

SOCIOLOGY GRADUATE HANDBOOK

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I. ABOUT THE PROGRAM

The Department of Sociology offers a graduate program leading to the Ph.D. degree. The Ph.D. in Sociology is conferred in recognition of high quality and original scholarship within the discipline. Students earn the Master’s degree en route to the Ph.D. The program is not designed for students who intend from the beginning to solely earn a Master’s degree.

II. ADMISSION TO THE DEPARTMENT

Applicants are admitted to the Ph.D. program for entry only in the fall semester. The admission process is highly competitive. Consult the [Sociology Department webpage](#) for application deadlines. Members of the Graduate Program Committee evaluate all applications for entry into

the graduate program. Funding and admission decisions are based on undergraduate courses and grades, letters of recommendation, a writing sample, a personal statement, and GRE scores. International students without a Bachelor's degree from a U.S. institution also must submit scores from the Test of English as a Foreign Language (TOEFL) exam.

Students who have a Master's degree should also submit evidence of their performance in their Master's program. If admitted, they may apply to have some of their MA work transferred toward the Ph.D. requirements. All requests to transfer courses are evaluated by the Graduate Director in consultation with relevant department faculty members.

III. FINANCIAL AID

There are four types of financial aid for graduate students: major university funding, minor university funding, external funding, and funding for research and conferences expenses. Each of these is described below.

Major University Funding

Three major kinds of financial support are awarded *by the department* to graduate students: Fellowships, Graduate Assistantships (GAs), and Teaching Assistantships (TAs). All of these provide full tuition remission, a stipend, and some fringe benefits, including health insurance (benefits vary by award type).

Students admitted to the program with major financial aid typically receive a multi-year package of support. This package commonly consists of two years of Fellowship followed by three years of TA or GA support. Annual renewal for each year of funding offers made at admission is dependent upon satisfactory progress toward the degrees (see IX. REASONABLE PROGRESS).

- a. **University Fellowships** are awarded at the time of admission. Fellowships have no work obligation and allow students to devote full time to their studies. Fellows are expected not to hold jobs inside or outside the University during that academic year.
- b. **Teaching Assistantships (TAs)** provide support for two semesters of the *academic* calendar year. Teaching Assistants attend course lectures, lead discussion sections for lecture courses, assist with writing and grading examinations, hold office hours, and otherwise support the instructor for a course. Experienced TAs may be given full responsibility for teaching a course.
- c. **Graduate Assistantships (GAs)** are usually funded through faculty research grants. GAs work 15 hours per week assisting with all aspects of the faculty member's project.

Minor University Funding

A wide variety of minor funding sources are available. These positions do not include tuition remission or benefits. Sources of minor funding include the following:

1. Part Time Lecturer (PTL) positions that pay a fixed salary for teaching a specific course (only available to ABD students).

2. Wages for working on research grants or on specific department projects.
3. Wages for helping professors grade student work in large courses.
4. Teaching during the summer session, the winter break, or at one of our satellite campuses which is paid on a per course basis. Please note that summer courses will only be assigned to students with previous teaching experience (including as TAs).

Competitive External Funding

A variety of fellowships are available from external sources. The procedures and stipends attached to these vary, as do the rules of eligibility. Students interested in applying for externally funded research grants or fellowships should contact [GradFund](#) directed by Teresa Delcorso - Ellmann. The benefits of receiving competitive funding are not just financial; the receipt of a prestigious fellowship is an indication of one's potential as a scholar, and is helpful when applying for jobs as an assistant professor or research scientist.

Banking of Funding Years

Graduate students who receive funding from an external source during the years included in their original funding offer made at the time of admission are not guaranteed that they can defer (i.e., bank) their sociology funding for use in future years in the program. We try to find a university fellowship or TA position for a student who gets outside funding on a one-to-one year substitution for years beyond the original funding offer (assuming reasonable progress). However, we cannot promise that such a substitution will be available. No such substitutions of funding will be made beyond the seventh year in the program. We hope that this policy does not dissuade students from applying for prestigious external fellowships. Fellowships from the National Science Foundation and other organizations are an important indicator of one's potential as a scholar, and can open doors on the job market and for future funding opportunities from such organizations.

Tuition Remission

Domestic students: The program pays full tuition for domestic (U.S. citizens and U.S. permanent residents) sociology graduate students funded on fellowships or Teaching Assistantships. As stated in J. Michael Gower's memorandum from August 10, 2018, while receiving funding through fellowship or TAsip, there will be no difference between in-state and out-state costs. While we continue to encourage our students to live in the New Brunswick area while completing their coursework, and to participate in departmental life, there is no state residency requirement.

International students: Full tuition is paid for all international sociology graduate students funded on fellowships or teaching assistantships.

Before the end of each semester, funded students should pick up their tuition remission form (RT-100) from the Sociology Graduate Administrator. Students must submit this form to the Cashier's Office along with a copy of their term bill. Fellows must also pay their campus, computer, and school fees online. Tuition remission forms are due to Student Accounting by the term bill deadline. If a student does not submit their tuition remission form by the deadline, they must pay a \$125 late fee.

IV. NON-FINANCIAL RESOURCES

1. Advising

Incoming students are assigned a first year advisor to help guide them through their adjustment to the department. Students are encouraged to select their own advisor who shares their substantive interests, methodological approach, and/or general orientation to sociology by the beginning of the second year.

All students are encouraged to have at least one meeting per semester with their advisor to discuss progress in coursework, qualifying papers, dissertation proposal, and the dissertation. Students may also consult with their advisor regarding other issues and concerns with teaching, professional development, research funding, and publishing. It is critical that students keep their advisor updated on their progress and on any problems that arise in the program. Effective mentoring is a two-way street, where the student keeps the advisor updated on personal progress, and the advisor checks in on the student to ensure that s/he is making satisfactory progress in the program.

In addition to consulting with their advisors, students are encouraged to develop working relationships with other members of the department. Obtaining multiple perspectives on intellectual and professional matters is critical for a student's development as a sociologist and a scholar.

2. Computer Services

Upon entering the program, each student is assigned a departmental computer account for accessing e-mail and computers in the department. The department's computer lab is located in the lower level of Davison Hall. The computers in the lab maintain site licenses for Microsoft Office, Stata, SPSS, SAS, NVivo, and a variety of other useful packages for data management and analysis. These can be used for free on the lab computers. A variety of software is also available for use on your personal computer for free or at a university discounted price at the [Rutgers software portal](#) (requires a Rutgers netid login).

3. Mail and E-mail Services

Each graduate student has a departmental mailbox on the first floor of Davison Hall. All departmental e-mails are sent to the students' sociology e-mail addresses. It is the students' responsibility to set up appropriate e-mail forwarding if they use another e-mail service such as gmail. It is critical that students check their departmental email on a regular basis (at least once a day) to ensure that they are informed of all department matters including registration, funding, department events, course information, and the like.

4. Student Organizations

- a. [GUSS](#): The Graduate Union of Sociology Students (GUSS) is an organization composed of all sociology graduate students. GUSS conducts new student orientations, sponsors social events, handles elections of the student representatives to departmental committees, and

manages the GUSS budget.

- b. **The GSA:** The Graduate Student Association (GSA) is an organization for graduate students from all departments. All graduate students are automatically members of the GSA. The budget is generated from student fees (paid by all graduate students). With these funds and graduate student support, the GSA sponsors a wide variety of activities.

5. Sakai – Sociology Information and Documents Depository

On Sakai, we currently have a depository for examples of dissertations, dissertation proposals, qualifying papers, grant proposals, job market letters, CVs, replies to reviewers, etc. Students should feel free to share their successful documents, in order to help others succeed. The site also includes a forum for "Everything You Wanted to Know About Sociology but were Afraid to Ask." Discussions focus on professional development issues, department requirements and any other questions for which students would like to see multiple perspectives.

V. REQUIREMENTS AND COURSE/RESEARCH CREDITS POLICIES

A. 2019 COHORT AND THEREAFTER – THE 3-6-9 PLAN

We expect our students to complete their PhDs within six years. The 3-6-9 plan provides program *guidelines* which we expect our students to follow. However, the plan provides our students with up to 9 years (and no longer) to deal with unexpected personal or family issues, or time-demanding methodological approaches and research projects.

Expected Program GUIDELINES

Second Year Paper sign on – by November 15th of Year 2 (facilitated by Second-Year Seminar)

Second Year Paper sign off – by June 15th of Year 2

Final Qualifying Paper sign on – by November 15th of Year 3

Final Qualifying Paper sign off – by November 15th of Year 4

Dissertation Proposal Defense – by November 15th of Year 5

Dissertation Defense – by August 15th of Year 6

Program Continuation DEADLINES

Although we expect students to meet these guidelines and remain on track to finish the program by the end of year 6, to remain in good standing in our program each student must *MEET EACH CONTINUATION DEADLINE* or the student will face program discontinuation:

Year 3 Deadline – To continue in the program, each student must sign off of the Second Year Paper by the end of academic year 3, no later than June 15th.

Year 6 Deadline – To continue in the program, the student must defend their dissertation proposal no later than June 15th of academic year 6. This plan provides students with considerable flexibility in the timing of their Final Qualifying Paper, but the Second Year Paper deadline and dissertation proposal defense deadline are firm.

Year 9 Deadline – To receive their degree, the student must complete all requirements of the program, including a successful dissertation defense, no later than August 15th of academic year 9.

The School of Graduate Studies requires all Ph.D. students to complete their program in 7 years and within a *maximum* of 10 years. Students beyond 7 years are required to fill out yearly “Extension of Time” forms that the GPD must approve, along with the Dean of SGS. For more information, see the SGS Graduate Student Handbook and the Sociology Graduate Student Handbook - IX. Reasonable Progress.

Summary of Guidelines and Deadlines

	<i>Guideline Dates</i>	<i>Deadlines Dates</i>
Second-Year Paper sign on	11/15/Y2	
Second-Year Paper sign off	06/15/Y2	6/15/Y3
Final Qualifying Paper sign on	11/15/Y3	
Final Qualifying Paper sign off	11/15/Y4	
Proposal Defense	11/15/Y5	6/15/Y6
Dissertation Defense	08/15/Y6	8/15/Y9

1. M.A. Requirements (see **Appendix A** for an M.A.–Ph.D. timeline)

- a. 5 required courses with a grade of B or above
 - Soc. 501 - Sociological Research Methods I
 - Soc. 503/504 – Second Year Paper Seminar
 - Soc. 515 - Classical Sociological Theory
 - Soc. 516 - Contemporary Sociological Theory
 - Soc. 541 - Statistical Methods in Sociology
- b. Five elective courses: 1 may be an Independent Study, 1 may be outside the department.
- c. First-year and second-year proseminar (register with GPD for 1 research credit each semester)
- d. Second Year Paper

2. Ph.D. Requirements (see **Appendix A** for an M.A.–Ph.D. timeline)

- a. All requirements for the M.A. degree
- b. Two additional required courses *with a grade of B or above*
 - Soc. 542 - Statistical Methods in Sociology II
 - One other methods/statistics course from the following
 - Soc. 520 - Comparative Historical Methods

- Soc. 573 – Ethnographic Methods
 - Soc. 615 - Qualitative Research Methods
 - Soc. 570 – Multilevel and Longitudinal Data Analysis
 - Soc. 570 - Social Network Analysis methods course
 - *Students may request to use an intermediate/advanced statistics courses at RU-Newark in the Criminal Justice program to fulfill this requirement*
- c. Four additional elective courses; 1 may be an Independent Study, and 1 may be outside the department (*see section V.3 below for more details on the writing seminar*)
 - d. 24 research credits (these do *not* substitute for course or independent study credits. *See section V. 4 below for more details.*)
 - e. Final Qualifying Paper (see section VI on Qualifying Papers for details)
 - f. Dissertation proposal defense
 - g. Dissertation with successful defense

3. Second Year Paper Seminar (503/504) and Writing Seminar (703)

Starting in fall semester 2020, second-year students are required to take the Second Year Paper Seminar which fulfills the writing seminar requirement. *Second-year students will register for the Second Year Paper Seminar for course credit (503 fall semester/504 spring semester – each for 1.5 credits). After the Second Year Paper Seminar, students are encouraged to enroll in the Writing Seminar (703), as interested, but will do so for research credit.* The Writing Seminar for research credits (703) will be offered every spring semester for all students. The Second Year Paper Seminar (503/504) is designed to assist students in the process of researching and writing their second year papers (i.e. MA thesis). The Writing Seminar (703) supports the development of writing skills for completing and polishing a piece of sociological work (e.g., final qualifying paper, dissertation proposal, manuscript for submission for journal review). This course is graded only as Satisfactory or Unsatisfactory.

4. Research Credits

Students must complete 24 research credits to graduate with the PhD degree. The department advises that students complete 20-24 research credits by the end of their 5th year in the program, although the exact number for each student depends on his or her pace to completion of the Ph.D. Subsequently, students should register for 1 research credit per semester while completing their dissertations. Since these credits are paid for by the department, SAS, or the student, it is important to try not to exceed 24 total research credits through the completion of the Ph.D., if possible.

Below is the suggested timeline for an incoming student in the program who does not transfer any course credits and who plans to complete the Ph.D. at the end of the 6th year. Note that this timeline will vary based on a variety of individual circumstances that students can discuss with the Graduate Director or Administrator.

Year in Program	Fall Semester	Spring Semester
1	1	1
2	1	1
3	3	3
4	3-6	3-6
5	1-2	1-2

Students should register for research credits with one of their advisers, that is, with either the primary adviser or the lead reader for their final qualifying paper (except when taking the Writing Seminar for research credits). Students should inform faculty that they are signing up for research credits with them and should agree upon the level of communication and work expected in order to earn an S grade. This generally involves making tangible progress on research and producing some piece of writing (e.g., a draft of a final qualifying paper, dissertation proposal, dissertation chapter, or article for submission). The student and adviser should stay in regular contact about the student's progress over the course of the semester.

ABD students are required to register for a minimum of 1 research credit per semester and should plan research credits accordingly. Once a student's funding package is complete, research credits will be need to be paid by the student or external funding arrangements. Note: SAS will not provide financial support beyond 75 credits.

Any unapproved lapse in registration will be considered a voluntary withdrawal from the program and the student will be terminated. In extenuating circumstances, students may request a formal leave of absence or register as Matriculation Continued (maximum 2 semesters) with the permission of the Graduate Director.

B. 2013-2018 COHORTS

The following requirements apply to students who entered the Rutgers Sociology Graduate Program in the *fall semester of 2013 to 2018*. Students may petition to participate in the 3-6-9 Plan through submitting the [3-6-9 Petition Form](#) to the GPD.

1. M.A. Requirements (see [Appendix B](#) for an M.A.–Ph.D. timeline)

- a. Four required courses *with a grade of B or above*
 - Soc. 501 - Sociological Research Methods I
 - Soc. 515 - Classical Sociological Theory
 - Soc. 516 - Contemporary Sociological Theory
 - Soc. 541 - Statistical Methods in Sociology I
- b. Six elective courses; 1 may be an Independent Study, 1 may be outside the department, and 1 may be the Writing Seminar.
- c. First-year and second-year proseminar (attendance required but there is no course registration)
- d. One qualifying paper (QP) (see section VI on Qualifying Papers for details)

2. Ph.D. Requirements (see [Appendix B](#) for an M.A.–Ph.D. timeline)

- a. All requirements for the M.A. degree listed in section V.1
- b. Two additional required courses *with a grade of B or above*
 - Soc. 542 - Statistical Methods in Sociology II
 - One other methods/statistics course from the following:
 - Soc. 520 - Comparative Historical Methods
 - Soc. 573 – Ethnographic Methods
 - Soc. 615 - Qualitative Research Methods
 - Soc. 570 - Social Network Analysis

- *Students may request to use an intermediate/advanced statistics courses at RU-Newark in the Criminal Justice program to fulfill this requirement*
- c. Four additional elective courses; 1 may be an Independent Study, 1 may be outside the department, and 1 may be the Writing Seminar if this was not used as an elective for the M.A. degree (*see section V.3 below for more details on the writing seminar*)
- d. 24 research credits (these do *not* substitute for course or independent study credits. *See section V. 4 below for more details.*)
- e. Second qualifying paper (*see section VI on Qualifying Papers for details*)
- f. Dissertation proposal defense
- g. Dissertation with successful defense

3. Writing Seminar

Students are required to take the Writing Seminar once to earn the Ph.D. degree. *Students may register for the Writing Seminar for course credit (temporarily offered as 570) or for research credit (703).* Either registration fulfills the Writing Seminar requirement. Please note that students may only receive course credit for the Writing Seminar *once*. All subsequent registrations must be for research credit. [However, students under the 3-6-9 plan can only register for the Writing Seminar for research credit (703)]. The Writing Seminar supports the development of writing skills for completing and polishing a piece of sociological work (e.g., QP, dissertation proposal, or manuscript for submission for journal review). This is a single Writing Seminar that is designed for students using any type of method at any stage of the graduate career. This course is graded only as Satisfactory or Unsatisfactory. We encourage students to take the Writing Seminar more than one time at varying stages of the program to facilitate progress in completing QPs, submitting papers for publication, and writing dissertation proposals.

4. Research Credits

Students must complete 24 research credits to graduate with the PhD degree. The department advises that students complete 20-24 research credits by the end of their 5th year in the program, although the exact number for each student depends on his or her pace to completion of the Ph.D. Subsequently, students should register for 1 research credit per semester while completing their dissertations. Since these credits are paid for by the department, SAS, or the student, it is important to try not to exceed 24 total research credits through the completion of the Ph.D., if possible.

Below is the suggested timeline for an incoming student in the program who does not transfer any course credits and who plans to complete the Ph.D. at the end of the 6th year. Note that this timeline will vary based on a variety of individual circumstances that students can discuss with the Graduate Director or Administrator.

Year in Program	Fall Semester	Spring Semester
1	-----	-----
2	-----	-----
3	3	3
4	6-8	6-8
5	1-2	1-2

Students should register for research credits with one of their advisers, that is, with either the primary adviser or the lead reader for their final qualifying paper (except when taking the Writing Seminar for research credits). Students should inform faculty that they are signing up for research credits with them and should agree upon the level of communication and work expected in order to earn an S grade. This generally involves making tangible progress on research and producing some piece of writing (e.g., a draft of a final qualifying paper, dissertation proposal, dissertation chapter, or article for submission). The student and adviser should stay in regular contact about the student's progress over the course of the semester.

ABD students are required to register for a minimum of 1 research credit per semester and should plan research credits accordingly. Once a student's funding package is complete, research credits will be need to be paid by the student or external funding arrangements. Note: SAS will not provide financial support beyond 75 credits.

Any unapproved lapse in registration will be considered a voluntary withdrawal from the program and the student will be terminated. In extenuating circumstances, students may request a formal leave of absence or register as Matriculation Continued (maximum 2 semesters) with the permission of the Graduate Director.

C. COURSE INFORMATION– ALL STUDENTS

Independent Studies

Independent studies are based on arrangements made between a professor and one or more graduate students to study a mutually-agreed-upon subject for one semester. In order to register for an independent study, the student (in consultation with the professor) must compile a syllabus that specifies the required reading and writing requirements as well as the meeting schedule. This syllabus must be submitted to the graduate director for approval. Independent studies are considered as equivalent to seminars in workload and hence they count as elective courses for your degree requirements. Students may take no more than two independent studies during their time in the graduate program, one counted toward the M.A. requirements and one toward the Ph.D. requirements.

Courses Outside of the Sociology Department

- a. **Number of outside courses** - Students may take up to two courses outside of the Sociology Department that count toward their elective requirements (1 for the M.A. degree requirements and 1 for the Ph.D. degree requirements)
- b. **Inter-University Doctoral Consortium Courses** - Graduate students at Rutgers may take graduate courses at several other universities in the region (e.g., Columbia University, CUNY-Graduate Center, the New School, New York University, Princeton University) at no extra cost. Enrollment in courses at other institutions through this program requires the permission of the student's advisor, the Sociology Graduate Director, and the instructor of the course at the host institution. The form required to register for courses in the consortium is available on the [Graduate School webpage](#). These classes count as courses taken outside the department. Thus, no more than two such courses can be used to meet the program requirements.

Grades and Incompletes

- a. **Grades** - You must receive grades of A or B in 14 of the 16 required and elective courses to receive a Ph.D. All required courses must have a B or higher.
- b. **Incompletes** - We strongly discourage students from taking an incomplete in a course. Having an incomplete frequently impairs a student's ability to complete subsequent work on time. If a student is unable to complete all the requirements for a course, the instructor may assign a grade of incomplete if they think the circumstances are warranted. The Graduate School requires that a student make up the work for an Incomplete within twelve months of the end of semester in which the incomplete grade was assigned (e.g., an incomplete in a course from the fall semester 2015 must be completed and the grade turned in by the end of the grading period for the fall semester 2016). *Excessive Incompletes*: Any student with more than 2 incompletes in any given semester will face discontinuation from the program. SGS requires that a student with 2 incompletes has only 1 semester to reduce the incompletes to 1. Any student who has not made-up their final incomplete within 1 year will face discontinuation from the program.

Transfer of Credits

- a. Students may apply to transfer up to 12 credits towards the MA degree requirements at Rutgers. Students may apply to transfer an additional 12 credits towards the PhD degree requirements. These may be used for required or elective courses in the degree program upon approval of the graduate director.
- b. All transfer courses must be regular numerical or letter graded classes (not courses graded satisfactory/unsatisfactory or pass/ fail). Courses with grades below B cannot be transferred for credit in our program. Individually arranged reading courses are also not accepted for transfer credit.
- c. The transfer of credit can only be made after completion of 12 graduate credits at Rutgers University.
- d. The Graduate School does not approve any credits to be transferred for the degree at Rutgers for courses that were taken more than 6 years before the transfer request.

VI. QUALIFYING PAPERS

A. 2019 COHORT AND THEREAFTER – THE 3-6-9 PLAN

1. Standards and Expectations

A. Second Year Paper

- A Second-Year Paper is a piece of original research (empirical or theoretical) that is ideally the first step toward a publication. This paper is part of the learning process about how to conduct original research that contributes to the discipline. Many second-year papers ultimately become published journal articles or components of a larger product (e.g., dissertation or book).

- **Second-Year Paper Proposal** - Before beginning the second year paper, students must write a short (about 5-10 page) proposal. The proposal should specify the research question(s), discuss the potential contribution of the work to sociology relative to past research, and provide a timeline of the proposed work. For empirical papers, the proposal additionally describes the data to be collected or analyzed and the proposed method of analysis. Papers using quantitative secondary data analysis should include a discussion (or table) describing the proposed dependent, independent, and control variables. The proposal should be submitted to your reading committee (see information on committee structure below) for feedback and revision before scheduling a sign-on meeting (see information on sign-on meeting in section VI.C).
- **Content of the Second Year Paper** - A second year paper should be similar to a single journal article in the scope of the research question (i.e., well focused and delimited), data, and findings as well as in its length. As such, a second year paper is typically 20-30 pages long, plus any references, endnotes, tables, and appendices (as relevant). Each paper should demonstrate a careful and thorough consideration of a sociological problem and clearly articulate the contribution of the research to the discipline. This paper **MUST** be empirical or theoretical and can use any substantive and/or methodological approach (e.g., analysis of survey data, textual analysis, interviews, field work). As such, they vary in style and structure. (*Note that if the project involves research with human subjects, the student must get IRB approval before collecting any data.*) Each second-year student will be required to take the Second Year Paper Seminar to facilitate the development and completion of the paper.

B. Final Qualifying Paper

The Final Qualifying Paper has four options:

1. Research Paper Option with a three-person committee. This option is identical to the former Qualifying Paper 2. Only 1 member of the Second Year Paper committee and the Final Qualifying Paper committee can overlap (but not as chair) for both committees.
 - A. Note: For those students who enter with an MA from elsewhere, and revise their MA thesis for Second Year Paper **must take the Research Paper Option with a 3 member committee.**
 - B. Note: If your project involves research with human subjects, you must get IRB approval before collecting any data.
2. Qualifying Examinations Option. Write and orally defend Qualifying Examinations in two substantive area(s). There is flexibility but this would be a take-home written examination over several days in a general area of scholarship, e.g. Environmental Sociology, combined with a more specialized literature and knowledge, such as Environmental Justice or the Sociology of Climate Change. The student has two committee members who first approve an appropriate reading list for the exams content. The committee composes the questions and evaluate the responses written document and for the oral defense. The examination consists of 2-5 questions with a 30 page or so document as the final product.
3. Apprentice Model Research Paper Option. Building off of the Gretel Weiss Research Projects, this option pairs the graduate student with a faculty member who collaborates with the student on a research and writing project. The student takes a

lead in authorship (with greater than 50% of the contribution) with supportive collaboration by the faculty member as second author. This will provide the student with close mentoring regarding the research and publishing processes. The paper may be theoretical, empirical or an analytical review. A publication submission completes this option.

4. Analytical Review Option. Write and orally defend a critical review of a particular literature as determined by a two-person committee and the student. The committee works with the student to define the scope of the review and evaluate its content. This review of 30 or so pages might be used to generate course syllabi, dissertation literature review, background for policy recommendations, or a review paper project. This option must be a critical review designed for academic audiences. Simple summaries of a literature would likely be insufficient.

C. Committee Structure

The Second Year Paper requires a 3 member committee - a lead reader and two secondary readers. For the Final Qualifying Paper (Research Paper option), a three member committee is required. The lead readers for the Second Year Paper and Final Qualifying Paper (Research Paper option) must be different. In addition, the two paper committees may have only a one-reader overlap. Thus, the two paper committees together include five or six different faculty members per graduate student. This structure encourages intellectual and methodological breadth, and ensures that each student interacts intellectually with multiple faculty members. Committee members may include regular sociology faculty and one affiliated graduate faculty member in sociology. However, the other Final Qualifying Paper options (2, 3, and 4) have differing committee requirements. The Qualifying Examination (option 2) and the Analytical Review (option 4) each require a two-member graduate faculty committee. The Apprentice Model Research Paper (option 3) is comprised of a graduate student and faculty member.

B. 2013-2018 COHORTS

1. Standards and Expectations

A. Qualifying Papers (1 and 2)

A qualifying paper (QP) is a piece of original research (empirical or theoretical) that is ideally the first step toward a publication. A QP, particularly the first QP, is part of the learning process about how to conduct original research that contributes to the discipline. Many QPs ultimately become published journal articles or components of a larger product (e.g., dissertation or book).

a. Qualifying Paper Proposal - Before beginning a qualifying paper, students must write a short (typically about 5 page) proposal. The proposal should: specify the research question; discuss the potential contribution of the work to sociology relative to past research; and provide a timeline of the proposed work. For empirical QPs, the proposal additionally describes the data to be collected or analyzed and the proposed method of analysis. QPs using quantitative secondary data analysis should include a discussion (or table) describing the proposed dependent, independent, and control variables. The QP proposal should be submitted to your reading committee for feedback and revision before scheduling a QP sign-on meeting (see information on QP sign-on meeting in section VI.C).

b. Content of the Qualifying Paper - A qualifying paper should be similar to a single journal article in the scope of the research question (i.e., well focused and delimited), data, and findings as well as in its length. As such, a QP is typically 20-30 pages long plus any references, endnotes, tables, and appendices (as relevant). Each paper should demonstrate a careful and thorough consideration of a sociological problem and clearly articulate the contribution of the research to the discipline. One of the qualifying papers may be theoretical but at least one QP must be empirical. QPs can use any substantive and/or methodological approach (e.g., analysis of survey data, textual analysis, interviews, fieldwork). As such, they vary in style and structure. *(Note that if your project involves research with human subjects, you must get IRB approval before collecting any data).* We encourage you to take the Writing Seminar when you are working to complete your first QP because this facilitates the development and completion of the qualifying paper. To ensure breadth and proficiency in more than a single sub-area of sociology, the two qualifying papers must focus on topics that are significantly different from one another. The committee structure (see section below) helps ensure that the foci of the QPs are distinct.

c. Committee Structure - Each committee has a lead reader and two secondary readers. The lead readers for the two qualifying papers must be different. In addition, the two QP committees may have only a one-reader overlap. Thus, the two qualifying paper committees together include five or six different faculty members per graduate student. This structure encourages intellectual and methodological breadth, and ensures that each student interacts intellectually with multiple faculty members. Committee members may include regular sociology faculty and one affiliated graduate faculty member in sociology.

C. SIGN ON AND SIGN OFF MEETINGS – ALL STUDENTS

a. **Sign-On Meeting** – Upon approval of the QP or Second Year Paper committee members, the student schedules a meeting with the committee to discuss the content and direction of the project. This meeting lasts approximately one hour. During the meeting, committee members and the student should discuss and agree upon the research question and conceptual framing of the project as well as the data and methods (when relevant). The committee members and the student should also agree to a written timeline for the proposed work and for communication between the student and committee members (e.g., a progress report every month or two, monthly meeting with the lead reader, etc.). Upon successful completion of the sign-on meeting, the committee members and the Graduate Director sign the **Second Year Paper, QP 1, or QP 2 proposal form**. This form should be submitted to the sociology graduate administrator.

At the end of the QP sign-on meeting, the committee members should discuss the division of labor and work plan for supervising the student (e.g., work closely with the primary reader before distributing to other committee members, send all drafts to all committee members simultaneously, etc.).

b. **Sign-Off Meeting** – Upon approval of the QP committee members, the student schedules a final sign-off meeting with the committee. This meeting is scheduled only after the student has completed and revised the qualifying paper in consultation with the committee members. (The process of writing a qualifying paper typically involves multiple drafts and recurrent interaction with your committee members as agreed upon in the sign-on meeting). During the meeting, the student briefly presents the key results and conclusions of the research (about five minutes). The student and committee members discuss whether there are remaining issues to be addressed before

the committee agrees to “sign off” on the paper, and discuss strategies for moving the paper toward publication or inclusion in future work (e.g., dissertation). Upon successful completion of the meeting, the committee members and the Graduate Director sign the **Second Year Paper sign off form or Qualifying Paper sign off** form as well as the MA or PhD Candidacy form. For the Final Qualifying Paper options 2, and 4, the sign off process will take place as the end of a successful oral defense. For option 3, the paper’s submission to an academic publication serves as the sign off process. All option completion forms will first be submitted to the graduate administrator, followed by a signature by the graduate director.

c. Students Entering with an M.A./M.S. from another Program

The department does not accept a prior Master’s thesis in lieu of one of our qualifying papers. A student entering the Rutgers graduate program in sociology with an M.A. or M.S. who wrote a thesis may, however, use his/her thesis as the basis for one qualifying paper. To do so, the student assembles a three-reader committee that reads the thesis and provides feedback on the steps required to make the work into a qualifying paper that meets departmental standards. The conditions may range from minor to more substantial revisions in content, approach, style, methods, etc. All restrictions on committee membership noted above apply.

VII. DISSERTATION

After completing the Master’s Degree and having the second qualifying paper approved, students write a dissertation proposal, and ultimately a dissertation. The dissertation must be an original and significant scholarly contribution to the sociological literature. The following steps are required to complete the Ph.D.

1. Dissertation Committee

- a. **Department Committee Members** - The dissertation committee includes the student’s dissertation advisor (who serves as the chair) plus two other members of the sociology graduate faculty. One of the two committee members (but not the chair) may be a member of the Sociology affiliated graduate faculty unless they have full membership status in the graduate program. Contact the GPD or department chair. In rare instances, students invite a fourth member from the sociology graduate faculty. The dissertation advisor is the main consultant for the student during all phases of the dissertation research and writing. Substitutions in committee membership, once the committee has been formed, must be approved by the Graduate Program Director. Substitutions normally occur only if a member is unable to serve or if a student’s dissertation topic or methodology changes dramatically.
- b. **Committee Member from Outside the Department** – The committee must also include an additional committee member who is **not** a regular or affiliated Rutgers sociology graduate faculty member. This outside member may be chosen from another department at Rutgers or from outside the University. The outside member should be a recognized authority on the subject of the dissertation. The student is encouraged to talk with his/her dissertation chair and committee members about the selection of the outside member of the committee. The student should also seek advice from the chair and committee members about how to

request committee membership from individuals outside of the department. The outside committee member can be selected at the time that the committee is formed or can be added later. However, the outside committee member should be confirmed by two months before the dissertation defense *at the very latest*. It is important that the student discusses the role of the outside member with him/her and with the dissertation chair because the extent of involvement can vary greatly—from providing early and regular feedback to reading and providing comments only on the final draft. An outside member may not serve as the dissertation chair.

2. Dissertation Proposal

A dissertation proposal should be developed in close consultation with the student's dissertation advisor and committee members. Dissertation proposals vary widely with respect to their length and level of detail, although they typically range from 20 to 30 pages. They should specify the research question(s), discuss the potential contribution of the work to sociology relative to past research and theory, describe the data to be collected or analyzed and the proposed method of analysis, and provide a timeline of the proposed work. If major parts of a QP will be included as a portion of the proposed dissertation, the student should make clear the distinct contribution of the dissertation work beyond that made by the QP. The more detail provided in the proposal about all issues noted, the more help committee members can give. Importantly, the dissertation proposal is not a formal contract, and both the student and committee members may adjust components of the project as the dissertation work progresses.

3. Dissertation Proposal Defense

The proposal must be defended in an oral examination with the student's departmental dissertation committee members. During the defense, the student briefly presents the central proposed elements of the dissertation (e.g., research question[s], substantive contribution, data/methods). The student and committee members then discuss issues about the theory, methods, and overall direction of the project to provide guidance for moving the dissertation forward. They should also discuss whether the dissertation will be organized as a "three-paper" project or the more traditional "book-style" dissertation. The three paper model of a dissertation includes three interconnected papers/chapters that are linked by an overarching theme; additional introductory and concluding chapters develop the theoretical and empirical connections among the papers/chapters. Note that both styles are valid models for a dissertation; the decision about which style to use varies across substantive areas and by the way in which the project develops. In the proposal defense, the student and committee should additionally agree upon a projected timeline of progress towards the completion of the dissertation and develop a plan for communication of the student with committee members. Upon approval of the proposal, the committee members and the Graduate Program Director sign the [Dissertation Proposal Approval Form](#). This form is filed with the Graduate Administrator. The PhD Candidacy form (page 2) should be signed by the Graduate Director and submitted to the Graduate School. At this point, the student is designated as ABD (All But Dissertation).

4. Writing the Dissertation

The dissertation writing process typically takes one to three years. That time period is spent conducting original research, writing an initial draft, and revising the chapters at least once in response to committee members' feedback. The committee (especially the dissertation chair) must be kept informed of the student's progress at frequent intervals and should monitor the candidate's work and assist in its development. In so far as possible, the committee should attempt to give the student ample and early warning of any reservations concerning the student's progress and, if necessary, specify the changes required for dissertation acceptance.

A first draft of the dissertation should be submitted to the dissertation advisor and/or to any or all members of the dissertation committee according to terms agreed upon by the student and by committee members. After receiving suggestions from committee members, the student revises the dissertation draft. The process of receiving feedback and revising accordingly may happen more than once, with students sometimes drafting several versions of a particular chapter. The dissertation is revised until the advisor and committee members believe that the work is ready for defense.

5. Dissertation Defense

When the student, dissertation chair, and other committee members agree that the dissertation is complete and ready for public defense, the student contacts all committee members to schedule a dissertation defense at a mutually agreeable date and time. The defense date, time, and location should be scheduled at least three weeks in advance. Arrangements for the location of the defense are made with the sociology graduate administrator. The dissertation defense must be publicly announced and all faculty and graduate students in the sociology department must be invited to attend. The student should contact the sociology graduate administrator to arrange for this announcement and invitation. The student should also contact the dissertation chair to discuss the structure of the defense. The student and all departmental members of the committee must be present at the defense unless prior written permission for participation via conference call or Skype is granted by the dissertation chair and Graduate Director. The outside member may be absent if necessary, provided that he or she sends the committee chair written comments.

The dissertation defense typically entails a lively discussion of the student's work, with committee members and guests asking questions about the dissertation research. Immediately following the formal defense, the committee members meet with the candidate to provide a list of changes (if any) that are required before the dissertation is approved. Typically, these required revisions are reviewed by the dissertation advisor although committee members may request to review and approve revisions. Students should be advised that this stage of final revisions, *after* a successful defense, is not trivial or anticlimactic but is an important part of the dissertation process. Making final revisions can take anywhere from a few weeks to several months. During the immediate post-defense meeting, the committee may also provide advice about future revisions as the student prepares the dissertation for publication as a book or refereed journal articles. The committee and Graduate Director must sign the PhD Candidacy form that the student submits to the Graduate School.

6. Formatting the Official Dissertation

The final draft of the dissertation should be prepared in strict accordance with the instructions provided in the *Electronic Thesis and Dissertation Style Guide* available on the School of Graduate

VIII. FACULTY & STUDENT COMMUNICATION AND SUPPORT

Faculty and students should consider the following recommendations to establish a mutually satisfying and productive work arrangement. These guidelines apply to all types and stages of research, including independent studies, qualifying papers, dissertations, and research and teaching assistant work.

- a. Identify the best ways and times to communicate (e.g. email, Skype, in-person meetings). Discuss expectations regarding the frequency and length of meetings. It is strongly recommended that mentors and students arrange at least one meeting per semester. To ensure a productive meeting, students are encouraged to provide an agenda for the meeting and to send drafts of relevant information ahead of time.
- b. Establish a timetable for completion of work. Consider dates for milestones such as completion of literature review, data analysis, first draft, and/or conference presentations. Clarify the role of different faculty mentors at each stage of the timetable.
- c. Faculty should provide timely feedback on written work. Faculty members are encouraged to acknowledge receipt of a student's submission of work and provide an approximate idea of the time it will take to return the work with comments. For a complete draft, faculty may take up to a month to provide feedback; during the summer months, faculty may take longer to review a draft, up to two months. A review of a section of a paper is expected to take less time. Faculty members are encouraged to notify students of prior commitments that may affect these timetables to ensure that students can continue working effectively. Faculty members going on leave should discuss reasonable expectations for providing feedback with all advisees well before the leave begins.
- d. Students are encouraged to make every effort to keep to the established timetable and to communicate with their faculty mentors if they are having difficulty meeting deadlines. Missing a deadline will likely delay the timetable given the time needed to review written work. If a student is not receiving the necessary support to complete her/his work, they should approach the faculty mentor (e.g., advisor, lead reader of a QP) to discuss the problem. If the student does not receive a sufficient response, they should bring the issue to the attention of the graduate director, chair, or a department ombudsperson.

IX. REASONABLE PROGRESS – 2013-2018 COHORTS

Reasonable Progress Policy (*applies to all students entering the Rutgers Sociology Graduate Program between the fall semester of 2013 and 2018*)

- Students should complete the *first QP and all required courses for the M.A.* by the end of the fall semester of the third year in the program.
- Students should complete the *second QP and all Ph.D. courses* by the end of the fall semester of the fourth year in the program.

- Students should complete their *dissertation proposal and move to ABD status* by the end of the fall semester of the fifth year in the program.

Should a student fail to meet any of the above deadlines, the student and their advisor will receive a notice of unsatisfactory progress. The student is then required to submit a detailed work plan for finishing any uncompleted work by the end of the following semester. The work plan should be written in consultation with the student's advisor, the lead reader of the Qualifying Paper (when applicable), and the graduate director, all of whom must approve the plan. Failure to meet the deadlines set forth in the work plan will result in the loss of eligibility for funding and may lead to dismissal from the program. *Please consult section IX.2 below for the policy on extenuating circumstances.*

At the end of the fifth year and every subsequent year in the program, each student must submit a written plan for moving forward and completing the dissertation in a timely manner. This plan must be approved by the student's advisor. These plans will be reviewed during the annual student review. The goal of these annual reviews is to foster the development and completion of the dissertation and Ph.D. degree as a means to launch students on to successful careers. A letter will be sent to each student providing feedback on their plan.

Note that the policy of the School of Graduate Studies is that full-time Ph.D. students complete their degrees in seven years or less. Students in the Sociology Department should finish their Ph.D. within this time frame. Requests to the Graduate School for extensions beyond seven years are strongly discouraged. Such requests will be evaluated by the graduate director and the student's advisor on an individual basis.

2. Extenuating Circumstances

In some instances, a student may fail to meet the standards for reasonable progress due to circumstances that are beyond their control. Such circumstances include (but are not limited to) severe and/or long illness, a serious accident, intensive caregiving, family leave, and death in the family. They also include unusual circumstances regarding challenges related to data collection, complications with IRB approval, or unusually delayed feedback by faculty. When such circumstances apply, the student may petition to produce a work plan outlining their plan to achieve reasonable progress regarding program milestones (set forth in section IX.1) to finish a qualifying paper or a dissertation proposal.

To petition for an extension, the student should submit a letter to the graduate director explaining the circumstances and outlining a proposed timeline for finishing necessary work. The student's advisor should also submit a brief letter of support for the extension and proposed timeline. If more than one semester is needed to get a student's graduate work back in line with the reasonable progress policy (section IX.1), the student may request a leave of absence from the graduate director for up to two semesters in which the student can register under matriculation continued status. Semesters of matriculation continued status do not count toward a student's standard of progress.

3. Grandfathering for the Reasonable Progress Policy and M.A./Ph.D. Requirements

Some grandfathering of the requirements and policies on reasonable progress is necessary to align the progress of students who entered the sociology graduate program prior to the fall semester of 2013 with the new policies on standards of reasonable progress described in section IX.1. Every student who entered the program in the fall semester of 2009 through the fall semester of 2012 will thus be given a one-semester extension beyond the standards noted in section IX.1 to finish incompletes, a qualifying paper, or a dissertation proposal and align oneself with the new policies (see the full description of the policy and extenuating circumstances in sections IX.1-2). They will thus be expected to complete the first QP and all required courses for the M.A. by the end of the spring semester of the third year in the program, the second QP and all Ph.D. courses by the end of the spring semester of their fourth year in the program, and their dissertation proposal (and move to ABD status) by the end of the spring semester of their fifth year in the program (all conditions beyond these dates that are noted in sections IX.1-2 apply).

X. PERIODIC EVALUATIONS OF PROGRESS

Evaluation of student progress is an essential feature of our graduate program. The fundamental purpose of evaluation is to ensure that students complete the program in the most rewarding way possible, and achieve the highest standards of excellence in their development as scholars. Periodic evaluation offers students substantive guidance about their projects and a reminder to be timely in the completion of their work. In short, the faculty is committed to periodic evaluation as a constructive process.

In some instances, the department will decide that a student may not continue in the program, either because of clear signs of lack of progress, or because the program is no longer serving the needs and interests of that student. However, this decision, consistent with all assessments, is made according to the guidelines for review set forth below and in as transparent a fashion as possible.

1. Annual Review and Individual Development Plans

The primary instrument for periodic evaluation is the Annual Review. To offer feedback in the timeliest way, all students are reviewed annually, including those in the advanced stages of dissertation work. Different cohorts are reviewed at different times of the year. Students are evaluated on the quality of their performance in class, on independent research projects including qualifying papers, and in their success in meeting the department's expectations regarding the reasonable progress deadlines.

In the near future the department will be implementing a new system of Individual Development Plans, IDPs, as a way to enhance our mentoring activities.

- a. **Criteria for Evaluation:** The following specific criteria are used for evaluation:
 - *Course grades.* Attention is given to both the student's distribution of grades and the overall GPA.
 - *Progress on Qualifying Papers and on the Dissertation.* The department considers the quality of this aspect of the student's work and the timeliness with which it is completed.
 - *Incompletes.* Carrying Incompletes, and/or a recurrent failure to complete coursework on time, is considered a cause for concern.
 - *Other factors.* The faculty may also consider additional factors, including for example, a student's ability to respond thoughtfully to faculty feedback, originality and rigor of a

student's work, the breadth of a student's course of study, and compliance with the university's code of ethics.

- b. **Timing of Reviews:** First- and second-year students are reviewed in late March. Students in the third through seventh years are reviewed in the fall semester.
- c. **Providing Feedback to Students:** The Graduate Director sends a letter to each student within a month following the Annual Review, summarizing the faculty's assessment of the student's progress and offering constructive criticism and guidance moving forward.

2. Master's Review

The Annual Review process is the single most important means of student evaluation in the department. But at the time that the student completes the Second-Year Paper and all coursework necessary for the Master's degree, the faculty takes stock of the student's overall progress. The student's committee makes one of three recommendations: (a) to grant the Master's degree as a stepping stone to the Ph.D.; (b) to grant a terminal Master's degree signifying that the student may not continue in the program toward the Ph.D.; or (c) to deny the Master's degree. Most students completing the Master's degree fall into category (a).

3. Students under 3-6-9 Plan: Work Plans, Unsatisfactory Progress, and Discontinuation

If a student under the 3-6-9 plan fails to meet a **guideline**, the GPD will request a *work plan* from the student, with the full involvement of the student's advisor and committee members. The work plan will acknowledge key dates and activities to ensure continuation in the program by completing the necessary task before reaching program **deadlines**. Note: Work plans may be required of any student, whether under the 3-6-9 plan or not, for missing important guidelines and issues related to time to degree.

If the student has not completed the required work by our current Annual Review Meetings, held each fall semester for years 3+, we will also assess the progress of students who have not completed their second-year paper. Spring semester review for years 1 and 2, will be conducted along with time devoted to assessing the progress of students in years 4, 5 and 6 regarding their Final Qualifying Paper and Dissertation Proposal Defense. With each review the student and the student's advisor will receive an annual review letter noting *satisfactory or unsatisfactory progress* regarding their progress on these benchmarks in addition to other comments. The student will have until the **deadline** (see above) to complete the required work or face program discontinuation.

*In summary – a Missed **Guideline** date will require the GPD in the Annual Review Letter (or special letter as necessary) to request a Work Plan approved by the student's committee members and the GPD. A follow-up letter from the GPD will indicate either "Satisfactory or Unsatisfactory Progress on the student's work plan". The student has until the **Deadline** to complete the work or face discontinuation. If there are extenuating circumstances the student will be encouraged to pursue Matriculation Continued or leave status.*

4. ABD Yearly Update

The Graduate Program Committee now requires all ABD students to provide a yearly written update on their progress to their advisor, committee members, and the GPD. Each ABD student must fill out and submit a year [ABD Update Form](#). This is to assure the student is making reasonable progress in completing the dissertation by the Y9 deadline. Note: the SGS expects all of its graduate students to complete their degree within 7 years. This review process will occur each spring semester during the annual review of cohorts 1 and 2. Failure to provide a yearly update or achieve its objectives will be noted in the student's record, and will be considered at the Year 9 deadline.

5. Discontinuation for Other Reasons

Students could face discontinuation from the program for several other reasons in addition to missing essential program deadlines. These include (but not limited to):

1. *Registration Lapses.* Any unapproved lapse in registration will be considered a voluntary withdrawal from the program. In extenuating circumstances, students may request a formal leave of absence or register as Matriculation Continued (maximum 2 semesters) with the permission of the student's advisor and Graduate Program Director.
 - a. Note: A student on MC or leave of absence may not bank their funding. In such cases, the student's funding is lost for those semesters away.
2. *Ten Year Maximum.* The SGS Graduate Student Handbook states: "All students are expected to complete their degrees within 10 years. In the event that a student has been enrolled for 10 years without completing the degree, and the student's continuation beyond 10 years has not been approved under the foregoing process, the student will be informed that he or she has ninety days to show cause why he or she should not be dismissed from the School of Graduate Studies."
3. *Losing Contact:* Any student, including ABDs, who is not in regular contact with their advisor(s) and committee members for a year (2 consecutive semesters) will be viewed as voluntarily withdrawing from the program. We define regular contact as an in-person meeting, Skype or phone conversation with follow-up emails at least once each semester between the advisor and student. It will be the student's responsibility to stay in contact with their advisor and committee members and to respond to faculty inquiries. Faculty should keep emails and other records of contact with their advisees, in case a student contests discontinuation.
4. *Excessive Incompletes:* Any student with more than 2 incompletes in any semester will face discontinuation from the program. SGS Graduate Handbook requires that a student with 2 or 1 incomplete(s) has only 1 semester to reduce the student's incompletes to 1 or none respectively. Any student who has not made-up their final incomplete within 1 year will face discontinuation from the program.

XI. FORMS

A candidate entering the final semester of their M.A. or Ph.D. program should complete the following forms:

1. Master of Arts Candidacy Form

Students should complete this form and bring it to the sign-off meeting for the first qualifying paper. The form may not be filed before the student has completed 30 credits (including the five

required M.A. courses) and signing off on the first qualifying paper. Students should refer to the [Qualifying Paper and MA Degree Checklist](#) on the [Forms & Checklists](#) page of the department's website for specific instructions.

2. Ph.D. Candidacy Form

Before the sign-off meeting for the second Qualifying Paper, the student should complete pages 1, 2, and 4 of the PhD Candidacy form. At the completion of this sign-off meeting, readers for the QP2 sign page 2, Section B and return the PhD Candidacy form to the Sociology graduate office.

After the successful completion of the student's dissertation proposal, the Graduate Director signs the Ph.D. candidacy form (page 2, section B) and the student should bring the form to the Graduate School. Students should refer to the [Becoming ABD and Being Admitted to Candidacy Checklist](#) on the [Forms & Checklists](#) page of the department's website for specific instructions.

3. Dissertation Defense Forms

Before the dissertation defense, the student must pick up the PhD Candidacy form from the Graduate School. Upon the successful defense of the dissertation, the student's committee members sign page 3, Section B of the Ph.D. candidacy form and the title page of the dissertation. The Graduate Director must then sign the Ph.D. candidacy form certifying all requirements for the Ph.D. degree have been met. The completed candidacy form and signed title page with original signatures are turned in to the Graduate School.

Students must complete various forms for the Graduate School in order to receive the PhD degree. This includes a payment fee form, copyright agreement form, questionnaire, online diploma application, et al. These documents and their deadlines are available on the Graduate School's webpage. Students should also refer to the [PhD Graduation Checklist](#) on the [Forms & Checklists page](#) of the department's website for specific instructions.

NOTE: Degrees are conferred and diplomas issued in October, January, and May. However, a commencement ceremony only takes place in the spring. Recipients of October and January degrees may attend convocation in May. Diplomas and interim certificates will be withheld from all students whose financial and/or library accounts are not clear.

XII. MISCELLANEOUS

1. Protection of Human Subjects in Research

All members of the University community who conduct research with human beings as subjects must conform to procedures prescribed by the U.S. Department of Health and Human Services. These procedures include the review of the project by a University Review Board for the Protection of Human Subjects in Research. All information about the Protection of Human Subjects in Research and applications for the review of research with human subjects by the Institutional Review Board (IRB) is available at the webpage for the [Human Subjects Protection Program](#).

The University takes this requirement very seriously. A Ph.D. may not be awarded if a dissertation is based upon research that did not receive IRB approval. IRB review is also required for any original research involving human subjects conducted for courses or qualifying papers.

2. Readmission or Restoration of Active Status

Students who interrupted their graduate registration without receiving a PhD degree must apply for readmission. The student must complete the application for readmission available on the webpage of the [School of Graduate Studies](#). Before reapplying, individuals must: (1) meet with GPD, (2) find a faculty member willing to serve as their advisor and (3) assemble a dissertation committee, depending on their progress in the program. This form must be approved by the graduate director (and for international students by the Center for Global Services) before it is submitted to the Graduate School. Upon readmission, a restorative fee of one credit of tuition at the current in-state rate for each term lapsed (up to five terms) is charged for students who were ABD when they left the program. A request for a waiver of the restorative fee can be applied for if the applicant can justify a case of extreme hardship or severe temporary disability.

3. Matriculation Continued

If circumstances arise that make it impossible for a student who is not yet ABD to be actively involved in either coursework or research, they may register for Matriculation Continued with the approval of the Graduate Program Director. The student is charged a nominal fee for this registration status which carries zero credits. Registering as Matriculation Continued keeps the individual as an active student who does not have to apply for readmission upon returning to their work toward their degree. A student can register for as Matriculation Continued for a maximum of two semesters. Situations may arise where the Graduate Program Director, in consultation with the student's advisor and faculty, adds conditions regarding the student continuing in the program.

4. Full-time and Part-time Programs

Before a student is ABD, they must register for at least 9 credits to be considered a full-time student. After a student is admitted to candidacy (i.e., they are ABD), they are considered a full-time if they are registered for one research credit.

APPENDIX A: M.A.–Ph.D. Timeline

The following timeline of coursework and other requirements for completing the M.A. and Ph.D. degrees is intended to provide guidance for making reasonable progress toward successful completion of the program. The faculty, particularly your adviser, committee members, and the graduate director, should be consulted to obtain the support needed to foster your work and meet the deadlines for reasonable progress (see section IX) or the 3-6-9 Plan.

For Cohorts 2013-2018, note that the deadlines for completing the qualifying papers (QP) and the dissertation proposal should be viewed as outer limits for finishing these requirements. The deadlines for approval of the QP proposals are strongly recommended in order to facilitate completion of the QPs by the deadlines.

1. 2019 COHORT AND THEREAFTER – THE 3-6-9 PLAN

Due to COVID and scheduling changes, for some cohorts not all required courses (particularly 541 and 542) will be listed in the sequence below. In those instances, please substitute an elective for the requirement missing. Contact the GPD with any questions.

Year 1	
Fall	Spring
501 Research Methods (M)	516 Contemporary Theory (M)
515 Classical Theory (M)	542 Stat Methods in Soc II (P)
541 Stat Methods in Soc I (M)	Elective Course
Elective Course ⁺	Elective Course ⁺
Proseminar	Proseminar
Year 2	
Fall	Spring
503 Second Year Paper Seminar (M)	504 Second Year Paper Seminar (M)
Elective Course	Second Methods Course (P)
Elective Course	Elective Course
Elective Course	Elective Course ⁺
Proseminar	Proseminar
<i>By November 15: Proposal for Second Year Paper approved</i>	<i>By June 15: Second Year Paper defended</i>
Year 3	
Fall	Spring
Elective Course	Elective Course
Elective Course	Elective Course
Research Credits	Research Credits
<i>By November 15: Proposal for Final Qualifying</i>	
Year 4	
<i>By November 15: Final Qualifying Paper defended</i>	
Work on the dissertation proposal	
Writing Seminar (enrollment for research credits)	
Research credits	
Year 5	

⁺ Students may elect to take a fourth course.

(M) - Specific course required for the M.A.

(P) - Specific course required for the Ph.D.

<p><i>By November 15: Dissertation proposal written and successfully defended</i> Research credits, writing and defending the dissertation</p>
<p>Year 6 <i>By August 15: Dissertation successfully defended</i></p>

2. 2013-2018 COHORTS

Year 1	
Fall	Spring
501 Research Methods (M)	516 Contemporary Theory (M)
515 Classical Theory (M)	541 Stat Methods in Soc I (M)
Elective Course	Elective Course
Elective Course ⁺	Elective Course ⁺
Proseminar	Proseminar
Year 2	
Fall	Spring
Stat Methods in Soc II (P)	Second Methods Course (P)
Elective course	Elective Course
Elective course	Elective Course
Elective Course ⁺	Elective Course [*]
Proseminar	Proseminar
	By March 15: Proposal for QP#1 approved
Year 3	
Fall	Spring
Writing Seminar (P)	Elective Course
Elective Course	Elective Course
Research Credits	Research Credits
December 15: Qualifying paper #1 completed and approved	By March 15: Proposal for qualifying paper #2 approved
Year 4	
December 15: Qualifying paper #2 completed and approved Work on the dissertation proposal Writing Seminar (second and subsequent enrollments for research credits) Research credits	
Year 5 and Beyond	
December 15, Year 5: Dissertation proposal written and successfully defended Research credits, writing and defending the dissertation	

APPENDIX B: GUIDELINES FOR GRADUATE PARTICIPATION IN FACULTY RECRUITMENT

Faculty welcome graduate student involvement in hiring efforts. Graduate student perspectives on potential hires are extremely valuable in faculty deliberations, and student involvement in our recruitment efforts is essential to a successful outcome. Moreover, the experience of serving as a search committee rep provides students with valuable insight into the academic job market. This document offers guidelines and expectations for both faculty and students about roles in the hiring process.

GUSS should select a graduate student to serve in an advisory capacity on the recruitment committee no later than August of the year in which they will serve. Typically, selection of the short list of candidates is complete by early October, with campus visits to follow later in the month. An official job offer to our top candidate is often made in November.

The GUSS student rep will have the following responsibilities:

1. Meet with the search committee chair to discuss expectations regarding the hiring process and timing of key events at the beginning of the semester. In particular, the chair and student rep should discuss and anticipate any periods that may be active and rushed (e.g. when faculty are making decisions about applications, interviews, and/or offers).
2. Meet with and/or survey other graduate students to identify graduate student priorities (e.g. substantive area; methodological expertise; diversity) in a new faculty hire. The student rep should share this information with the committee at an early date so that faculty committee members can keep these criteria in mind as they review applications.
3. Access and review the applications (minus letters of recommendation) via online HR process.
4. Prior to the faculty deliberations selecting long/short lists of candidates, the graduate student rep should pass on any additional information on criteria important to graduate students in the hire. The rep is welcome to provide names of candidates whom s/he finds particularly appealing.
5. Encourage and secure graduate student involvement in the campus visits. This consists of: hosting the candidate luncheon with graduate students, typically held after the job talk; encouraging graduate students to attend both the job talk and the lunch; and obtaining feedback on the candidates after the visit. The student rep is encouraged to collect feedback on candidates as soon as possible after each visit and while impressions are fresh. Keep in mind that the faculty typically meet to make a hiring decision very shortly after the last candidate interview.
6. The graduate student rep usually provides a brief summary of graduate student reactions at the beginning of the faculty hiring meeting. This graduate student feedback is an essential piece of information used in faculty deliberations on hiring. Faculty do not require a formal ranking of graduate student preferences of candidates. The following feedback on job candidates is especially useful.
 - a. Number of students who attended talk and/or lunch
 - b. Composite feedback from graduate students who met the candidates in the following areas:
 - i. Graduate mentorship
 - ii. Filling gaps/needs in department from the graduate student perspective
 - iii. Graduate teaching

- iv. Any other thoughts
 - c. Thoughts about the candidates from students who were unable to meet them.
7. The search chair will communicate with the graduate student rep once an offer has gone out, to let him/her know the outcome and answer any broad questions about the process.

APPENDIX C: GUIDELINES FOR GRADUATE STUDENT REPRESENTATIVE HOSTING JOB CANDIDATES

1. **Host the candidate luncheon with graduate students**, typically held before or after the job talk. This means the rep must organize the catering for the breakfast reception or lunch. Assuming that the job talk takes place on Wednesday, the rep should touch base with the department secretary the Friday before to find out more about which vendors Rutgers will accept reimbursements. I recommend checking with the interviewee (or those in contact with the interviewee) to make sure that they do not have any allergies and then calling in the order to the department secretary (for 8-10 people) on the Monday before the talk, so that s/he can coordinate with the catering company to arrive at the appropriate time.
2. **Encourage graduate students to attend both the job talk and the lunch** by soliciting attendees of the lunch via email about one week and a few days before the actual job talk. We recommend 7-8 graduate students confirm participation, but ordering food for 10. Typically, a few additional students that did not email will join for the lunch.
3. **Organize discussion during the job talk** by asking graduate students to introduce themselves at the beginning of the lunch. This tends to involve 1-5 minute introductions from each student followed by a Q&A for the interviewee. While you may opt to be more involved in this process, I let the interviewee specify what they wanted to know from each student and this ended up being a criteria by which graduate students judged each of the interviewees. I also suggest preparing some questions ahead of time, because awkward silences seem to happen more often that you'd expect.
4. **Obtaining feedback on the candidates after the visit** by (1) speaking with graduate students who attend the lunch, (2) by reaching out to those who attended the talk by email or in person, and (3) by sending out a Qualtrics survey after each talk OR after all of the job talks have been completed. This already programmed survey data will help provide feedback from a range of graduate students. I recommend the graduate student rep be very proactive with collecting feedback from their colleagues. In other words, do this immediately following the last job talk. Faculty need to make these job decisions quickly so you need to be prepared for a faculty meeting within a few days after the last job talk. The rep should also be proactive in finding out the date(s) that faculty will be making these decisions, so as to have this feedback prepared. If you procrastinate, graduate students may not have the opportunity to provide feedback.

APPENDIX D: RESOURCES

Bias Reporting and Prevention:

<http://studentaffairs.rutgers.edu/services-and-support/bias/>

Career Center – Graduate Student Resources

Resume critiques, workshops, and other resources

http://careers.rutgers.edu/section.cfm?section_id=15

Cultural Center Collaborative

Centers include: 1) Paul Robeson Cultural Center, 2) Center for Latino Arts & Culture, 3) Asian American Cultural Center, and 4) Center for Social Justice & LGBT Communities

<http://culturalcollaborative.rutgers.edu/>

Counseling, ADAP & Psychiatric Services (CAPS)

General Services, Consultations, and Other Appointments:

<http://rhscaps.rutgers.edu/>

Alcohol & Other Drug Assistance Program (ADAP)

Consultations, support groups, and individual counseling:

<http://rhscaps.rutgers.edu/services/alcohol-and-other-drug-assistance-program-adap/>

Dining Services

Dining options, meal plan options, and hours of operation

<http://food.rutgers.edu/>

Graduate Student Association (GSA)

gsa.rutgers.edu

Graduate Student Life Office

graduatestudentlife.rutgers.edu

Health Outreach, Promotion and Education (HOPE)

<http://rhshope.rutgers.edu/>

Information and Support for Undocumented Students

deanofstudents.rutgers.edu/student-advocacy/information-support-undocumented-students/

International Student Services

Rutgers GLOBAL Center for Global Services

<http://global.rutgers.edu/international-scholars-students/students>

Office of Disability Services

Apply for services, accommodations, and assistive technology and see accessibility

<https://ods.rutgers.edu/>

Office of Student Legal Services

Provides legal assistance for all students including advising, representation, and referrals

<http://rusls.rutgers.edu/about-us-2/>

Office of the Ombudsperson

Confidential resources and support with any concerns related to Rutgers University

<http://ombuds.rutgers.edu/>

Off-Campus Living and Community Partnerships

Rental information, living-related problem solving, spiritual resources, and food pantry

<http://ruoffcampus.rutgers.edu/>

Religious Resources

List of local congregations/chaplaincies:

<http://ruoffcampus.rutgers.edu/rutgers-university-multi-faith-council/>

Student Food Pantry

The Rutgers Student Food Pantry, a resource for all Rutgers students in need of food assistance, is located at 39 Union St (College Ave Campus). Open Monday-Friday from 9AM-4PM .

<http://foodpantry.rutgers.edu/>

Interfaith Prayer/Meditation Rooms: *Located in every student center*

Residence Life–Graduate Housing

Graduate student housing in the Rutgers Residence Halls

<http://ruoncampus.rutgers.edu/facilities/graduate-students/>

Rutgers University Police Department (RUPD)

Emergency services, escorts across campus, and lost and found queries

<http://rupd.rutgers.edu/>

Technological Support

Office of Information Technology: electronic computing support

<https://oit.rutgers.edu/>

Information Technology Support: electronic communication/services support

<https://its.rutgers.edu/>

Temporary Conditions

Temporary Conditions or Injury typically 8 weeks or less

temporaryconditions.rutgers.edu

Transportation, Parking Information, and Parking Passes
Rutgers Transportation (parking passes, buses and shuttles):
<http://rudots.rutgers.edu/campusbuses.shtml>

Rutgers Parking Pass Portal
<https://rudots.t2hosted.com/Account/Portal>

Department of Transportation at Rutgers
<http://parktran.rutgers.edu/>

New Brunswick Parking Authority
<http://www.njnbpa.org/>

Recreation–Fitness and Wellness
Fitness centers and hours, spa services, and classes
<http://recreation.rutgers.edu/fitness-wellness/>

Sexual Violence
[Endsexualviolence.rutgers.edu](http://endsexualviolence.rutgers.edu)
[Click here to access the program: https://studentsuccess.org/SP/rutgers](https://studentsuccess.org/SP/rutgers)

Student Health
Make a physical health appointment or a psychological wellness appointment (CAPS)
<http://health.rutgers.edu/>

Violence Prevention and Victim Assistance
Interpersonal Violence Services, including Counseling and reporting as Crime Victim.
<http://vpva.rutgers.edu/>
[Click here to access the program: https://studentsuccess.org/SP/rutgers](https://studentsuccess.org/SP/rutgers)

APPENDIX E: COMMUNITY AND EQUITY COMMITTEE (CEC)

The Community and Equity Committee (CEC) shall consist of two faculty members and two graduate students elected to two year terms. The election cycle is staggered so that in one year, one new faculty representatives and one new graduate student representative are elected. Faculty members and graduate students confidentially self-nominate themselves to the committee or nominate other faculty and/or graduate students whom they believe are most fit for the position. All nominated individuals have the option to accept or decline their nomination. All the accepted nominations are put to a vote through a secure online ballot, with faculty voting on faculty members and students voting on student members.

The primary function of the CEC is to (a) provide confidential advice and guidance on university resources for department members who have a complaint about an experience at Rutgers (b) organize

periodic department workshops dedicated to conversations regarding equity, diversity and inclusion (c) work with the department chair to organize periodic trainings designed to reduce bias in the classroom and workplace and (d) update and maintain the [Diversity and Inclusion section](#) of the department website. This committee receives a budget to organize workshops.

CEC Resources for Conflicts, Grievances and Restoration

The CEC's goal is to build a department where all members feel safe, supported, valued, and able to carry out their work and their lives to the best of their abilities. As in any workplace or community, conflicts between people or grievances with others occur. When that happens, an individual or individuals might require assistance in addressing, remedying, or remediating the situation.

The following is meant only to guide decision making when conflict or grievances occur. It is not a substitute for professional counselling, professional mediation, or legal advice. Below, you'll find resources for finding such services.

Departmental Resources:

1. Community and Equity Committee Members- Confidential* Discussion

CEC members are available for confidential discussions upon request. If the situation is very serious and CEC members cannot provide appropriate assistance, individuals should look to university-affiliated services. These offices have trained staff that may be better equipped to handle the situation (see below for a list of offices and services).

Discussions with a CEC member can serve to help the individual figure out the best course of action, whether that means taking no action, finding a way to address the issue with the person who they identify as creating the situation, asking for mediation, asking for remediation or restoration, or making use of other University resources. The meeting can be used to understand what restoration might look like for the individual. These meetings can also be used for any issues involving a CEC member.

The CEC member may take notes during the discussion but they will not be shared. Discussions are completely confidential (they will not be shared with anyone) *unless* *a) the individual would like the committee member to involve someone else at Rutgers, or *b) an individual raises an issue that falls into the domain where the committee members are mandated to report the issue to the University under Title IX (behaviors involving physical violence, stalking, or repeated harassment of a potentially criminal or pervasive nature).

For issues involving another department member, CEC members will discuss possible next steps including:

1. Communicating directly to the person against whom the individual has the complaint. The CEC member can discuss whether and how to best communicate with the person. Communication can involve different options (e.g. a face-to-face meeting, a phone call, an email, a conversation with the person). If the individual would like mediation, this could

include informal processes within the department or using other university resources for mediation.

2. If a complaint can't be resolved by communicating directly to the person against whom the individual has a complaint or if that option is not optimal, the individual can speak with department administrators. An undergraduate student can seek help from the Undergraduate Director, a graduate student can seek help from the Graduate Program Director, and a faculty member or staff can consult the Department Chair.
3. If complaints by an undergraduate or graduate student cannot be resolved by the relevant program director, the student can approach the Department Chair. If the complaint pertains to the Department Chair, the individual should be referred to the relevant Dean.

Note that: (1) A graduate student complaint would be handled by the School of Graduate Studies (SGS) [Dean](#) ; (2) an undergraduate complaint would be handled by the office of the Undergraduate (UG) [Dean](#) ; and (3) a faculty complaint would be handled by the School of Arts and Sciences (SAS) SBS Area [Dean](#).

If the options provided above are not satisfactory or if an individual does not feel comfortable pursuing those options, they may seek out resources available from the university.

University-wide Resources

1. Deans: [SAS](#); School of Graduate Studies [Dean](#)
2. [Office of the Ombudsperson for students](#)
3. Title IX [Office](#)
4. Help from a Union: There are about 28 unions at Rutgers, representing faculty, instructional staff, student employees, and staff. For staff, see [here](#) for a list of collective agreements. For faculty, post-docs, and other instructional staff, see [here](#) for a list of contracts. For teaching assistants and graduate assistants, see [here](#).
5. [Violence Prevention and Victim Assistance](#)
6. [Office of Employment Equity](#)
7. Mental health and counseling services:

Graduate students: Rutgers offers counseling services for [graduate students](#). For information on what the School of Graduate Studies offers for problem resolution, click [here](#).

Faculty and Staff: Rutgers offers [employee counseling](#) and health benefits may also cover mental health services.

Undergraduates: Rutgers offers [counseling and other services](#), as well as student [health resources](#)

*CEC Members Endia Hayes, Ashley Hollingshead, Amanda Kaplan, Eleanor LaPointe, Norah MacKendrick, Jess Poling, Hana Shepherd, and Arlene Stein made contributions to this document.

APPENDIX F: PRINCIPLES FOR MANAGING DIFFICULT CONVERSATION AND CLASSROOM DIALOGUE

Adapted from Materials developed by the University of Memphis

In our graduate and undergraduate courses, we are likely to engage ideas and materials that can be controversial. You may be exposed to arguments and analyses in the readings, lectures, discussions, and class activities with which you disagree and/or find upsetting. You are encouraged to voice your opinions about these issues, but we also expect you to support your arguments with evidence. Together, we need to strive to create and sustain a comfortable learning environment for everyone in the course by sharing ideas, observations, and questions *respectfully* and *honestly*. Such an environment is only possible when instructors and students treat each other with mutual respect.

The following ideas and practices will help us create a constructive and respectful learning environment.

- We are all knowledgeable in different ways. We all have something to teach each other and something to learn from each other. Instructors have the additional advantage of knowledge that is based in the research literature and pedagogy.
- No one is to be blamed for the circumstances of their existence that are beyond their control. We cannot be blamed for repeating misinformation we have learned in our social locations but we can hold each other accountable to not repeat misinformation after we have learned otherwise.
- Every person in the classroom is responsible for being an active learner and participant. This responsibility includes but is not limited to the need to participate in class discussions. It also includes the responsibility to respectfully challenge ideas and arguments that appear questionable and/or reproduce injurious ideas of inequality and difference.
- Learn to appreciate different personalities. Try to draw out those who are quieter than others but respect people's comfort levels and learn to recognize active listening. Those who are more assertive should try to recognize and refrain from dominating the conversation.
- Everyone is encouraged to rethink the assumptions and knowledge we bring into the classroom. Approach your own learning with an open mind and seriously consider ideas and arguments that challenge or complicate long-held assumptions.
- Respect each person's experiences, and never demean or trivialize another's life experience. Do not tolerate words or actions that result in hostility in the classroom.
- When confronted with information or ideas that seem questionable, ask for clarification and additional information before drawing conclusions and criticizing others' statements. Be accountable to the instructor and classmates by raising concerns directly with the individual at hand.

- Each class is a learning community with a unique dynamic. Faculty welcome thoughtfully considered critical feedback and constructive suggestions for change to enhance the classroom community and learning experience. We encourage students to actively participate in this dialogue and will respect students' input.
- Power imbalances, between faculty and students, and among students, inevitably make their way into classroom dynamics. Some hierarchies, such as those between faculty and students, are part of the learning process. But faculty and students should also be mindful of abuses of power. Should such an abuse occurs, individuals are first encouraged to approach the party in question. In the event that an aggrieved party (or parties) feels uncomfortable doing so, there are departmental structures in place, such as ombudspersons, who will hear such complaints.

Other Resources

<http://www.crlt.umich.edu/publinks/generalguidelines>

<https://citl.indiana.edu/teaching-resources/diversity-inclusion/managing-difficultclassroom-discussions/>

APPENDIX G: SHARING NEWS AND ACCOMPLISHMENTS

<https://sociology.rutgers.edu/news-internal-source>

We would like to institutionalize the process for sharing news and accomplishments of department members. For all news (awards, publications, media coverage, defenses, etc) that faculty and graduate students may typically share with the department chair and/or GPD, please use this [form](#). It is quick to complete—just provide a description of the news item, any relevant attachments (links or photos), and state where you'd like to share it (newsletter, department email, Facebook, Twitter, Website). The information you put in the form will be sent to the newsletter email account so that it's all collected in one place. The email account will be checked on a regular basis and news shared according to the expressed preferences.

Please don't feel shy about telling us your news. It's really important for the department to keep track of this information. Just as importantly, we want to acknowledge and celebrate every single one of your accomplishments.

APPENDIX H: JASON B. PHILLIPS MEMORIAL LECTURE

Jason B Phillips was an outstanding graduate student in the Sociology department who tragically died in June 2019 several months before defending his dissertation. The department established a memorial lecture in Jason's honor to recognize his special qualities: His commitment to graduate students and the graduate program in all forms; his collaborative and generous spirit, where colleagues come together to support one another and provide constructive criticism with the goal of improving our work, be it research or teaching; and finally, his dedication to community.

The Memorial Lecture is an annual event, bringing the entire department together each year in Jason's name, to support a senior graduate student as they complete their dissertation. The selected student is invited to present their work to the department, for which they receive an honorarium.

Preference is given to:

- An outstanding advanced graduate student engaged in mixed methods research
- A student who is underrepresented in the academy – e.g. first generation, student of color, international student
- A student who best embodies the excellence of Jason's research, with preference for those who work in the area of Criminology and Social Control when possible

Process for Selection

- In early summer, the GPD/Chair asks faculty to nominate their students who are expected to defend their dissertation in the coming year.
- Faculty wishing to nominate a student should include a brief description of the student's research, future plans and a CV if possible.
- Once the nominations are received, the graduate program committee reviews all nominations and makes a selection.
- The Chair issues an invitation to the selected student and arranges the lecture as part of the upcoming fall colloquium series.