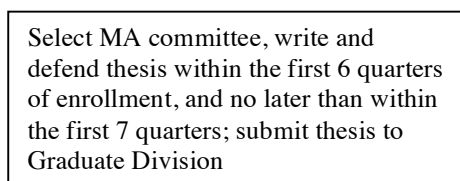
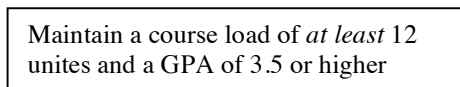
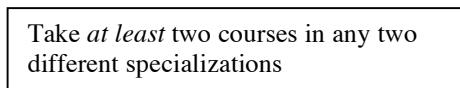
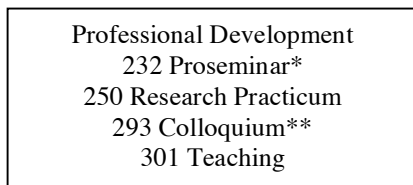
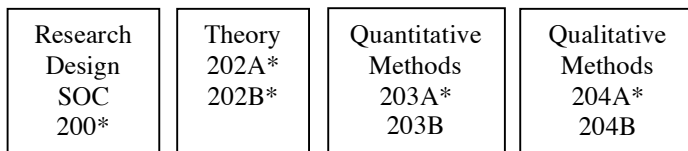
It is highly recommended that students take three 4-unit courses, plus any required 2-unit courses, each quarter in the first year. Coursework performance in the first year figures prominently in the faculty's evaluation of all first-year students' progress in the program. Thus, it is essential that students receive high grades in all core courses in the first year. Throughout the program, students must maintain a GPA of 3.5 to be considered in good academic standing. Grades lower than B are considered failing grades by the Graduate Division and the department, and require repeating the course until a grade B or higher is earned. If the original course grade is a D or below, the new grade replaces the original one. If the original grade is above a D, then the new grade simply gets added to the GPA.

The Master's thesis is written in a form, content, and style appropriate to a sociological audience. There is no page limit for the thesis. Generally, it should be the length of a publishable paper: a 20-30 page narrative, not including title page, tables, figures, references, appendices, etc. Particularly in the context of methods courses, first-year students should begin thinking about and working on their Master's thesis projects as soon as possible upon entering the program. The thesis may be research of any kind deemed appropriate by the thesis committee (chair and members). It may be a traditional thesis, a start-to-finish research project. It may be the transformation of a (prior) thesis into a publishable paper. It may be a reanalysis of data from a prior thesis for new or stronger findings. It may be substantial development of new research, such as in the form of a grant proposal with pilot data. It may be an existing paper from a graduate course elaborated for publication. The thesis should be viewed as research and as such, reflect the student's areas of substantive and theoretical interest; it should not be viewed as an academic requirement divorced from the student's research. Students who move rapidly through the program almost always start writing, or at the very least thinking, about their thesis and the three members of the faculty who can serve as advisors on the paper during their first year in the program. Thus, *from the very first days* at UCR, students should seek out faculty whose areas of expertise will be helpful in developing their thesis.

Three faculty members serve as a committee that will guide the student in writing the thesis. Per campus regulations, to avoid conflicts of interest or the appearance of a conflict of interest, when domestic partners or spouses are a majority of the faculty overseeing an examination, another faculty member will be added to that committee. At least two of the committee members must be members of the faculty in sociology at UCR; the third committee member may be from another department if appropriate. At a minimum, a thesis committee member A) receives a thesis draft for review at least 2 weeks prior to the defense; assuming A, B) notifies the student and committee chair of any major concerns prior to the defense; and C) attends the defense and provides feedback to the student at the defense.

Once the paper is completed, a student will defend the thesis in an oral defense (aka thesis defense) conducted by the members of the Master’s thesis committee. The student should contact the Graduate Assistant no less than *two weeks prior* to the defense to reserve a room and announce the defense. The defense is public and open to the community. Students must file their Master’s thesis electronically with Graduate Division, following the guidelines on the Graduate Division website at <http://graduate.ucr.edu/dissertation.html>. When students have submitted the MA thesis, passed the oral exam, and completed the coursework in the core program, they then are awarded the MA and apply for admission to the PhD program.

If a student has completed a master’s thesis in another program, they must still complete one in UCR’s program. If a student enters the program with a master’s degree in sociology (MA or MS), UCR will not grant another master’s for completion of Phase 1.



<p align="center">FIGURE 1 Required Components of the Core Program</p>
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**Must be completed in the first year of enrollment in the graduate program*

***You must register for 293 every Spring until you are ABD (i.e., you have defended your prospectus). The course requires that you attend Sociology Department colloquia all year long. The exact number of required colloquia per quarter is determined by the faculty member of the course (typically either the Chair or Graduate Advisor) and may vary from year to year, if the faculty member changes. A grade for the course is given only once per year in the Spring quarter and is based on your year-long activity. You are responsible for tracking your colloquia attendance; be sure to sign-in at each event. The course is designed to expose students to current sociological research and cultivate collegiality within the department. Events that meet the 293 requirement include department-organized colloquia, department job talks, and any other events designated as acceptable by the faculty member of the course. You must make time in your schedule to attend these events.*

Phase 2: Period of Specialization

When students pass the oral examination of the Master's thesis, they submit a petition for official admittance to the Ph.D. program. This petition consists of stating the two areas of specialization that the student intends to pursue in the Ph.D. program, one primary (major) and one secondary (minor). The faculty as a whole meet to review the student's progress and decide if a Master's of Arts degree will be granted, unless the student already has one (the University of California does not duplicate degrees that students already have received within a particular discipline). The faculty also review the student's grades in the core program. If these meet minimal department standards of a 3.5 GPA or above with a course load of at least 12 units each quarter, and if faculty in areas of specialization chosen by a student are willing to work with this student, then admission to the Ph.D. program is normally granted.

For their primary (major) specialization, students must complete the required core course in that specialization area, as well as *two* additional courses within the specialization. For the secondary (minor) specialization, students must complete the required core course of the specialization area plus *one* additional course in the specialization area. Students may have already begun taking courses in their intended areas of specialization before they complete the requirements for the MA. Students must also complete four units in methods beyond the courses required in the core curriculum, one breadth course outside of both of their areas of specialization, and enroll in SOC 293 (Colloquium) once per year until ABD.

If a specialization course is not available in an academic year, a student may petition to take 290 on a topic in the specialization, taught by a faculty member in that specialization, and have the course count toward the specialization requirement (assuming the equivalent number of units are taken), but the course will not replace a specialization's core course (if one exists). 290 courses require both department and Graduate Division approval.

Each specialization area requires a written qualifying examination to complete the specialization, whether the specialization is primary or secondary. The examination for the

primary (major) specialization is longer and thus more in-depth than that for the secondary (minor) specialization. Please see the section below on the Written Qualifying Examination for more details on the specialization exams and the policies governing them. Students are encouraged to communicate as early as possible with the Chairs of the specializations regarding appropriate preparation and planning for and scheduling of these exams.

All students are expected to gain the equivalent of at least one academic quarter of supervised research experience through enrollment in Sociology 297 and/or through working as a Research Assistant. The equivalent of at least one academic quarter of experience in classroom teaching at the college level is also required.

Phase 3: Ph.D. Candidacy

Students are expected to have passed their two specialization-area examinations, formed a committee from members of the department for their dissertation prospectus, completed the prospectus in consultation with members of their committee, and taken the oral examination on the prospectus absolutely no later than the end of the 4th year in the program. The examination committee will consist of a total of five committee members. Typically, at least three of these are faculty who will serve on the student's dissertation committee, and thus who sign off on the written prospectus. One member of this committee *must* be a faculty member from outside the department. Thus, four members of the committee must be sociologists from the department, and the fifth must be from outside the department. At a minimum, a prospectus committee member A) receives a prospectus draft for review at least 2 weeks prior to the defense; assuming A, B) notifies the student and prospectus committee chair of any major concerns prior to the defense; and C) attends the defense and provides feedback to the student at the defense.

The prospectus itself is a document that denotes the research problem, summarizes the existing literature on this problem, and outlines a plan for conducting the research. Dissertations inevitably vary in the problems being addressed, the literatures that are relevant, and the methodologies employed, but in all cases, students *should actively consult* with members of their committee to be sure that they are on the right track in developing their prospectus. The goal of the prospectus and examination on this document is to make sure that the dissertation is focused on an important problem and, equally significant, that it is "doable" within a reasonable amount of time. The goal is to finish the dissertation in a timely manner so that the student can receive the Ph.D. and move onto the job market (see discussion below on prospectus examination).

The oral qualifying examination is an oral examination of both the student's knowledge of their specialization areas and of the specific areas of research, theory, and method related to their proposed dissertation topic. When students pass the oral qualifying examination, they are now considered to be ABD. It is not uncommon that students will be asked by their dissertation committee to make additional revisions to the prospectus beyond what was submitted for consideration for purposes of the oral exam. When the dissertation committee has signed off on the prospectus, the appropriate form and a copy of the document must be filed with the Graduate Affairs Assistant.

Normative time for the sociology program is six years; if students are enrolled beyond a seventh year, they are required to submit a timetable to the Graduate Advisor and Graduate Division to continue in the program. For each year after the end of the sixth year, the Graduate Division begins to monitor a student's progress with increasing intensity, and the longer a student goes without finishing the dissertation beyond the sixth year, the greater is the pressure put on this student to complete the degree. Students beyond the 7th year may not have access to funding and may be reviewed for termination from the program.

Other Course Units. Students are encouraged to take the regularly offered sociology courses, even if they do not meet a specific program requirement, to round out their schedule. As an alternative, students can register for the following to meet the required minimum number of units for enrollment when not taking regularly offered classes:

SOC 290: Directed Studies: a course on a topic that is not covered by a regularly offered course (i.e., by a course in the catalog). The 290 option is reserved for students in Phases 2 and 3 of the program. Students in Phase 1 should not be taking 290, except in the rare case of needing to retake a required course.

SOC 291 Individual Study in Coordinated Areas: when preparing for specialization exams

SOC 297 Directed Research: when doing individual research

SOC 299 Research for Thesis or Dissertation: when writing the thesis, prospectus, or dissertation or preparing for the oral defense of these things.

See the UCR course catalog for full descriptions.

AREAS OF SPECIALIZATION WITHIN THE DEPARTMENT

Students should begin to consider two areas of specialization that they wish pursue within their first year in the program. Each student selects one primary (major) area of specialization and one secondary (minor) area of specialization. For a **primary** specialization, students must complete the specialization area's core course and at least **two** additional courses within that area; for a secondary specialization, students must complete the specialization's core course and at least **one** additional course within that area. The Department's areas of specialization are as follows:

Criminology and Socio-Legal Studies: The Department of Sociology offers a specialization in Criminology and Socio-Legal Studies. It focuses on the causes, manifestations, consequences, and control of crime, ranging from youth and adult street crime to domestic violence, corporate crime, white-collar crime, and crimes committed by the government or its agents. An understanding of crime and its prevention requires multidisciplinary research. While this is recognized, the specialization emphasizes sociological approaches involving the structural and cultural factors producing crime and violence, such as structural transformations of the urban landscape and the connections between race, disadvantage, and violent victimization. The specialization also emphasizes theories of law and their application to the legal system and its relation to other social institutions and social phenomena. This emphasis extends to how these factors shape conceptions of crime and influence the legal system. Basic research knowledge about crime and the legal issues is central to this specialization, but applying that knowledge to inform legal policies and practices is also emphasized.

Key faculty: Augustine J. Kposowa, Chioun Lee, Alfredo Mirandé, Tanya Nieri, Sharon Oselin

Affiliated Units: Some faculty affiliate with the Presley Center for Crime and Justice Studies. The Presley Center emphasizes basic and evaluation research on the prevention and control of crime in the State of California.

Course requirements: Core course: Sociology 249. Two of the following for a primary specialization; one of the following for a secondary specialization: 264F, 268, 278, 279, 280E, 280F, 280G, 280I, 280J, 280K, 280M, 280S.

To fulfill the requirements of the specialization, students must pass an examination in accordance with the standardized procedure.

Gender Studies: The Gender Studies specialization focuses on gender inequality in the United States and in comparative and global perspective, with an emphasis on intersections of gender, class, and race/ethnicity. Gender Studies draws on sociological and feminist theories in examining gender inequality at the micro, meso, and macro levels. Faculty research interests include the construction of masculinities and femininities, intersectional theory, gender and the self, feminist politics and movements, gender and social change, and law.

For those interested in research on gender and the self, identity, and interaction, the *Social Psychology Research Laboratory* is a state-of-the-art experimental laboratory that is available for conducting gender research. For more information, go to www.sociology.ucr.edu/spyrl/index.html.

Affiliated units: The Department of Women's Studies (www.womensstudies.ucr.edu) and the Lesbian, Gay, Bisexual, Intersexual, and Transgender (LGBIT) program (<http://www.lgbistudies.ucr.edu/>) offer a range of interdisciplinary undergraduate courses on gender, sexualities, and queer studies. Students might inquire with these departments about teaching assistant opportunities.

Key faculty: Juanita Garcia, Chioun Lee, Alfredo Mirandé, Sharon Oselin, Karen D. Pyke, Ellen Reese, and Jan Stets.

Course requirements: Three of the following for a primary specialization; two of the following for a secondary specialization: Sociology 240, 256, 262, 264E, 264F, 264G, 264M, 264P, 264T, 268, 285N. Note: there is no core course for this specialization, unlike other specializations.

To fulfill the requirements of the specialization, students must pass an examination in accordance with the standardized procedure.

Organizations and Institutions: The Organizations and Institutions specialization examines the evolution and contemporary structure of organizations and the institutional

systems (e.g. economy, polity, law, education, kinship, religion, etc.) in which they are embedded. Theories of organizations and institutions are explored as are empirical regularities in organizations and particular institutional systems. Special emphasis is placed on the evolutionary history and dynamics of institutional systems during long-term societal development as well as the interaction among institutional systems and the organizations within them.

Key faculty: Adalberto Aguirre, Steven Brint, Christopher Chase-Dunn, Matthew Mahutga, Alexandra Maryanski,

Course requirements: Core course: Either Sociology 244 (core course emphasizing institutional analysis) or Sociology 245 (core for those emphasizing organizational analysis). Two of the following for a primary specialization; one of the following for a secondary specialization: Sociology 242M, 243R, 252, 253, 255I, 255L, 255M, 255N, 255O, 257E, 257F, 257G, 257J, 258, 263, and 280J.

To fulfill the requirements of the specialization, students must pass an examination in accordance with the standardized procedure.

Political Economy and Global Social Change (PEGSC): This specialization brings together a number of sub specialties, including social movements, historical, political, economic and macro-comparative sociology. We build on classical political economy, including the works of Karl Marx, Max Weber, Emile Durkheim, and Karl Polanyi, as well as more recent theories of political economy. This specialization brings together empirical examinations of world cities, demographic and ecological dynamics, the welfare state, large scale social networks, income inequality, social movements, class and gender dynamics, the evolving intersocietal division of labor, ethnic entrepreneurship, global democracy, and the political, economic, social, demographic and health implications of North-South international migration for sending and receiving areas. Our faculty expertise encompasses the full range of methodological diversity in the study of political economy, including econometrics, network analysis, demographic methods, qualitative and ethnographic approaches, and comparative-historical analysis in both its qualitative and quantitative forms.

Affiliated Units: *The Institute for Research on World Systems (IROWS)* organizes collaborative research among social and natural scientists on long-term, large-scale change, with special attention to ecological, demographic, and institutional causes and effects of world historical social change. IROWS is currently directed by Christopher Chase-Dunn and Matthew C Mahutga in the Department of Sociology. For more information, go to www.irows.ucr.edu

Program on Global Studies (PoGS) is an interdisciplinary research and education initiative—the humanities, natural sciences and social sciences—in the study of global issues, with the intent of increasing the amount of interdisciplinary research on campus as well as the educational mission of the university on important contemporary issues. PoGS is the UC-

Riverside branch of the UC systemwide Institute on Global Conflict and Cooperation. For more information, see: www.irows.ucr.edu/pogs/pogs.htm

PEGSC also collaborates with the Comparative Ancient Civilizations Program, the Center for Women in Coalition, the UCR Public Policy Initiative (<http://www.ppi.ucr.edu/>) and the Edward J. Blakely Center for Sustainable Suburban Development.

Key faculty: Steven Brint, Christopher Chase-Dunn, Augustine J. Kposowa, Matthew C Mahutga, Milagros Peña, Ellen Reese, and Victoria Reyes.

Course requirements: Core course: Sociology 281. Two of the following for a primary specialization; one of the following for a secondary specialization: 243J, 243K, 243S, 251, 252, 255M, 257E, 255N, 257J, 258, 261, 263, 264M, 264P, 264T, 265J, 272E, 275H and 282. 258 can be taken to fulfill the specialization requirement or the advanced methods requirement, but not both. Soc 259 and Soc 260 are two-unit courses that can be combined to substitute for one of the four-unit courses listed above.

To fulfill the requirements of the specialization, students must pass an examination in accordance with the standardized procedure.

Race & Class Inequality: The Department of Sociology at the University of California, Riverside offers a specialization in Race and Class Inequality. Race and Class Inequality combines two of the core sub-areas of the discipline of Sociology. The structuring of U.S. society (and the world) along race and class lines, and the limitations to equal opportunity that this poses, pervades almost all other aspects of Sociology and other social science disciplines.

Research in this specialization focuses on the social, economic, political, and health consequences of race/ethnicity and inequality both nationally and globally. Students in the specialization study social, economic and political disparities, including both class and race as the bases of inequality. They examine theories and studies of racial and class oppression and exploitation. The specialization investigates the meaning of race/ethnicity, theories of race and inequality, causes and manifestations of racism, prejudice, and discrimination, and the effects of these phenomena on individuals, groups, nations, and international relations. Research in the specialization uses both qualitative and quantitative approaches and employs variegated theoretical frameworks. In addition to the above, students are free and encouraged to develop their own unique research interests in consultation with the faculty. Originality and excellence in thought, theorizing, and research are stressed.

Affiliated units: The topic of race and class links to other specializations within the Sociology department as well as to other departments and institutes on campus. Within the department, there are overlaps with Social Theory, with Organizations and Institutions, with Gender Studies, with Criminology and Socio-legal Studies, and with Political Economy. All of these areas incorporate issues of Race and Class Inequality into their subject matters. In terms of the campus, the Race/Class Specialization has synergies

with Ethnic Studies, Women's Studies, History, Religious Studies, Political Science, and a number of other departments. Relevant institutes include UC Mexus, and the Center for Study of the Americas. The Specialization also has connections with the UC Center for New Racial Studies, UC-wide Pacific Rim program, and the UC Institute for Labor and Employment.

Key faculty: Adalberto Aguirre Jr., Richard Carpiano, Vanesa Estrada-Correa, Juanita Garcia, Lucie Kapousova, Augustine J. Kposowa, Chioun Lee, Matthew Mahutga, Alfredo Mirandé, Tanya Nieri, Milagros Peña, Karen D. Pyke, Ellen Reese, Victoria Reyes, and David Swanson.

Course requirements: Core course: Soc 246. Two of the following for a primary specialization; one of the following for a secondary specialization: 265F, 265I, 265J, 265R, 266, 267, 268, 282, ETST 221 (when taught by Dr. Mirandé) and ETST 245 (when taught by Dr. Mirandé).

To fulfill the requirements of the specialization, students must pass an examination in accordance with the standardized procedure.

Social Psychology: The specialization in Social Psychology focuses on micro-level theories and research on the relationships between individuals, on the one side, and social structures and culture, on the other. Emphasis is on: (1) individual-level processes such as identities and emotions; (2) interactive processes that emerge between individuals and within groups; and (3) the effects of micro-social processes on meso-level and macro-level structures, and vice versa.

Affiliated units: The *Social Psychology Research Laboratory* is a state-of-the-art experimental laboratory for conducting research on self, identity, interaction, and groups. Personnel associated with it include Jan E. Stets. For more information see www.sociology.ucr.edu/spyrl/index.html

Key Faculty: Adalberto Aguirre, Bruce Link, Jan E. Stets.

Course requirements: Core course: Sociology 248. Two of the following for a primary specialization; one of the following for a secondary specialization: Sociology 285E, 285G, 285I, 285J, 285K, 285N and 285S.

To fulfill the requirements of the specialization, students must pass an examination in accordance with the standardized procedure.

Sociological Theory and Evolutionary Theory: Since the founding of the department at UCR in the 1950s, theory has been a strong area in the department. While sociological theory is highly eclectic, most of those working in theory specialization are committed to the epistemology of science and to the development of general models and principles in explaining the dynamics of the social universe. This emphasis is at the core of what the department teaches, but at the same time the department does offer courses in the history

of sociological ideas and in critical theoretical approaches to understanding the social world. Still, the specialty is built around scientific explanation more than alternative approaches. Students who specialize in theory will be expected to have a firm grasp of the classical theorists in sociology—particularly Herbert Spencer, Karl Marx, Max Weber, Georg Simmel, Emile Durkheim, and George Herbert Mead but, potentially, others as well. This base is to be supplemented by a thorough knowledge of contemporary theoretical perspectives and key figures working within these perspectives.

Within the theory specialization is a special sub-specialization in evolutionary sociology. This sub-specialization examines long-term cycles and stages of societal and inter-societal development, the rise and demise of world-systems, neurosociology, evolutionary psychology, cross-species comparisons, and more generally, analysis of the biological basis of human behavior and interaction, and social organization. This sub-specialty is oriented toward cross-disciplinary collaborations with other social sciences as well as with the natural sciences.

Each year, one and often more seminars are offered on a broad array of topics in theory with the goal of the program in theory to produce very broadly trained theorists who know the entire range of theoretical sociology, particularly across its scientific wing. Also included are more critical theorists and those less committed to the epistemology of science. Moreover, seminars in other areas of specialization outside of theory are often used to meet requirements for the theory specialization. There are, for example, courses in the Social Psychology, Political Economy and Global Social Change, and Gender Studies specialties that can be taken by students preparing for examinations in theory that follow the standardized procedures of the department..

Key faculty: Adalberto Aguirre, Steven G. Brint, Christopher Chase-Dunn, Alexandra Maryanski, Karen Pyke, Jan E. Stets.

Course requirements: Core courses: Sociology 202A and 202B (required as part of the core curriculum). Two of the following for a primary specialization; one of the following for a secondary specialization: Sociology 222, 242E, 242F, 242G, 242M, 244, 261, 285E, 255I, and 262. Note: 202A and 202B simultaneously count toward both the program's core requirements and the specialization requirement.

To fulfill the requirements of the specialization, students must pass an examination in accordance with the standardized procedure.

THE WRITTEN QUALIFYING EXAMINATIONS

All students must complete a written Ph.D. qualifying examination in each of their two areas of specialization. The written exam should be completed by the end of the third year or, at the latest, at the beginning of the fourth year of graduate study. Students are not allowed to write a paper(s) instead of an exam to complete the specialization requirements. Standardized procedures for the written Ph.D. qualifying examinations are as follows:

- (a) Written examinations are administered during the instructional periods of Fall, Winter, or Spring quarters, although each specialization sets its own time schedule for taking the examinations. Each specialization must offer its examination twice per year. Examinations are not normally offered in summer. Some allow for taking the examination in the summer, but most do not. Students should consult with the Chair of the specialization committee about the examination schedule well in advance of when they hope to take the exam. It is up to the student to keep up with changes in the committee composition and rules governing the specialization exams. Students have the right to petition the exam committee to take a specialization exam at a time other than when it is regularly offered. The committee must unanimously approve the petition for the exam to be offered at a time other than the two regular exam times.
- (b) Requests to take a written examination should be filled out the quarter *before* the academic quarter in which the student wishes to take the examination.
- (c) Standing committees appointed by the Department Chair prepare and evaluate the qualifying examinations in the department's areas of specialization. Committee members should decide when the exam(s) will be offered in a given academic year and make themselves available for timely grading. A student may petition for appointment of additional members to the committee if work was done with other faculty in the field.
- (d) The exam is administered during a 72-hour period and consists of 3-4 essay questions for an examination in a primary specialization and 2-3 questions for an examination in a secondary specialization. Students must complete the examination during the 72-hour period. The suggested length of the exam is 15 pages maximum per question, or 45 pages maximum for the entire exam. Prior exam questions will be made available on file in the Graduate Assistant's office so that students will know what to prepare for the exam. Specialization areas will provide students with instructions on the distribution and submission of the examination.
- (e) A reading list for at least one general topic should be developed by all affiliated faculty in the specialization and made available to students; other bibliographies can be tailored to the student's interest in consultation with the faculty serving on the exam committee.
- (f) Examinations are independently evaluated by committee members. No more than two weeks following receipt of the exam from the student (or within two weeks of the beginning of the academic quarter if an exam is administered during a break period), the committee submits their evaluation, together with their individual written evaluations to the Graduate Affairs Assistant. All members of the committee must give written comments on the exam responses.
- (g) Examinations are evaluated on the following scale: "With distinction," "Excellent," "Good," "Marginal," or "Failing." All but "Failing" are passing grades. All members of the committee must judge the exam to pass "With distinction" for the exam to be passed as such.

(h) If there is a difference of opinion on failing or passing the exam, the Committee Chair should convene a meeting (in person or via video or conference call) to discuss it. If there is still a difference of opinion after such a meeting and only one person fails the exam, the Committee Chair will ask 1) the Department Chair to assign a fourth reader to evaluate the exam to decide if it passes or fails, and 2) notify the student of the delay. The fourth reader should receive an anonymized version the exam and be kept unaware of the specific votes of other committee members and grade it within one week.

(i) If students fail the exam, they can re-take the entire exam once by the end of the following quarter. If they fail the exam twice or fail the exams in any two specialization areas, the Department will recommend to Graduate Division that the student be terminated from the program.

(j) Only the Committee Chair informs the student of the individual and final evaluation of the examination. Under normal circumstances, this should occur no more than two weeks following submission of the typed copies to the Graduate Assistant if there are three readers, and no more than no more than three weeks if there are four readers. If more than four students will take the exam at the same time, the Committee Chair may, in advance of the start of the exam, extend the grading period by one week (i.e., modify the date by which the student must be notified of the exam result) to enable faculty to grade all of the exams. Thus, the new grading deadline would be three weeks, or four weeks in the case of a fourth reader. Graders who do not meet this deadline should inform the Chair of the extenuating circumstances and the date by which they can meet their obligation. If the normative period is extended, the Committee Chair must inform the exam committee and the students being examined of the new notification deadline. In addition to communicating results, the Committee Chair must make themselves available to meet with the student to discuss the results. Students may solicit further feedback from individual committee members only after the Chair has completed her/his duties.

THE ORAL QUALIFYING EXAMINATION

The rationale for the written prospectus and oral qualifying examination (aka prospectus defense) is for students to use the exam as a means of getting constructive criticism from faculty on their plan for the dissertation. The committee is composed of four sociology faculty and one faculty member who must be a voting member of the UC academic Senate, but who does not hold an appointment in the student's academic unit or graduate group. The written prospectus with feedback from committee members encourages students to focus their research problem and develop a viable plan to address the problem. The oral qualifying exam assesses how well students can defend their work and their knowledge of relevant literatures, while at the same time allowing committee members to interact with each other and the candidate in making further criticisms and suggestions for improving the prospectus and, ultimately, the dissertation. The oral qualifying examination must be completed absolutely no later than by the end of the 14th quarter in the program in order for a student to be considered to be making normal progress.

After drafting the prospectus and upon approval of the chair, the student should distribute the prospectus to the committee to obtain feedback. Once the chair and all committee

members indicate that the student is ready to schedule a defense, the student schedules an oral qualifying examination. An oral defense should not be scheduled if the chair or any committee members has large reservations about the prospectus. A student should contact the Graduate Assistant no less than *two weeks prior* to the defense date to reserve a room and announce the event. Prospectus defenses are not public, but other Academic Senate members may attend. The exam usually takes two hours. In the examination, the student must:

- a) Justify the research problem and methodology introduced in the prospectus;
- b) Explain the literature reviewed and how it frames the research problem;
- c) Defend the prospectus, but at the same time, address any concerns, criticisms, and questions that members of the committee have about the proposed research;
- d) Demonstrate proficiency in the students' areas of specialization and in the relevant theories and methods, to the satisfaction of the committee members present;
- e) Recognize that the committee may require significant changes in the prospectus before allowing a student to proceed with the dissertation.

The purpose of the prospectus and oral qualifying examination is to make sure that the student is on the right track and that the dissertation is "doable" within the limited time frame imposed by the program. If a student fails the oral, then they must re-work the prospectus and re-take the oral examination. Often, the committee will pass the student on the oral with the proviso that they must revise the prospectus in light of criticism. It is very important that an approved prospectus, signed by the members of the dissertation committee, be placed on record with the Graduate Affairs Assistant.

FINAL ORAL EXAMINATION AND APPROVAL OF THE DISSERTATION

The Doctoral Committee supervises a final oral examination (aka dissertation defense), the focus of which is the content of the doctoral dissertation. The Dissertation Committee is usually composed of three members of the Sociology Department. A fourth member from within or outside the Department may also be included on the Doctoral Committee. To avoid conflicts of interest or the appearance of a conflict of interest, when domestic partners or spouses are a majority of the faculty overseeing a final examination, another faculty member will be added to that committee. At a minimum, a dissertation committee member A) receives a dissertation draft for review at least 2 weeks prior to the defense; assuming A, B) notifies the student and dissertation chair of any major concerns prior to the defense; and C) attends the defense and provides feedback to the student at the defense.

Under unusual circumstances, the oral exam may be waived with the unanimous consent of the committee and the approval of the Graduate Dean.

The final examination may be given either just prior to the completion of the dissertation and while the student is in residence during a regular academic session or after the acceptance of the dissertation, and will be open to all members of the academic community. The intent of the defense is to present to the university community a

summary of the dissertation and to answer any questions regarding the research. The defense must be publicly advertised by the GAA and is open to all students and faculty. The oral and public defense of the dissertation is a formal examination required by the Graduate Division and supervised by the dissertation committee.

To schedule a defense and arrange for advertisement, students must submit to the GAA, no less than *two weeks prior* to the defense, a flyer in WORD with the defense details (student name, dissertation title, dissertation abstract, date, time, location). All committee members must attend the defense. Results of the defense are reported to Graduate Division via the *Report on Final Examinations for the Degree of Doctor of Philosophy*. Based on the student's performance on the defense, the faculty will recommend:

- 1) Pass: The student has successfully passed the dissertation defense and no further revisions of the dissertation are required.
- 2) Pass with Revisions: The student has successfully passed the dissertation defense; however, further revision of the dissertation is required. The student has 120 days from the date of the exam to file the dissertation with the Graduate Division. If a student's 120 days extends into another quarter, they *must* be paid/enrolled or on filing fee in order to file the dissertation. The dissertation must be filed electronically with the Graduate Division, using the formatting guidelines available on the Graduate Division web site.

MENTORING PROGRAM FOR GRADUATE STUDENTS IN SOCIOLOGY

Generally, it is recommended that students develop mentoring relationships with multiple faculty throughout the course of their graduate study. When approaching a faculty person for mentorship, it is recommended that you provide a written summary of the project, articulating the role/contribution you envision for the faculty person.

First-year mentors. Upon admission, each new graduate student is assigned a faculty mentor prior to his or her arrival on campus. The assignment is made by the Graduate Affairs Committee (GAC). Whenever possible, the GAC will take the potential student's interests and preferences into account when assigning a faculty mentor.

The role of the mentor for first-year students is to help you navigate the first-year of graduate school. It is not to collaborate on research or to complete program requirements for which faculty committees are required (e.g., thesis, dissertation). Therefore, the person assigned to you may or may not share your research interests. It does not matter. Every faculty member, regardless of specialization, can provide guidance on navigating graduate school. So you should approach your mentor with questions about coursework, program requirements, university resources, professional development and socialization, departmental procedures, identifying committee chairs, adjusting to graduate school, developing research agendas, etc.

Students are to initiate at least one meeting with their first-year mentor in the first couple weeks of the first quarter. Faculty mentors are to initiate at least two meetings with their first-year mentee in the first year. Students may elect a different mentor at any time. Faculty may also change their mentee without explanation but should consider the timing

of the student's progress before doing so. To change mentors, a student must complete a mentor change form and submit it to the Graduate Affairs Assistant.

Subsequent-year mentors (a.k.a. thesis chairs, prospectus chairs, and dissertation chairs). A key area on which your first-year mentor can provide guidance is identifying and inviting faculty to be your thesis chair. The thesis is completed in your second year. As such, as students enter their second year, they often cease communicating formally with their first-year mentor in favor of communicating with their thesis chair (and later, their dissertation chair), assuming the former is a different person than the latter. This is perfectly fine. It is certainly possible that a student will choose their first-year mentor to become their thesis chair. But many do not. Also, some students and faculty maintain their mentoring relationship after the first year, even if they do not have a formal connection through a thesis, prospectus, or dissertation committee. Most common, however, is for the primary mentor to shift in the second and subsequent years to whoever is the thesis or dissertation chair. One restriction is that only tenured faculty can serve as a dissertation chair.

Some faculty take the initiative with their mentees, but others do not. Therefore, you should always take the initiative in meeting with and consulting your mentor. Don't wait for him/her to contact you. And be persistent in setting up meetings. Also, be prepared to meet either in phone or in person; advice can be delivered either way.

Research collaboration and general advising. Research collaboration can occur with any faculty. They need not be your first-year mentor or thesis/prospectus/dissertation chair. Furthermore, you can always consult with faculty in your specialization area (i.e., people with whom you share research interests) for advice on specific research topics, whether or not they are your official department mentor. For that matter, you should feel free to ask for guidance from any faculty member at any time. Generally, it is recommended that in the course of your graduate program, you develop relationships with multiple faculty for mentorship, advising, and research collaboration. The reason the department designates an official mentor in the first year has a lot to do with faculty personnel matters - it provides a formal way for faculty to record their service and to distribute the teaching/mentoring/advising load. But, of course, it also ensures that you have a designated person who knows they are to make themselves available to you for advising in the first year. Where possible, faculty should consider integrating their mentees in ongoing research projects.

Your mentor/chair, along with the Graduate Affairs Assistant and the Graduate Advisor, offer students guidance and advice to facilitate timely progress. Students should be sure to avail themselves of these advising resources, and they should also consult with the Chairs of their specialization areas regarding specialization requirements and exams. For additional guidelines on faculty-student mentoring relationships, please see Appendix D.

GRADUATE STUDENT ORGANIZATIONS

Two important organizations that deal with graduate student interests are the Graduate Student Association (GSA) and the Sociology Graduate Student Association (SGSA).

The Graduate Student Association (GSA)

GSA is a campus-wide organization that works as both the legislative and executive body of all graduate students. It appoints graduate students to various Academic Senate and administrative committees, both on campus and system-wide. It offers small grants to students for participating in professional meetings. Perhaps most importantly, it is a watchdog organization that represents the interests of graduate students on campus. Its members are elected by graduate students of each graduate program and the officers of its council are also the officers of the GSA. Regular meetings are held at announced times and places and these meetings are open to the public. The GSA office is located at 203 Highlander Union Building (HUB).

Sociology Graduate Student Association (SGSA)

SGSA is the departmental graduate student organization. All graduate students are automatically members and are encouraged to participate in its meetings and, most importantly, in the election of the SGSA President and other officers, including representatives to the campus-wide Graduate Student Association. The goal of the SGSA is to represent the interests and concerns of graduate students in departmental decisions relevant to the graduate program. The SGSA sends representatives to attend faculty meetings, although these representatives cannot be present when specific graduate student cases are discussed or when faculty merits and promotions are discussed. The SGSA often takes a position on issues in the department, with students presenting the position of SGSA in a faculty meeting or with the president of SGSA writing a memo to the faculty on the position and concerns of graduate students on a particular issue. The SGSA also holds social events and nominates students who participate in several Sociology Department Committees, including the Colloquium Committee.

RESOURCES FOR GRADUATE STUDENTS

If you have any questions about the contents of this handbook or about any aspect of the graduate program, please contact the Graduate Affairs Assistant or Graduate Advisor. Students are encouraged to consult with their faculty mentor at least quarterly to check in regarding course work planning, progress in the program, and questions or issues that may arise, such as forming committees, preparing for qualifying exams, etc.

Graduate students should also avail themselves of campus resources to support their scholarly, pedagogical, and professional development. GradSuccess offers a range of programs to enhance graduate student success, including the Mentoring Program, GradQuant, Graduate Writing Center, and Teaching Assistant Development Program. For more information on these programs, please see <http://graduate.ucr.edu/success.html>.

Graduate Division offers fellowships to graduate students. These are awarded on a competitive basis, and typically the department may nominate only a limited number of students for these awards. Students may find more information about these awards at http://graduate.ucr.edu/fin_aid.html. To qualify for the Dissertation Year Program fellowships, students must be ABD by a date set each year by Graduate Division in early January. Students should be aware of this date so as to plan for completion of oral

qualifying examinations and filing of the prospectus to ensure eligibility for this competition.

Funding for graduate student travel is available through the Department, as well as through the GSA. For information on GSA funding, please go to <http://gsa.ucr.edu/>. Such funding supports student travel to national and international academic conferences. Funds are typically *not* adequate to cover all expenses, so students should also investigate alternate funding sources, including scholarships that may be available through the organizations sponsoring conferences.

Unless they submit documentation of coverage through a comparable plan, graduate students at UCR are insured through the mandatory Graduate Student Health Insurance Plan (GSHIP) during the academic year. Students may avail themselves of medical services through the Campus Health Center, including counseling services through the Counseling Center. The Student Health Center and the Counseling Center are located in Veitch Hall. You can learn more about medical services and urgent and emergency care at <http://www.campushealth.ucr.edu/>; more information about Counseling Services is available at <http://counseling.ucr.edu/>.

Students with disabilities or other special needs may avail themselves of the resources at UCR's Office of Student Special Services (<http://www.specialservices.ucr.edu/>).

UCR, the Sociology Department, and the Graduate Program value diversity. Students wishing to learn more about diversity resources at UCR, including avenues for resolving concerns about discrimination, should go to the website diversity.ucr.edu or contact the Diversity and Inclusion Academic Liaison for graduate students: gsadial@ucr.edu.

Students seeking employment, either while in the graduate program or after graduation, and/or career advice should explore the following resources:

UCR Career Center and SCOTLink job listing: <http://careers.ucr.edu/>

UCR Graduate Division: graddiv.ucr.edu

National Center for Faculty Diversity and Development (UCR is an institutional member): <http://www.facultydiversity.org/>

American Sociological Association Career Center and Job Bank:

<http://www.asanet.org/career-center>

American Sociological Association Bookstore's Career Publications:

http://asa.enoah.com/Bookstore?_ga=2.222419483.1839567711.1497991439-1815296663.1419735693

Association for Applied and Clinical Sociology: <https://www.aacsnet.net/>

Other related professional associations

IMPORTANT ADMINISTRATIVE MATTERS

Annual Faculty Evaluation of Graduate Student Progress: At any time you can evaluate your progress in the degree program by going online to UCR's R'Web and performing a Degree Audit; the audit will tell you which program requirements you have already met, which are in progress, and which are yet to be met. In June of each academic

year, the faculty meets to evaluate the progress of all graduate students. The Graduate Assistant assembles the records of all students, including their course work, exams taken, and number of years in the program. Students and their primary mentors complete, in collaboration with each other (ideally in person), a year-end evaluation of their activities and list of goals for the following academic year. All information is considered in the full faculty's evaluation of a student. At this meeting, the faculty has the option in all cases of terminating students whose grades have fallen below the 3.5 minimum, who have incompletes in two or more courses, and/or who have fallen behind normative time in completing any phase of the program. Even if a student is not terminated for a low GPA and/or slow progress through the program, the faculty reserves the right to terminate its initial offer of fellowship and TA support to this student.

Based upon the faculty's evaluation of a student's performance and progress in the program, the Graduate Advisor is charged with informing each student of the faculty's assessment. The letters fall into a series of categories: (1) a letter informing the student of satisfactory or even exceptional performance and progress, (2) a letter outlining specific concerns (e.g., an 'I' grade, low GPA, failure to take exams, etc.) and setting specific targets and times for eliminating these concerns which, if not met, could lead to termination; (3) a letter outlining serious concerns and a mandated timetable for eliminating these concerns which, if not met, will require termination from the program; and (4) a letter notifying a student that he or she has been recommended to the Graduate Division for immediate termination from the program. For most students, categories (1) and (2) are typical, but any student who receives a category (3) letter should be very concerned.

It is important for students to assess their own progress through the program and see where they stand and how they are likely to be evaluated at the end-of-the-year evaluation by the faculty. Any student who is below a 3.5 GPA in graduate course work, and is more than one quarter behind normative time in completing their Master's, passing their specialty examinations, dissertation prospectus, or the dissertation itself will receive, at a minimum, a letter in category (2) above and in category (3) if GPA is far below 3.5 and they are far behind normative time in the any of the four phases of the program. A student who has failed to meet the mandates in letters of category (2) and (3) within the time specified is almost certain to receive a letter in category (4). All students should assess where they stand at the end of each quarter in meeting the requirements of the department. If they have concerns, they should immediately consult with their mentor and the Graduate Advisor, but in all cases, *the burden is on students to monitor their work and progress during the course of any year*. The faculty will not accept an explanation that the student "did not know" that their status was problematic and in trouble because all students, in their normal activities as a student, can easily determine their GPA, whether or not they have taken necessary course work, whether or not they have done so within normative time frames, and whether or not they have completed their thesis, prospectus, exams, or dissertation in the times outlined above. If the student perceives that there are problems, this student should immediately consult with the Graduate Advisor.

To assist with goal setting in graduate school, students should review with the mentor(s) the list of tasks to be completed in graduate school in addition to fulfilling program requirements. See Appendix C.

Academic Appeals Procedure: Graduate students are examined at a number of points by faculty and faculty committees. Occasionally misunderstandings or disagreements may arise. Students have the right to review and appeal academic decisions. Students are strongly encouraged to pursue informal resolution of disputes over academic decisions before resorting to a formal appeal. Informal resolution usually involves further communication among the affected parties (e.g., a student and the chair of his/her exam committee), perhaps in the presence of a third party if desired. To protect all parties' rights in the informal or formal appeals resolution process, the following procedures must be observed per campus policy:

http://graduate.ucr.edu/academic_affairs.html

Academic Leaves and Withdrawals: Once accepted and enrolled in the program, it is assumed that students will continue in the program to its completion. For any exception to this assumption, a student must petition the Graduate Adviser for an approved leave, with the final approval determined by the Graduate Division. At times there are circumstances that make a leave necessary and perhaps even desirable, but it is the clear policy of the department to grant leaves only under extraordinary circumstances (see Graduate Division policy). If a student fails to register for classes and does not make prior arrangements to go on leave, the student will automatically forfeit graduate status and the obligation of the department to supply support from that point forward. If a student seeks to return to the program, it is necessary to formally reapply for admission to the graduate program.

Under special circumstances students may enroll in the graduate program on a part-time basis. Part-time enrollment is discouraged because it increases the amount of time necessary to complete the degree in a timely manner, and yet, it is possible—under special conditions—for students to become enrolled at less than a full load of coursework. Please note that to be employed by the University (as a TA or GSR), a student must be enrolled full time.

Students can apply for **filing fee status** for the quarter in which they intend to file their dissertation if the following qualifications are met: a draft of the dissertation has been read and approved by the dissertation committee, only minor revisions need to be made, and no more than 12 hours of faculty time will be required to assist in completion of the final manuscript. Students must submit a **complete** draft of their dissertation to the members of their committee and the GAA at least one month before requesting filing fee status. An *Application for Filing Fee for the Degree of Doctor of Philosophy* (available at http://graduate.ucr.edu/pub_forms.html), signed by the dissertation chair, must be submitted to the GAA. The student and dissertation chair will confirm that all committee members have read a complete draft of the dissertation before obtaining the Graduate Adviser's signature and submitting the form to Graduate Division.

Acceptable Progress: Students should finish the core phase of the program in the first year and be admitted to the Ph.D. program (after completing the Master's thesis) by the end of the second year (6th quarter) and no later than within the 7th quarter. By the end of the third year and no later than the end of fall quarter of the fourth year, all students should have taken their specialization examinations and should have begun work on their dissertation prospectus. By the end of the fourth year, and no later than the end of fall quarter of the fifth year, students should have taken and passed oral qualifying examination, filed their prospectus, and become ABD. Students who do not meet these deadlines will be determined to have fallen behind, and are subject to withdrawal of financial support and/or termination from the program. Appeals of withdrawal of financial support and/or termination from the program are subject to campus policy, which can be found at http://graduate.ucr.edu/academic_affairs.html. The normative period for completing the Ph.D. is six years. Thus, students should have finished their dissertation, taken their oral examination on the dissertation, and filed the dissertation with the Graduate Division by the end of the sixth year.

Students are expected to maintain a GPA of 3.5 or higher throughout the program. If a student's GPA falls below a 3.5, that student faces loss of funding and dismissal from the program. Students in the following situations are subject to dismissal by Graduate Division:

- 12 or more units of "I" grades
- benchmarks for acceptable progress are not being met
- oral qualifying exams have not been taken within five years
- program is not complete within one year of reaching normative time (year seven)
- written or oral qualifying exams are not passed within two attempts

Adding and Dropping Classes: Students adding classes later in the quarter or dropping a class during the quarter must file a petition with the Graduate Assistant. On rare occasions, a student may petition a retroactive drop for a course due to special circumstances. Students should consult with the Graduate Assistant regarding all retroactive drops.

Committee membership: Students should seek to include a diverse set of faculty on their thesis, prospectus, and dissertation committees. It is neither necessary nor desirable to have members who are all from the same specialization or all use the same methods. It is possible for a Visiting Assistant Professor (VAP) to serve on an oral qualifying or dissertation committee on an exceptional basis. It requires the VAP's CV and a memo to Graduate Division justifying this request, explaining why it's important, and whether there is anyone else at UCR who can provide this expertise. The MA thesis and specialization exam committees are departmental committees. Since Grad Division doesn't approve these, the department itself needs to decide whether VAPs can serve on departmental committees. Therefore, these requests should go to the Graduate Advisor. Emeriti faculty can serve as committee members or chairs; in the case of the latter, a co-chair who is not emeriti needs to be identified. Co-chairs count as one committee member.

Course Loads: The normal course load for a full-time student is at least twelve units of graduate course work per quarter.

Course Registration: Your student ID and permanent pin number are needed to access R'Web (rweb.ucr.edu). Students enroll themselves via R'Web in all courses, except 290, 291, 297 and 299. The GAA enrolls students in those exceptional courses. Students who wish to enroll in 291 or 297 (Individual Studies or Directed Research) must submit a form to the GAA with the appropriate signatures. Once a student has advanced to Candidacy, the GAA will enroll all ABD students in 12 units of 299 (Dissertation Research) unless notified otherwise by a student or his/her advisor. Students who have holds placed on their registration (i.e. by Graduate Division, Student Business Services or Financial Aid) must take care of the reason for the hold before being able to register for classes. If the GAA needs to enroll a student in a course, it is the student's responsibility to notify her /him when the hold is released. Students must be registered for classes in order for funding (i.e. fellowship, TA fee remission, loans) to be applied towards fees. Failure to pay fees by the deadline will result in being dropped from all courses (fee and other deadlines can be found at <http://www.registrar.ucr.edu/registrar/index.html>).

Course Substitution:

Courses taken previously. Students may be able to receive credit towards their UCR Sociology PhD for graduate courses taken previously in other UCR departments or at other institutions. Newly admitted or current students may request credit for:

- a) core courses (i.e., substitute courses taken elsewhere for courses in theory and methods)
- b) specialization courses (i.e., substitute courses taken elsewhere for courses in a specialization area)
- c) non-specialization courses (i.e., substitute courses taken elsewhere for courses *outside* of their specializations)

To request credit, students must submit a copy of the syllabus for the course they completed, including a copy of prompts for any written assignments, along with a brief explanation of their request, to the Graduate Affairs Assistant. If the course has been taught at UCR by a current member of the sociology faculty within the last three years, the Graduate Affairs Assistant will forward the request to the current or most recent instructor of the course, who will be asked to review the course content and comment on its appropriateness for transfer credit. The request and the comment will then be forwarded to the Graduate Affairs Committee, who will vote on the request. If the course has not been offered in the department in the last three years, the request will go directly to the Graduate Affairs Committee for a vote.

Courses yet to be taken. If a student would like to enroll in a course that would require approval to substitute for a required course and he/she would only take the course if approved, he/she should request course substitution *prior* to enrolling in the course. Students should allow ample time for approval, particularly during break periods. The procedures described in the "Courses taken previously" should be followed in the case of courses to be taken in other departments or at other institutions. However, if a student wants a UCR sociology course to substitute for a required UCR sociology course, the procedure is to provide a syllabus and written request to the Graduate Advisor and if applicable, to

request approval from Graduate Division (see the form on their website for 290 courses). If the course is to substitute for a specialization course, the Graduate Advisor will seek the approval of the substitution from the specialization committee.

Courses at other University of CA (UC) campuses: The department generally prefers that all courses be taken in the department. However, you can petition the Graduate Affairs Committee for approval to take a class at another UC, if you have a good reason for doing so. The GAC has to approve it, and then Grad Division has to approve it. If you are interested, you must complete an application for intercampus exchange, found on the Graduate Division website. The approval process is lengthy, especially outside the department (even the other campus must approve). So act VERY EARLY.

Grades and Grading: A 3.5 GPA is the minimum expected by the department and all students who fall below this minimum are subject to dismissal from the program by the faculty or a loss of their support from the department. Any student whose GPA falls below a 3.0 is placed on probation by the department and Graduate Division. At the end-of-the-year meeting of the entire faculty, when all students are evaluated (see the section on the Annual Faculty Evaluation of Graduate Student Progress), a student below a 3.0 is subject to termination and is likely to be terminated from the program. Students whose GPA falls below 3.5 are also subject to termination, especially if the GPA stays below 3.5 in the second year.

A grade of (B) in any graduate course is considered marginal. A grade of (B-) indicates that the performance of a student is unacceptable to the department. A grade of (B-) in a graduate course is considered to be failing and is a cause for immediate faculty attention at its next meeting. Students receiving a B- or less will be reviewed for possible termination. If they are allowed to continue in the program, they will be required to re-take the class for a letter grade as a SOC 290 course. If the original grade was a D or F, the new grade will replace the old grade. If the original grade was not a D or F, then the new grade will be added to the GPA. If the student does not raise the course grade when retaking the course, automatic termination from the program will ensue.

Incompletes: An incomplete grade (I) is only given when there is a clear need for extra time to complete course requirements. An incomplete can only be given with the instructor's approval and only when work completed thus far in the course is of passing quality. Students should never assume that an incomplete grade is possible in any course. If an (I) grade is allowed, the student has *one quarter* to complete the work to remove this grade. If the (I) grade is not removed at the end of the following quarter, it automatically reverts to an (F) in graded courses and an (NC) in ungraded courses. Since an (F) lowers a student's GPA, often below the 3.5 minimal level, it is recommended that students seek an (I) grade only special situations and only when the student is sure that the work can be completed within *one* quarter.

On very rare occasions, extension of an (I) grade can be made, but the student must petition the Graduate Advisor and Dean of the Graduate Division to do so. Students with eight or more units of (I) grades cannot petition for any more, and most importantly, they become

ineligible for appointments as either Teaching Assistants or Research Assistants (GSRs) or for fellowship funding. To remove an (I) grade, see the Graduate Assistant for a petition form.

Summer employment by the department: Summer employment by the department for one or more sessions, most commonly as a teaching assistant or lecturer, may be available for graduate students. It isn't guaranteed because we never know how many faculty or students will request/apply for positions. As well, sometimes summer courses are cancelled due to low enrollment. TA and lecturer positions are paid by the Summer Session Office. Students notify the department of their interest in summer employment when prompted by an email, likely from the FAO, announcing available positions. Appointments are typically made by the end of February.

Supplemental Employment: A graduate student who is already working 50% can request approval to work additional hours in some capacity. Generally, a student should request an exception for no more than one quarter per year. Otherwise, it is a rule rather than an exception. This means that one request cannot be for multiple quarters (e.g., I want to work an additional 5hrs/wk all year long), and one person cannot request approval for one type of work in one quarter and another type of work in another quarter and so on, even if the work is for different people (e.g., I want to be a reader for course X in Fall, for course Y in Winter, and course Z in Spring). Generally, there should be a reason why the specific student was chosen for the additional work (e.g., their dissertation is on a topic covered by the course for which they would be a reader). Otherwise, the work should be given to someone without a TAship or other university employment (such as someone who has no funding or who has a fellowship rather than a TAship).

Grad Div may make an exception to the one-quarter-per-year policy in some cases of research, but there must be a clear justification for why the specific student is needed for the job. Furthermore, if the supplemental work is research, then the student should be paid as a Graduate Student Researcher with all the benefits that go along with that and not, for example, as an hourly worker. They will not approve supplemental employment if the research is not paid as research. If you wish to request approval for supplemental employment, please complete the form on the department website.

Teaching Assistant Appointment & Assignment Policies:

Appointment, Assignment, and Oversight of TAs, Readers, and Research Assistants

A. Final departmental authority and responsibility for the appointment, assignment, and oversight of teaching assistants lies with the Chair, as specified in APM. Numerous policies at the University, Graduate Division, and College levels govern many details of these matters. Procedures for appealing decisions are detailed in University policies.

B. Appointment of TAs

1. A very large proportion of all TA appointments are constrained by recruitment contracts between the University and individual graduate students. The Chair allocates TA appointments to meet these contractual obligations before any other considerations. Most financial aid contracts specify that students must be making normal degree progress, including having a cumulative GPA of 3.5 or better. If these conditions are not met, the Chair (with the advice of Graduate Affairs) may choose not to appoint or re-appoint a TA, following relevant rules and procedures.

2. TA appointments that are not contractually required are made by the Chair, in consultation with the Graduate Affairs Committee, taking into account the factors listed below in the following order.

a. The request of the graduate student to be considered for appointment. For TA positions that are not contractually required, the Chair usually surveys all enrolled and newly matriculating graduate students regarding their desire for appointment as TA, and their preferences for appointments in particular courses.

b. The progress of the student in the program (usually as summarized in the annual graduate student evaluation), or prior credentials (for newly matriculating students).

d. Students who have obtained fellowship or GSR funding in addition to that specified in their initial financial aid offers will receive preference for appointment for additional TA appointment. Students must be in good standing and making expected progress toward the degree; they may receive preferences for only three additional quarters of support.

d. The number of quarters of prior TA experience at UCR, with preference given to applicants who have less experience.

e. Applicants at or beyond the 21st quarter of enrollment will be ranked behind all other applicants.

f. The evaluated quality of the past teaching performance of the candidate, if any. Candidates will be asked to provide the Graduate Affairs Assistant copies of past TA evaluations from the past 3 quarters.

3. Appointments that are not contractually required may vary in term from a single quarter to multiple quarters. The Chair endeavors to make appointments as early as possible, and to notify the Graduate Advisor of appointments as soon as they are made.

C. Assignment of TAs to Classes

The assignment of TAs to particular courses is done by the Chair, who will consider the following factors:

- a. The areas of academic specialization and prior teaching experience of each candidate, relative to the needs of the curriculum plan.
- b. Any informal recommendations of faculty, the Graduate Advisor, and Undergraduate Advisor regarding individual candidates.

Travel Funding for Conferences from the Department: The department may fund graduate students' travel to professional conferences. These funds are subject to availability; in other words, they may be available one year but not another. To learn whether funds are available in a given academic year, please contact the department chair(s). The maximum award amount is \$200. Eligibility is limited to students who are eligible for and have applied to the Graduate Division/Graduate Student Association (GSA) for travel funds for the same conference. Students must be a presenter at the conference. Students may receive a departmental travel award only once per year. Application procedures: Put in writing a request for these funds. Include details on your presentation, the conference (organizers, city/state/country, and dates), travel dates, and expense (transportation, lodging, etc.). Email this request to the department chair(s). Deadline: The 7th of the month prior to the month of the conference end date.

Once funded, how to get reimbursed:

1. Please keep all receipts pertaining to the conference.
2. Turn all receipts in to GSA: Lodging, transportation and registration costs need to be itemized and show how paid (by cash, check or credit card).
3. GSA likes to have proof of attendance, such as a name tag from the conference.
4. Please make 2 copies of the front page of the conference brochure and the page on which your name is listed as presenter. Give one copy of each to GSA (GSA keeps their copies) and one to Financial Assistant Tiara Caldwell in the Sociology Department.
5. GSA reviews the receipts and then turns them over to our department. The Financial Assistant will process the reimbursements.
6. Once the Financial Assistant submits the travel expenses, the traveler will get an automated email from iTravel to follow the email link for reviewing the summary and approving it.
7. Once you approve it, it will go for approval to the FAO, then to the department chair and then to Accounting. Accounting has 10 business days to review and approve it before issuing the reimbursement. If you are employed at UCR at that time, the reimbursement will be direct deposited into your bank account, if not, the department will receive a paper check and then notify you to come and pick it up.

FINANCIAL AID

The department generally provides some degree of financial aid to all students for the first several years of their graduate work. This aid can vary and is subject to the financial situation of the state and university. Both fellowships and a guaranteed number of quarters of employment as a Teaching Assistant (TA) may be offered. GPA and GRE scores are

particularly important in determining the level of support offered by the Graduate Division. In years two through five of the program, the department typically offers Teaching Assistantships to all students in good standing, which includes a partial fee remission, medical insurance through the health center, and living costs for a student lifestyle. The department will generally make a five year commitment of support through a combination of fellowship and/or TAship. This support is contingent upon students making normal progress through the program and maintaining a GPA of 3.5 or higher. Students who fail to make normal progress, who fall behind in their course work, or who fall below a 3.5 GPA may have their financial aid reduced or terminated. Thus, the department's obligation to students for financial support is qualified *by the performance of students in the program*. The department ranks students to TAs based on a number of factors, including GPA, quarters of prior TA support, and teaching evaluations. See below for specific policies and procedures in ranking students for TAs. The department does not guarantee continued support to students who fall behind and/or fail to meet the program requirements.

Other potential avenues of support are Readerships for larger classes without Teaching Assistants, TAships in other departments and programs, employment as Research Assistants on faculty member's grants, and various fellowships that are often available from outside agencies, such as the National Science Foundation. Students are encouraged to apply for fellowships and faculty will assist in the preparation of fellowship applications.

APPENDIX A: COURSE CHECKLIST

Students in the doctoral program in sociology must satisfy the following coursework requirements (see the policy on course substitutions above for information on petitioning to receive credit for graduate coursework completed at another institution or in another department):

GENERAL

- SOC 301 prior to, or concurrent with, the student's first quarter of appointment as a TA

PRE-MA:

- SOC 200
- SOC 202A
- SOC 202B
- SOC 203A
- SOC 204A
- SOC 204B
- SOC 232
- SOC 250 (unless MA thesis successfully defended prior to fall of the student's second year)
- A course in any specialization area
- A course in any specialization area
- SOC 293 once each year until ABD

PRE-ABD:

- The core course in the primary specialization
- A course in the primary specialization other than the core course
- A course in the primary specialization other than the core course
- A course in the secondary specialization
- A course in the secondary specialization other than the core course
- At least one course outside of the student's areas of specialization (may have been satisfied by one of the courses taken in any specialization as part of the MA)
- SOC 293 once each year until ABD
- Four units in advanced methodology (which may include two 2-unit courses, such as SOC 206 and SOC 208). These courses must be taken for a grade. When available within in academic year, sociology courses should be taken over other department courses. Qualitative courses that meet this requirement include: ANTH 260 Ethnographic Field Methods; HIST 238A. Oral History Methods and Theory; HIST 238B. Oral History Methods and Theory; HIST 240 (E-Z). Documentary Source Study; HIST 250. New Directions in Historical Research; POSC 203 Social Science, History, and Qualitative Methodology; 208 Proseminar in Qualitative Sociology. Quantitative courses that meet this requirement include: ECON 205C Econometric Methods III; ECON 244 Empirical Research Methods; ECON 285 (E-Z) Advanced Econometrics; MGT 239 Simulation for Business; MGT 267 Applied Business Forecasting; MGT 295F Empirical Methods in Finance; POSC 204 Mathematical Modeling in Political Science; POSC 225 Formal Analysis; PSYC 233 Research Methods in Cognitive Science; SOC 205 Categorical

and survival data analysis; SOC 206 Proseminar in Quantitative Sociology; SOC 235 Methods and Materials of Demography; SOC 258 Quantitative Macro Comparative Methods; STAT 220B Multivariate Analysis; STAT 216A Time Series Analysis; STAT 216B Time Series Analysis, part 2

Appendix B: Graduate Courses in the Department of Sociology Cross-Listed across Two or More Specializations*

Course number & title	Specialization 1	Specialization 2	Specialization 3
Soc 242M: Macrostructural Analysis	Theory	Orgs. & Institutions	
Soc 244: Institutional Analysis	Orgs. & Institutions	Theory	
Soc 252: Current Research in Eco & Org Sociology	Orgs. & Institutions	PEGSC	
Soc 255I: Organizational Theory	Orgs. & Institutions	Theory	
Soc 255M: Sociology of Work	Orgs. & Institutions	PEGSC	Soc 255M: Sociology of Work
Soc 257E: Economic Sociology	Orgs. & Institutions	PEGSC	Theory
Soc 257F: The Sociology of the Family & Kinship	Orgs. & Institutions	Theory	
Soc 257G: The Sociology of Education	Orgs. & Institutions	Theory	
Soc 257J: Political Sociology	Orgs. & Institutions	PEGSC	Theory
Soc 258: Quantitative Macro Comparative Methods	Orgs. & Institutions	PEGSC	
Soc 261: World Systems Analysis	PEGSC	Theory	
Soc 262: Feminist Theory	Gender	Theory	
Soc 264F: Domestic & Sexual Violence	Criminology & Sociolegal	Gender	
Soc 263: Women & Work in World Historical Persp.	Gender	PEGSC	Orgs. & Institutions
Soc 264M: Gender in Comparative Perspective	Gender	PEGSC	
Soc 264P: Gender, Politics, & Public Policy	Gender	PEGSC	
Soc 264T: Transnational Sex, Marriage, & Romance	Gender	Race & Class Inequality	PEGSC
Soc 265J: World Inequality	Race & Class Inequality	PEGSC	Soc 265J: World Inequality

Soc 268: Law, Race, Class, and Gender	Gender	Race & Class Inequality	Criminology& Sociolegal
Soc 280J: Sociological Theories of Law	Criminology & Sociolegal	Orgs. & Institutions	Soc 280J: Sociological Theories of Law
Soc 282: International Migration	PEGSC	Race &Class Inequality	Soc 282: International Migration
Soc 285E: Theories of Social Psych	Social Psychology	Theory	
Soc 285N: Social Psychology of Gender	Gender	Social Psychology	

*Please note that students may NOT count the same course towards two different specializations.

Appendix C: Tasks to be completed in graduate school*
(in addition to fulfilling program requirements)

QUARTERLY

Attend departmental colloquia
Meet with your faculty mentor
Complete your academic program requirements
Socialize informally with other graduate students, especially from the dept and your cohort

ANNUALLY

Set annual goals
Attend a departmental party/social event
Attend a Graduate Division workshop – other than GradQuant
Attend a GradQuant event
Utilize the Graduate Division Writing Center
Meet with a faculty member who is not your mentor to learn about their work and career and share about and get feedback on your progress/work
Attend an SGSA meeting
Review annual progress and goals
Update your information on the department's website and bulletin board

MORE THAN ONE TIME

Submit a publication for review
Submit a paper for presentation at a professional conference
Submit a paper for presentation at the UCR Graduate Research Forum
Submit a paper for an awards competition (e.g., departmental paper award, professional association award)
Attend a professional conference
Meet with department Contracts and Grants Analyst to identify funding sources
Apply for an external research grant
Apply for external travel funding
Apply for a UCR research grant
Apply for UCR travel funding
Join a professional association
Ask a classmate to review your paper
Ask a classmate to review your grant proposal
Review a classmate's paper
Review a classmate's grant proposal
Attend a UCR Academy of Distinguished Teachers or other event related to pedagogy
Avail yourself of the services of UCR's Wellness Center, Campus Health Center, and/or Counseling Center
Identify colleagues (faculty, grad students, and/or undergrad students) with shared research interests and explore collaborative research opportunities
Employ a professional editor for thesis, dissertation, and manuscripts for publication
Praise, share a resource with, or otherwise support a colleague(s)
Submit to the department newsletter whether it be articles or announcements

Submit to professional association newsletters, blogs, etc. whether it be articles or announcements

ONCE

Attend department orientation

Visit the library in person, take a tour, attend a workshop

Give a guest lecture

Give a practice job talk

Ask a faculty member to observe and evaluate your teaching

Serve as a Research Assistant

Serve as a Teaching Assistant

Independently teach a course

Visit UCR Career Services

Serve as in an SGSA leadership position or as a student rep on a departmental committee
professional association committee

Organize a professional association conference session

NICE IF EVER

Attend a seminar or course offered by Graduate Division's Research Ethics Education Program

Attend an external methods training workshop

Apply to UCR Graduate Division's GradSlam competition

Nominate a colleague for an award

Participate in Graduate Division's Diversity Certificate Program (apply in Winter)

Attend an event organized by UCR's Diversity and Inclusion Academic Liaison

* These are suggestions, not requirements.

Appendix D: Guidelines for Faculty-Student Mentoring Relationships

Mentoring involves a close relationship between a graduate student and a faculty member who provides guidance, support and research advice. The mentoring of graduate students by faculty is an integral part of the graduate experience. The responsibilities of the faculty mentor are broad and diverse. They include, but are not limited to serving as a role model, advising a student as to course work requirements, and providing formal instruction in a given discipline as well as helping students identify and achieve their individual short and long-term educational goals. While the primary faculty mentor usually acts as a student's primary mentor, many of the mentoring "functions" described below, may also be performed by other faculty and staff over the course of a student's graduate experience. Moreover, much of the interaction of faculty with all students includes important mentoring components. Graduate students also have important responsibilities to ensure they are open to and accepting of faculty mentoring and articulate their needs effectively. Thus, it is together that faculty and students identify and discuss their goals and expectations for each other, and outline approaches to reach those goals and satisfy those expectations.

In relationships between faculty and students, it is imperative that each treat the other equally regardless of race, ethnicity, gender and gender expression, age, visible and non-visible disability, nationality, sexual orientation, citizenship status, veteran status, religious/non-religious, spiritual, or political beliefs, socio-economic class, status within or outside the university, or any of the other differences among people.

Faculty mentors are responsible for:

1. Deep intellectual engagement with the scholarly output of mentees, and the provision of criticism, guidance and praise as is necessary for intellectual growth. This includes, but is not limited to,
 - a. Written and verbal feedback on written work, grant proposals, oral presentations and other research output in a timely manner within a mutually agreed upon time frame, and consistent with university policies.
 - b. Encouraging students to independently follow their own research ideas whenever these ideas hold promise for the student's success.
2. Conscientious and timely professional guidance. This includes, but is not limited to,
 - a. Checking regularly on progress, usually at least once per quarter.
 - b. Encouraging participation in professional meetings of regional groups as well as of learned societies and facilitating interactions and networking with other scholars, on campus and within the wider professional community.
 - c. Helping the student in identifying appropriate resources for career guidance, providing help with preparations of CV and job interviews, as well as writing letters of recommendation.
 - d. Helping students support their dissertation research. This could include helping students identify funding sources, formulate grant/fellowship proposals, writing strong letters of recommendation where warranted, and doing what is possible regarding the allocation of space.
 - e. Addressing problems or challenges that could affect completion of the degree as soon as they become aware of them.

- f. Providing and discussing clear criteria for authorship of collaborative research.
- 3. Recognizing that students have different needs and goals, and the limits of the mentor's own areas of expertise. This includes, but is not limited to,
 - a. Assisting students in the identification of support networks (people who can help the student for different aspects of their tenure at UCR), particularly when these provide support beyond reasonable expectations of a faculty mentor.
 - b. Making a concerted effort to respond to individual needs as articulated by individual mentees.
 - c. Supporting the student independent of the chosen career paths they identify.
 - d. Endeavor to ensure that mentoring practices adhere to best practices in the academy.

Graduate students are responsible for:

- 1. Their education and career outcomes. This includes, but is not limited to,
 - a. Understanding and clearly articulating to their mentors their own mentoring needs and how they change through their graduate tenure.
 - b. Communicating regularly with their mentors, especially their primary faculty mentor, including updates on progress, challenges, needs, goals and expected completion timelines.
 - c. Completing tasks in a timely fashion and following mutually agreed upon timelines and informing mentors about expected absences and delays before they occur.
 - d. Appraise professional/intellectual criticism graciously, realizing it may contain a suggestion for professional/intellectual-improvement and may arise from serious intellectual engagement by the mentor.
- 2. Deep engagement with relevant scholarly communities. This includes, but is not limited to,
 - a. Participating in national and international professional associations.
 - b. Participating in the departmental community and university graduate community, including attending activities, lectures, and events.
 - c. Reading scholarly literature beyond that provided by coursework or faculty mentors.
 - d. Increasing ones methodological expertise beyond training provided by coursework or faculty mentors.
- 3. Having reasonable expectations of a faculty mentor that take into account professional and human limits. This includes, but is not limited to,
 - a. Internalizing professional norms of behavior and intellectual engagement, which will encourage professors to see mentees as colleagues.
 - b. Respecting their mentor's other responsibilities and time commitments.
 - c. Seeking constructive criticism and feedback on academic work.
 - d. Seeking assistance from multiple individuals and organizations to fulfill the mentoring roles described above, because one faculty member may not be able to satisfy all of a student's mentoring needs.

- e. Seeking information on career options and goals beyond the primary mentor.