

UCR Sociology Graduate Program Manual
For students entering Fall, 2019, or later
(updated 3/20/19)

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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/>.

UCR SOCIOLOGY GRADUATE PROGRAM OVERVIEW

The Department of Sociology at the University of California Riverside is a growing intellectual community of diverse/inclusive and incredibly productive 19 faculty and 50 graduate students. Each student works closely with a faculty mentor to chart their course of study and facilitate their development as a sociologist. Many faculty offer opportunities to graduate students to participate in faculty research projects and/or work on collaborative projects. Such opportunities help graduate students gain experience with various aspects of the research process, including research design, data collection and analysis, and dissemination of research findings.

Students work within seven sociological specializations that are offered in the department given faculty expertise including *Criminology and Socio-Legal Studies*, *Gender*, *Medical Sociology*, *Organizations and Institutions*, *Political Economy and Global Social Change*, *Race and Class*, and *Social Psychology*. Most faculty and students typically identify with two different specializations. Many faculty members and students also seek cross-disciplinary research, and working with faculty or students in other departments, schools, and colleges within the university. Students can learn more about the research conducted in these areas and the faculty affiliated with them by visiting <https://sociology.ucr.edu/#> and navigating to Research → Specializations.

The Department provides rigorous and excellent training in quantitative and qualitative methods, along with its traditional strength in classical and contemporary theories. In addition, each specialization exposes students to substantive theories within the discipline. The emphasis on theory, quantitative, and qualitative training ensures that our program offers scholarly and scientific training that is both broad in scope and depth. The Sociology Department actively promotes an inclusive and welcoming environment that facilitates intellectual exchange among its faculty and students both inside and outside the classroom.

Students normally complete the core program in theory and methods during the first year of study, finish all requirements for the MA by the end of the second year, and pass their qualifying exams in two areas of specialization and commence work on the doctoral dissertation by the end of their fourth year in the program. Normative time for completion of the PhD is six years. During their graduate studies, students are encouraged to present papers at professional conferences and publish scholarly articles both independently and with faculty.

GETTING THROUGH THE PROGRAM

The PhD program requires 66 units of coursework, an MA Thesis and oral defense, two written qualifying examinations, a dissertation prospectus, a dissertation prospectus defense/oral exam, a dissertation, a dissertation defense and two presentations of original research to the faculty. This program is divided into three distinct phases which are outlined below: (1) the core Master's curriculum; (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. Electives should be taken to fill in units as needed.

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. In what follows, we outline the PhD program as it progresses through the three phases.

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 46 units across 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 II¹
- SOC 232 Proseminar – 2 units
- SOC 293 Colloquium - 2 units (required the first year)
- SOC 250 Research Practicum
- SOC 301 Teaching for Sociology (to be completed before or concurrently with the student's first Teaching Assistantship) – 2 units²

¹ SOC 203B and SOC 204B may be taken in the second year in the program, but this is not advised.

² 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.

- At least two 4-unit courses in any two specializations (These may be applied to your specialization requirements described in the next section.)
- Defend MA Thesis
- Presentation of the MA paper to the full department in the Spring quarter of year 2.

In years 1-2, students may not enroll in SOC 291.

THE MA THESIS

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. First-year students should begin thinking about and working on their Master's thesis projects as soon as possible upon entering the program. 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 will receive an evaluation of "PhD Pass," "Revise and Resubmit," "MA Pass," and "Fail." Students receiving a Revise and Resubmit evaluation must complete their revisions within six weeks. An evaluation of "MA Pass" indicates that the committee member believes the work is not of sufficient quality for admission to the PhD program. An evaluation of "Fail" by any committee member results in a failed MA defense.

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, he/she must still complete one in UCR's program. If a student enters the program without a master's degree or with a master's degree in a field other than sociology (MA or MS), UCR will grant a master's degree in sociology for completion of Phase 1. 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.

MA THESIS PRESENTATION

To satisfy the MA Thesis requirement, students must present the project to the entire department during the Spring quarter of the second year. This presentation should be a 15-20 minutes long suitable for delivery at the annual American Sociological Association meetings.

All second-year students will present their paper on a pre-determined date (or dates, depending on the number of students) during the time period reserved for the Sociology Colloquium series in the latter part of the Spring quarter. The faculty advisor must be physically present at this presentation and sign off on the form to indicate that the requirement has been met. Students should follow up with their advisor and the Graduate Assistant to ensure they receive credit for satisfying this requirement.

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.

Coursework and Other Requirements

Beyond the coursework identified above, students are required to complete the following courses:

- 12 Units in the major area of specialization
- 8 units in the minor area of specialization
- 4 additional units in any specialization (including the major or minor)
- 4 units of advanced method (either qualitative or quantitative)³

³ Students will have completed at least 8 units of courses in the first two years that count toward these requirements. For example, if a student takes one course in their major and one course in their minor during the first two years, they only need to complete 8 and 4 units of additional courses for the major and minor.

- At least one academic quarter of classroom teaching
- Written Qualifying Exam in the Major area
- Written Qualifying Exam in the Minor area

Courses that satisfy the advanced methods requirement include SOC 205: Categorical and Survival Data Analysis, 206E: Pro-Seminar in Quantitative Sociology (2 units), 206F: Pro-Seminar in Quantitative Sociology (4 units), 208E: Pro-Seminar in Qualitative Sociology (2 units), 208F: Pro-Seminar in Qualitative Sociology (4 units) and 258: Quantitative Macro-Comparative Methods. Additional courses may be added; check the course catalogue for updates.

All required coursework must be completed by the end of the 9th quarter of residence.

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.

In lieu of an exam in a minor specialization, a student may produce, during the student's residence in the program, a solo-authored paper that has been published or accepted for publication as a peer-reviewed article or book chapter that fits the minor specialization, as determined by a majority vote of the standing specialization committee.

Standardized procedures for submitting an article/chapter in lieu of this exam are as follows:

- (1) The student submits the paper to the Graduate Affairs Assistant.
- (2) The Graduate Affairs Assistant sends the paper along with an evaluation form to each member of the Standing Committee for the area in which the student wishes to be examined.
- (3) Each standing committee member completes their evaluation and submits the form to the Graduate Affairs Assistant.
- (4) The Graduate Affairs Assistant records the outcome and notifies the Committee Chair.
- (5) The Committee Chair notifies the student.

If the MA thesis for the program is ultimately published, this published piece cannot count as the published paper for the minor specialization.

Standardized procedures for the written Ph.D. qualifying examinations are as follows:

Or, a student may take an advanced methods course in their first two years, in which case they need not take an additional 4 units. Or, a student may take a 4-unit elective course outside their major/minor in the first two years, in which case they need not take an additional 4-unit course in any area. **The total required units of elective and advanced method courses is 28 (12 in major, 8 in minor, 4 in any area and 4 in advanced methods).**

(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. 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) 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.

(d) Students should approach the specialization committees to find out which sub-areas are available for examination. The committee will then assign sub-areas and committee members to examine students in each sub-area.

(e) Each member of a specialization's standing committee is responsible for one subarea in a student's major specialization. For exams in minor specializations, the committee will select two of the three standing committee members.

(f) Once three questions/committee member assignments have been approved by the standing committee, students will work with each respective committee member to develop their reading list. Reading lists are approved when (a) each committee member approves the list they supervise and (b) the entire committee determines that the collection of readings across all lists is sufficiently broad (i.e. there should be minimal to zero overlap across lists). A large and encompassing bibliography for each specialization should be developed by all affiliated faculty in the specialization and made available to students. Students are encouraged to use these bibliographies, in consultation with the specialization committee, to inform their own reading lists.

(g) Once the lists are approved by the standing committee members, student should read independently and meet with committee members to organize their thinking prior to the exam.

(h) Each committee member will grade the question they write upon completion. Possible outcomes for each question are "Pass with distinction," "Pass, Excellent," "Pass,

Good,” “Pass, Marginal,” and “Fail.” All members of the committee must judge the exam to pass “With distinction” for the exam to be passed as such. 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.

If a student has a serious concern regarding the grading of the examination, the student will approach the Department Chair within one week of their receipt of the evaluation of their exam. The Department Chair will evaluate the concern and may open the evaluation to the committee. If the concern is determined to be valid, then the examination would be evaluated by the other two members of the committee.

(i) If a student fails two of three questions in a major exam, they fail the entire exam and must retake the entire exam. If a student fails one of three questions in a major exam, they will receive a “revise and resubmit” decision on the exam, after which they will have to revise the failed exam question. If the student does not pass the failed question on the second attempt, they will fail the entire exam. If a student fails one of two questions in a minor exam, they will receive a “revise and resubmit” decision on the exam, after which they will have to revise the failed exam question. If the student does not pass the failed question on the second attempt, they will fail the entire exam.

(j) Students who accumulate two failed exams in the program will be recommended to Graduate Division for termination from the program.

(k) Students must complete work for a “Revise and Resubmit” within four weeks of their receipt of the evaluation. They should submit their revised question to both the graduate assistant (currently Anna Wire) and the committee member(s) who originally evaluated the question. The aforementioned committee member(s) must give a final evaluation within two weeks of their receipt of the revised question to both the graduate assistant (currently Anna Wire) and the student.

(k) 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 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. 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.

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. Upon passing the prospectus defense/oral exam, they will be advanced to candidacy for the PhD.

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.

To obtain the PhD, all of the below are required in addition to the requirements stated above.

Remaining Requirements

- Prospectus Defense and Oral Examination
- At least one additional research presentation during the Sociology Colloquium series
- Dissertation Defense
- Dissertation

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.

THE PROSPECTUS DEFENSE AND ORAL QUALIFYING EXAMINATION

Prospectus Document

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).

Prospectus Committee

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.

Prospectus Defense and Oral Exam

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.

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;

Students are encouraged to work close with their chair and committee members prior to the defense to minimize the likelihood that the committee requires significant changes in the prospectus before allowing a student to proceed with the dissertation.

When students pass the oral qualifying examination, they are considered to be ABD. 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. 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.

ADDITIONAL RESEARCH PRESENTATION

To obtain the PhD, students must give at least one additional (to the presentation of the MA paper) research presentation during the Sociology Colloquium series. This presentation must be either sole or lead-authored by the student. It can be a dissertation chapter, or other empirical research project beyond the dissertation.

Students must schedule this talk with the chair of the colloquium committee. The faculty advisor must be physically present at this presentation and sign off on the form to indicate that the requirement has been met. Students should follow up with their advisor and the Graduate Assistant to ensure they receive credit for satisfying this requirement.

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.

IDEAL-TYPICAL TIMELINE

YEAR 1	YEAR 2	YEAR 3 ^a	YEAR 4	YEAR 5	YEAR 6
1st Quarter (fall) a. 232: Proseminar - 2 UNITS b. 202A: Classical Theory c. Elective d. 200: Research Design	4th Quarter (fall) a. 250: Thesis Writing b. Elective c. Elective d. 301: Teaching - 2 UNITS	7th Quarter (fall) a. Work with exam committees b. Research and publication c. 291 Specialization Exam Preparation 8th Quarter (winter) a. Work with exam committees b. Take major exam c. 291 Specialization Exam Preparation 9th Quarter (spring) a. Take minor exam or submit paper b. Work with Advisor on Dissertation Prospectus c. 291 Specialization Exam Preparation	10th Quarter (fall) a. Defend Prospectus b. Dissertation c. 299 Research for Dissertation 11th Quarter (winter) a. Work on research and publication b. Dissertation c. 299 Research for Dissertation 12th Quarter (spring) a. Dissertation b. 299 Research for Dissertation	13th Quarter (fall) a. Research and publication b. Dissertation c. 299 Research for Dissertation 14th Quarter (winter) a. Research and publication b. Dissertation c. 299 Research for Dissertation 15th Quarter (spring) a. Dissertation c. 299 Research for Dissertation	16th Quarter (fall) a. Dissertation b. 299 Research for Dissertation c. Job Market 17th Quarter (winter) a. Dissertation b. 299 Research for Dissertation c. Job Market 18th Quarter (spring) a. Dissertation b. 299 Research for Dissertation c. Job Market
2nd Quarter (winter) a. 202B: Contemporary Theory b. 204A: Qualitative Methods 1 c. 203A: Quantitative Methods 1	5th Quarter (winter) a. Elective b. Elective c. Advanced Method d. 299 Research for Thesis 6th Quarter (spring) a. Write Master's Thesis b. 299 Research for Thesis c. Master's Presentation				
3rd Quarter (spring) a. Elective b. 204B: Qualitative Methods II c. 203B: Quantitative Methods II d. 293 - 2 UNITS					

Notes: a The second research presentation takes place anywhere between Year 3 and degree completion.

MAINTENANCE OF ACADEMIC STANDING AND 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), but may use the 7th quarter to complete the MA Thesis if necessary. All coursework should be completed by the end of the third year. 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. A student with a GPA 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. Students in the following situations are subject to dismissal by Graduate Division:

- 12 or more units of "T" 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)
- accumulation of two failed qualifying exams.

The burden is on students to monitor their work and progress during the course of any year. If the student perceives that there are problems, this student should immediately consult with the Graduate Advisor or faculty mentor. 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.

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.

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 Advisor's signature and submitting the form to Graduate Division.

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. In the first and third quarters, students will typically enroll in 14 units (Soc 232 in the Fall, and Soc 293 in the Spring).

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 encourages students to take classes at other UC campuses. While we generally prefer that required courses be taken in the department, you can petition the Graduate Affairs Committee a course at another UC to count toward a required course. The GAC has to approve such a petition, and then Grad Division has to approve it. To take a course at another UC, 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 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 TAsip or other university employment (such as someone who has no funding or who has a fellowship rather than a TAsip).

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.

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:

Please keep all receipts pertaining to the conference.

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).

GSA likes to have proof of attendance, such as a name tag from the conference.

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.

GSA reviews the receipts and then turns them over to our department. The Financial Assistant will process the reimbursements.

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.

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.

DEPARTMENTAL AWARDS FOR GRADUATE STUDENTS

The following departmental awards are awarded annually to sociology graduate students, as determined by the Graduate Awards Committee, staffed by faculty.

1) Outstanding Faculty Mentor of Graduate Students Award (Awarded Winter)

We invite nominations for the Outstanding Faculty Mentor of Graduate Students Award. This award seeks to recognize a Sociology faculty member for outstanding efforts in graduate student mentorship. Please submit your letter of nomination by email attachment to the Graduate Awards Committee Chair. Graduate student nominations are required although they may be supplemented by support from faculty. To help the committee in their adjudication process, please provide a nomination letter (1-2 pages maximum) that details why the faculty member is deserving of this award, including examples of efforts commensurate with such a recognition. Nomination letters submitted or endorsed by multiple students and/or faculty members are welcomed.

2) Graduate Teaching Assistant Award (Awarded Winter)

We invite nominations for the Sociology Graduate Teaching Assistant Award. This award seeks to recognize a graduate student for outstanding efforts as a teaching assistant in a Sociology course during the previous academic year (Fall, Winter, and Spring). It does not include any quarters in the current academic year. Please submit your letter of nomination by email attachment to the Graduate Awards Committee Chair. Self-nominations as well as faculty nominations of graduate students are welcomed. To help the committee in their adjudication process, please provide a nomination letter (1-2 pages maximum) that details why the individual is deserving of this award, including examples of efforts commensurate with such a recognition. Please attach teaching evaluations and any letters of support from undergraduate students and/or faculty.

3) Best Master Thesis Award (Awarded Spring)

We invite nominations for the Best Thesis Award. This award seeks to recognize a graduate student for outstanding thesis scholarship completed during the current academic year (Fall, Winter, and Spring). It does not include any quarters in the previous academic year. Please submit your letter of nomination by email attachment to the Graduate Awards Committee Chair. Self-nominations as well as faculty nominations are welcomed. To help the committee in their adjudication process, please provide a nomination letter (1-2 pages maximum) that details why the thesis is deserving of this award. Please attach the thesis so that the committee can evaluate work that may be commensurate with such a recognition.

4) Best Dissertation Award (Awarded Spring)

We invite nominations for the Best Dissertation Award. This award seeks to recognize a graduate student for outstanding dissertation scholarship completed during the current academic year (Fall, Winter, and Spring). It does not include any quarters in the previous academic year. Please submit your letter of nomination by email attachment to the Graduate Awards Committee Chair. Self-nominations as well as faculty nominations are welcomed. To help the committee in their adjudication process, please provide a nomination letter (1-2 pages maximum) that details why the dissertation is deserving of

this award. Please attach the dissertation so that the committee can evaluate work that may be commensurate with such a recognition.

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/REQUIREMENT 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)
- An elective course in any specialization area, preferably the core course in the major or minor area if required.
- An elective course in any specialization area, preferably the core course in the major or minor area if required.
- SOC 293 Fall quarter of first year (first year only)
- MA Thesis Paper
- Presentation of the MA thesis paper
- Defense of the MA thesis paper

PRE-ABD:

- 3 elective courses in the major area, including the core course if required (elective courses taken in the pre-ma phase may count toward this requirement).
- 2 courses in the minor area, including the core course if required (elective courses taken in the pre-ma phase may count toward this requirement).
- 1 course in any area of specialization, including the major or minor area (elective courses taken in the pre-ma phase may count toward this requirement).
- Four units in advanced methodology (which may include two 2-unit courses, such as SOC 206 and SOC 208).
- A major and minor qualifying examination (unless a publication is submitted in lieu of a minor qualifying examination).
- A written dissertation prospectus
- A prospectus defense

POST-ABD

- One presentation at during the Sociology Colloquium Series
- A written dissertation
- A dissertation defense (unless waived)

APPENDIX B: COURSES CROSS-LISTED WITH TWO OR MORE SPECIALIZATIONS*

Course number & title	Specialization 1	Specialization 2	Specialization 3
Soc 242M: Macrostructural Analysis	Theory	Orgs. & Institutions	
Soc 243S: Social Movements	PEGSC	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	PEGSC	Soc 265J: World Inequality

	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

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.

General Guidelines

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

APPENDIX E: 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.

APPENDIX G: 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

APPENDIX H: TEACHING ASSISTANT APPOINTMENT AND 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. When expressing preferences for specific appointments, students should report any special circumstances, such as family commitments, they would like the department to consider.

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.