

# **SOCIOLOGY GRADUATE HANDBOOK**

February 2024

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This document and other relevant documents can also be found in the Rutgers Box folder labeled  
"Faculty, Students, and Staff"

## CONTENTS OF THE HANDBOOK

I.	ABOUT THE PROGRAM.....	4
II.	ADMISSION TO THE DEPARTMENT .....	4
III.	FINANCIAL AID .....	4
	A. Major University Funding	
	B. Minor University Funding	
	C. Competitive External Funding	
	D. Banking of Funding Years	
	E. Tuition Remission	
IV.	NON-FINANCIAL RESOURCES .....	7
	A. Advising	
	B. Mail and Email Services	
	C. Computer- and Data Storage-Related Services	
	D. Student Organizations	
V.	REQUIREMENTS FOR PROGRAM COMPLETION: THE 3-6-9 PLAN.....	10
	A. Expected Guidelines and Required Deadlines	
	B. M.A. Requirements	
	C. Ph.D. Requirements	
	D. Course Information: Independent Study, Non-Sociology and non-Rutgers Courses, Grades, Incompletes, and Credit Transfers	
	E. Second Year Paper (Master’s Thesis) Seminar (503/504) and the Writing Seminar (703)	
	F. Research Credits	
VI.	QUALIFYING PAPERS.....	16
	A. Qualifying Paper #1 (aka Master’s Thesis, or Second-Year Paper)	
	a. Overview of QP1	
	b. Committee Structure for QP1	
	c. Sign-on and Sign-off Meetings for QP1	
	d. Students Entering with an Master’s Degree from Another Program	
	B. Qualifying Paper #2 (aka Second Qualifying Paper, or Second Qualifying Project)	
	a. Research Paper Option	
	b. Qualifying Examinations Option	
	c. Collaborative Research Paper Option	
	d. Analytical Review Option	
	e. Committee Structure for QP1	
	f. Sign-on and Sign-off Meetings for QP2	

VII.	DISSERTATION .....	20
	A. Dissertation Committee Structure and Membership	
	B. Dissertation Proposal: Length, Format, and Content	
	C. Types of Dissertation: “Three-Paper” versus “Book-Style” Format	
	D. Writing the Dissertation	
	E. Dissertation Defense	
	F. Formatting the Official Dissertation	
VIII.	FACULTY & STUDENT COMMUNICATION AND SUPPORT .....	23
IX.	REASONABLE PROGRESS, AND PERIODIC EVALUATION OF PROGRESS .....	24
	A. Annual Review and Individual Development Plans	
	B. Master’s Thesis Review	
	C. Work Plans, Unsatisfactory Progress, and Discontinuation	
	D. Discontinuation for Other Reasons	
	E. Grade Appeals	
X.	FORMS .....	26
	A. Master of Arts Candidacy Form	
	B. Ph.D. Candidacy Form	
	C. Dissertation Defense Forms	
XI.	MISCELLANEOUS .....	27
	A. Protection of Human Subjects in Research	
	B. Matriculation Continued Status	
	C. Readmission or Restoration of Active Status	
	D. Requirements for Full-time Registration Status, and Prohibition of Part-time Status	
	APPENDIX A: M.A.–Ph.D. TIMELINE.....	29
	APPENDIX B: GRADUATE PARTICIPATION IN FACULTY RECRUITMENT .....	30
	APPENDIX C: GRADUATE REPRESENTATIVE HOSTING JOB CANDIDATES.....	31
	APPENDIX D: RESOURCES.....	32
	APPENDIX E: COMMUNITY AND EQUITY COMMITTEE (CEC).....	35
	APPENDIX F: PRINCIPLES FOR MANAGING DIFFICULT CONVERSATIONS AND CLASSROOM DIALOGUE.....	37
	APPENDIX G: SHARING NEWS AND ACCOMPLISHMENTS.....	38
	APPENDIX H: JASON B. PHILLIPS MEMORIAL LECTURE.....	39

## **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 earn solely 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 (most important), and a demonstration of basic college-level competence in math or statistics. GRE scores are no longer required. 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 or, by virtue of English language instruction at the college level, otherwise demonstrate English language proficiency.

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 M.A. 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. There are limits on how many credits may be transferred, as described later. The Master's thesis from a previous institution cannot be accepted as Qualifying Paper #1 in our program, but, contingent on faculty approval and guidance, with substantial revision the original project can potentially be developed into a QP1 acceptable for our program. More details are included below.

## **III. FINANCIAL AID AND OTHER SOURCES OF FUNDING**

There are three main types of financial aid for graduate students: major university funding, minor university funding, typically earmarked for specific purposes, and competitive external funding. Each of these is described here.

### **A. Major University Funding**

Three major kinds of financial support are awarded *by the department* to graduate students: Fellowships, Teaching Assistantships (TAs), and Graduate Assistantships (GAs). 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 most commonly consists of two years of Fellowship followed by three years of TA support. Fellows and TAs both receive tuition remission. They also both receive health coverage. Fellows receive major medical coverage through the School of Graduate Studies, while TAs receive more comprehensive coverage funded in part through payroll deductions. Students transitioning from one status to another, especially if partway through an academic year,

should consult with the Graduate Program Administrator and the Graduate Program Coordinator to ensure that their coverage is continuous. Please note that annual renewal for each year of funding offers made at admission is dependent upon satisfactory progress toward the degrees.

- a. **University Fellowships** are awarded at the time of admission. For as long as we can recall, fellowships have had no work obligation attached to them and they allow students to devote full time to their studies. Fellows are expected not to hold remunerative jobs inside or outside the University during that academic year. However, the possibility may exist for a student on fellowship to work a small number of hours per week as an unpaid research aide for a faculty member, perhaps in exchange for co-authorship on a faculty-directed project or some other recognition.
- b. **Teaching Assistantships (TAs)** provide support for two semesters of the academic 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 of record for a course. Experienced TAs may be given full responsibility for teaching a course. **[Please note:** Students may technically relinquish a TAsip they have been offered as part of their offer of admission up until the time they sign a contract to do the work, normally two to three months before a semester begins. But the department depends on TAs to contribute substantially to the teaching work of the department, and the scheduling of courses happens many months in advance. Therefore, if you intend to surrender a TAsip for a semester or a year or more, you are *very strongly urged* to let the department know at the earliest possible time. This requirement applies whether you receive prestigious external funding in lieu of university funding, or secure employment outside the department.]
- c. **Graduate Assistantships (GAs)** are almost always funded through faculty research grants. They are not normally a part of funding packages, and in recent years they have been uncommon. GAs are expected to work 15 hours per week assisting with all aspects of the faculty member's project.

## B. 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:

- a. **Part Time Lecturer (PTL)** positions during the Fall and Spring semesters that pay a fixed salary for teaching a specific course (available mostly to ABD or near-ABD students).
- b. **Co-ad** positions, which are available as additional teaching opportunities for students on TA lines who have completed their Master's degree work. Students with a Co-ad appointment would normally teach two courses in a semester—one as a TA, the second as a Co-ad.
- c. Wages for working on research grants or on specific department projects. These take two basic forms:
  - i. **Research assistance** (or occasionally administrative work) for a faculty member as an RA. Normally such funding comes from research funds the faculty member has at their

discretion as part of their contract with the university. This kind of funding can range from a couple of thousand dollars to perhaps several thousand dollars in any given year.

- ii. **Gretel Weiss funds:** Several years ago the department received money from the family of an alumna, which we have been using to fund faculty-student collaborative projects. The faculty member submits a proposal and identifies a student research assistant, and the department pays the salary, normally between \$2000 and \$4000. These funds are typically non-renewable. The goal is to foster short-term faculty-student research projects with the goal of publication.
- d. Wages for helping professors in **grading** and/or proctoring student work in large courses. A call for volunteers is put out each semester.
- e. **Teaching during the summer session** or at one of our satellite campuses which is paid on a per course basis equivalent to PTL pay in the regular year. [Summer courses will only be assigned to students with previous teaching experience (including as TAs). We normally prefer students who have already completed their Master's degree.]
- f. **Small research- and conference-related grants.** Calls are issued approximately twice a year, offering small amounts of money (\$600 or less) to cover research-related expenses. These may include small payments to interview subjects, the cost of some portion of transcription services, occasionally software needs, or, most commonly, reimbursement for the cost of travel to academic conferences. In the last instance, we normally expect applicants to be on the official conference program. Applicants must follow specific university rules when seeking reimbursement.

### C. 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.

### D. 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. [However, sometimes external funders mandate that a year of internal funding be, in fact, bankable, and programs must comply. You will need to check on this in your specific case.] 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.

### **E. 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 TAship, there will be no difference between in-state and out-of-state costs. While we 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. International students who are part time (registered for less than 9 credits) will be assessed a health fee, which is to be paid by the student. International students are **strongly** encouraged to consult with the Rutgers Global office to ensure that they are in compliance with all kinds of regulations related to residency, visa status, health coverage, and more. See <https://global.rutgers.edu/pre-and-post-arrival-steps> for detailed information and guidance.

Tuition will automatically be remitted as long as the fellow or teaching assistant is registered for the semester. Fellows must also pay their campus, computer, and school fees online. If a student does not pay their student fees on time, they will be assessed a late fee.

## **IV. NON-FINANCIAL RESOURCES**

### **A. Advising**

The advisory relationship with faculty is one of the most important elements of any Ph.D. program. Incoming students in our program are assigned a first-year advisor to help guide them through their adjustment to the department. Students are encouraged to select their own permanent advisor who shares their substantive interests, methodological approach, and/or general orientation to sociology by the beginning of the second year. This may or may not be a continuation of the first-year advisor relationship.

All students are encouraged to have at least one meeting per semester with their advisor to discuss their progress on coursework, qualifying papers, the 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 they are making satisfactory progress in the program. More information about the advising, or mentoring, relationship is in development and will be added as an additional Appendix in the future.

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

## B. Mail and E-mail Services

Each graduate student has a departmental mailbox in the mailroom on the first floor of Davison Hall. **All departmental e-mails are sent to the students' sociology RU Connect e-mail addresses (i.e., accounts that use the @sociology.rutgers.edu domain).** The University also sets up each student with a Scarletmail account (a Google product), but to repeat, for department communication purposes, the RU Connect account should be used. Students can forward their Scarletmail messages (and email sent to non-university accounts, should they so wish) to the RU Connect account, but not vice versa. 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.

## C. Computer- and Data Storage-Related Services

Upon entering the program, each student is assigned a Rutgers NetID that is used for accessing all kinds of Rutgers services: computing, email, the library, and much more. This ID is also to be used for accessing the single computer terminal located in the graduate student conference room in the basement of Davison Hall (room 007). That machine has a small number of programs on it available for student use. Much more important are the following protocols and services for dealing with computer- and data storage-related issues, managed through the School of Arts and Sciences Information Technology office (SAS-IT).

### a. IT requests

The University uses ServiceNow for the management of IT-related issues. All technical requests must go through this system. There are two ways to submit a request directly to SAS IT:

- Web: <https://ithelp.sas.rutgers.edu>
- Email: [ithelp@sas.rutgers.edu](mailto:ithelp@sas.rutgers.edu)

Typical requests include: the purchase of hardware/software; connecting computers to the Rutgers network; installing Rutgers software (antivirus, VPN, O365, Box, Adobe); connecting to a network printer; other hardware/software issues. The SAS IT site contains a lot of information that should answer most common questions: <https://sasit.rutgers.edu/how-to-guides> .

Rutgers policy states that major computer issues on personal machines cannot be handled by SAS IT staff. The full SAS Computer Maintenance Policy is available at the following location: [https://sasit.rutgers.edu/images/policies/SAS Computer Maintenance Policy 2013.pdf](https://sasit.rutgers.edu/images/policies/SAS_Computer_Maintenance_Policy_2013.pdf) .

### b. Network Storage Resources

We do not recommend storing data on local machines. Instead, Rutgers provides access to several network-based storage solutions. One less common method is via RAD drives. Access to these requires permission from the administrative staff and/or a faculty member. One example is the department's W: drive, an area on the Rutgers Active Directory server where documents are shared, or the H: drive, the home directory for your personal work-related documents. Far more common, and **highly recommended for your use**, is Rutgers' version of Box (<https://it.rutgers.edu/box>). The



department stores many folders and files here for our collective use, but you can also set up Box folders of your own. It is, for example, a great place for storing data securely, as well as your own documents. We currently maintain a Box folder “Faculty, Students and Staff” containing this document, but also an expandable depository containing 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 on Box, in order to help others succeed.

### c. Printing

Rutgers provides access to network printers via the central computer labs. The department has a Ricoh multi-function device in the mailroom (room 117) that provides printing, copying and scanning services. For information, see <https://sasit.rutgers.edu/how-to-guides/desktop-mobile-systems-support/163-printing-and-photocopying/87-how-do-i-connect-to-a-networked-printer>.

### d. Rutgers Computer Labs

OIT maintains central computer labs throughout NB. Information about their locations and services offered is available at <https://it.rutgers.edu/new-brunswick/new-brunswick-computer-labs>. A virtual PC-based computer lab is also available. The virtual lab provides access to all the software that is available in the physical computer labs (such as SPSS, Stata, SAS) – see the following pages for the full list of available applications:

- [https://ithelp.rutgers.edu/sp?id=kb\\_article&sysparm\\_article=KB0012455&sys\\_kb\\_id=d6a82e03db5105108f550ad4e2961981&spa=1](https://ithelp.rutgers.edu/sp?id=kb_article&sysparm_article=KB0012455&sys_kb_id=d6a82e03db5105108f550ad4e2961981&spa=1).
- <https://it.rutgers.edu/virtual-computer-labs>

### e. Duo – Two-step Login

Duo is a software app that you install on your phone. Two-step login with Duo, also known as two-factor authentication, helps protect your account by adding an extra layer of security beyond your password. All users are required to use Duo to access many University resources. Setup instructions are available: <https://it.rutgers.edu/two-step-login>. Students can purchase a physical hardware token as well: <https://software.rutgers.edu/product/3423>.

### f. Software

Rutgers has a site license to provide **Adobe Creative Cloud** products (Premiere, Photoshop, Illustrator, After Effects, Acrobat, and many more Adobe apps and tools) to all faculty, staff, and students. See <https://it.rutgers.edu/adobe>. Rutgers provides free access to various **Microsoft Office** products for all current students. Every student can install Microsoft Word, Excel, PowerPoint, OneDrive, Sharepoint, Office Online, OneNote, Publisher, and Access on up to five computers, five tablets, and five phones. Details can be found at <https://it.rutgers.edu/microsoft-office/microsoft-office-for-students>.

## D. 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, elects student reps to department 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.

## V. REQUIREMENTS FOR PROGRAM COMPLETION: THE 3-6-9 PLAN

We expect and encourage 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 also stipulates *deadlines* our students must comply with in order to complete the program, even when they have to deal with unexpected personal or family issues, or time-demanding methodological approaches and research projects. These guidelines and deadlines apply to all students who started the program in 2019 or later, who must follow the plan for completion set forth here. [Students who started the program earlier may opt to follow the 3-6-9 plan, and in fact must do so if they choose to complete QP2 in a way other than the traditional “Research Paper Option.” Pre-2018 students should consult with the Graduate Program Director and/or the Graduate Program Coordinator for any questions pertaining to degree completion.]

### A. Expected Guidelines and Required Deadlines for Program Completion in List and Table Format

#### Expected Program GUIDELINES

First Qualifying Paper sign on – by November 15<sup>th</sup> of Year 2 (facilitated by Second-Year Seminar)

First Qualifying Paper sign off – by August 15<sup>th</sup> towards the end of Year 2

Second Qualifying Paper sign on – by November 15<sup>th</sup> of Year 3

Second Qualifying Paper sign off – by November 15<sup>th</sup> of Year 4

Dissertation Proposal Defense – by November 15<sup>th</sup> of Year 5

Dissertation Defense – by August 15<sup>th</sup> towards the end of Year 6

#### Program Continuation DEADLINES

Although we want 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 First Qualifying Paper (QP1) by the end of academic year 3, specifically no later than June 15<sup>th</sup>.

*Year 6 Deadline* – To continue in the program, the student must defend their dissertation proposal no later than June 15<sup>th</sup> of academic year 6. This plan provides students with considerable flexibility in the timing of their Second Qualifying Paper (QP2), but the QP1 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 15<sup>th</sup> of academic year 9.

Note: The School of Graduate Studies strongly urges all Ph.D. students to complete their program in seven years as a matter of common expectation, and within a *maximum* of ten years. Students beyond seven 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 also the SGS Graduate Student Handbook.

### **Summary of Guidelines and Deadlines**

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

#### **B. M.A. Requirements** (also 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
  - Soc. 503/504 – Second Year Paper (Master’s 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, and up to 2 may be outside the department. Note: Information on the specific mix of courses that may be taken at the Master’s level and across the entirety of one’s program of study can be found in Section V, subsection D below, specifically under the headings “Independent Studies” and “Courses Outside of the Sociology Department.” To foreshadow those instructions, please note that no more than **three** courses from outside the department may be taken for credit over the course of the student’s entire career in the department, including methods or substantive courses in other departments at Rutgers—New Brunswick, courses at other Rutgers campuses (for example, at Newark), and courses offered at other universities through the Inter-University Doctoral Consortium.

- c. First-year and second-year student Proseminar (register with the Graduate Program Director for one research credit each semester)
- d. Attendance at all or close to all departmental Colloquium events.
- e. QP1 (also sometimes known as the Second Year Paper or Master's Thesis)

**C. Ph.D. Requirements** (also 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*
  - i. Soc. 542 – Statistical Methods in Sociology II
  - ii. One other methods/statistics course from the following list (or newly approved methods courses in Sociology as they arise). These currently include:
    1. Soc. 520 – Comparative Historical Methods
    2. Soc. 573 – Ethnographic Methods
    3. Soc. 615 – Qualitative Research Methods
    4. Soc. 616 – Social Network Analysis
    5. Soc. 617 – Computational Sociology
    6. Soc. 6xx – Multilevel and Longitudinal Data Analysis
    7. Students may request to use an intermediate/advanced statistics courses at RU-Newark in the Criminal Justice program to fulfill this requirement
    8. An approved methods course offered in one of the other Social Science departments at Rutgers—New Brunswick
- c. Four additional elective courses; 1 may be an Independent Study, and up to 2 may be outside the department. As noted above, and discussed below in Section V. subsection D, no more than **three** courses from outside the department may be taken for credit over the course of the student's entire career in the department.
- d. One semester of a Writing Seminar (503/504 or 703) (see section V, subsection E below for more details on the Writing Seminar).
- e. 24 research credits (these do *not* substitute for course or Independent Study credits. See section V. 4 below for more details.)
- f. QP2 (also sometimes called the Second Qualifying Paper (see section VI on Qualifying Papers for details)
- g. Dissertation proposal defense
- h. Dissertation with successful defense

## D. Course Information: Independent Studies, and Courses Outside the Department

This section contains information on some of the various courses one can take, and restrictions concerning them.

### a. Independent Study courses

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 Program Director for approval. Independent studies are considered as equivalent to seminars in workload and hence they count as elective courses for your degree requirements. **They are not meant to give structure to or substitute for an ongoing collaborative project between faculty member and student.** 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. [Also please note that Independent Study courses do not count as part of the faculty member's normal teaching load.]

### b. Courses Outside of the Sociology Department

- i. **Number of outside courses** - Students may take up to three courses in total outside of the Sociology Department (in other Rutgers departments, at other Rutgers campuses, or at Inter-University Consortium schools) that count toward their overall elective requirements. Specifically, that is to say that they may take 1-2 for the M.A. degree requirements and 1-2 for the Ph.D. degree requirements, but totaling no more than three overall. These "outside" courses include methods or substantive courses in other departments at Rutgers—New Brunswick, courses at other Rutgers campuses (for example, at Newark), and courses offered at other universities through the Inter-University Doctoral Consortium. Some certificate programs at Rutgers may require students to take non-Sociology courses; please be attentive to those requirements as you consider your overall program of study, including how you will make use of the Inter-University Doctoral Consortium. Please consult the Graduate Program Director at any time if you have questions. Our goal is to permit each student to pursue a program of study that maximally serves their intellectual needs while also ensuring that a sufficient portion of each student's curriculum is responsibly delivered by our own department.
- ii. **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. Many students find these courses to be significantly important in their intellectual development, and we encourage you to seek out stimulating opportunities. 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. Students in their first year may not be eligible. The form required to register for courses in the consortium is available on the [Graduate School webpage](#). As noted before, these classes count as courses taken outside the department.

### c. Grades and Incompletes

- i. **Grades** - You must receive grades of A, B+, 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. [Note: Rutgers does not have A+ or any minus grades.]
- ii. **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 2023 must be completed and the grade turned in by the end of the grading period for the fall semester 2024). *Excessive Incompletes:* Any student with more than two Incompletes in any given semester will face discontinuation from the program. SGS requires that a student with 2 incompletes has only one semester to reduce the Incompletes to one. Any student who has not made-up their final Incomplete within one year will face discontinuation from the program.

### d. Transfer of Credits

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. Often the number allowed is somewhat less, to ensure you are sufficiently engaged with the curriculum we offer. These credits may be used for required or elective courses in the degree program upon approval of the Graduate Director. All transfer courses must be regular numerically graded 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. **Please note:** The transfer of credit can only be made after completion of 12 graduate credits at Rutgers. However, speak with the Graduate Program Director in advance to start making plans for the transfer of credits to take place once it can be effected. Also please note that the School of Graduate Studies generally 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.

### E. Second Year Paper (Master's 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, contingent on demand. The Second Year Paper Seminar (503/504) is expressly designed to assist students in the process of researching and writing their QP1 (i.e., M.A. thesis). Students on fellowship will normally take three courses in addition to the Second Year Paper Seminar. Students on TAsip in their second year may elect to take only two courses plus the Second Year Paper seminar. The Writing Seminar (703) supports the development of writing skills for

completing and polishing a piece of sociological work (e.g., second qualifying paper, dissertation proposal, manuscript for submission for journal review). Because it is taken for research credit, this course is graded Satisfactory/Unsatisfactory.

## F. Research Credits

Students must complete 24 research credits to graduate with the PhD degree. Research credits can seem a bit mysterious. They apply more readily in lab science settings when students are being supervised in lab research. For us, they signify that you are working on independent research stretched over a significant chunk of time, monitored and guided by your faculty advisor. You might say they are a way of ‘expressing’ or accounting for your independent scholarly work until the point of degree completion. The department advises that students complete approximately 20 research credits by the end of their 5<sup>th</sup> 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 one research credit per semester while completing their dissertations. Since these credits have to be paid for—possibly by the department, sometimes by SAS, but usually by the student, it is important to try not to exceed 24 total research credits through the completion of the Ph.D.

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 6<sup>th</sup> year. Note that this timeline will vary based on a number of individual circumstances that students can discuss with the Graduate Director or Program Coordinator.

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

Beyond years one and two, when students register for research credits in conjunction with the Proseminar, students should register for research credits with one of their advisors—that is, with either their primary advisor 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 advisor 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 one research credit per semester, even if they are on a TA line, and should plan research credits accordingly. Once a student is no longer receiving a fellowship or TAsip from the University, research credits must be paid for by the

student (or external funders, if such arrangements are in place). Note: Under no circumstances will SAS provide financial support beyond 75 total 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, which must be taken consecutively) with the permission of the Graduate Program Director. More about the Matriculation Continued option is described below in section under section XI, subsection B.

## VI. QUALIFYING PAPERS

### A. Qualifying Paper #1 (aka Master's Thesis, or Second-Year Paper)

- a. Qualifying Paper #1 is a piece of original empirical research that is ideally the first step toward a publication. This paper is an integral part of the learning process about how to conduct original research that contributes to the discipline. Many such papers ultimately become published journal articles or components of a larger product (e.g., dissertation or book), but it is not required that the paper reach that level of excellence before being approved for the purpose of degree completion.

Before beginning the second-year paper, students must write a short (about 5-10 page) **proposal**, to be presented before and discussed with a three-person committee of faculty members (see below for more details). 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, subsection C).

Regarding the expected content of the QP1, it 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, it is typically 6000-9000 words long, plus any references, endnotes, tables, and appendices (as relevant). The 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 in rare instances, theoretical), and can use any substantive and/or methodological approach (e.g., analysis of survey data, textual analysis, interviews, field work). Accordingly, they vary in style and structure. [Note that if the project involves research with human subjects, the student must get IRB approval or an exemption before collecting any data.] Each second-year student will be required to take the Second Year Paper Seminar to facilitate the paper's development and completion.

- b. **Committee Structure for QP1**

QP1 requires a **three-person committee**, so that the student develops connections with a somewhat diverse array of advisors. By contrast, all versions of QP2 require only (as a



minimum) two committee members. At least one of the readers on QP2 must be new relative to the composition of the committee for QP1, so that each student works with a minimum of four faculty advisors over the two papers. This structure also supports students' intellectual and methodological breadth.

**c. Sign On and Sign Off Meetings**

- i. **Sign-On Meeting** –With the approval of the QP1 committee members, the student schedules a sign-on meeting with the committee to discuss the content and direction of the project. This meeting typically 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.). It is also highly advisable for the student and the committee to discuss whether or not the student might intend to use QP1 as a component of their dissertation, as this can affect the way the work is carried out and the kind of feedback the faculty provide. Upon successful completion of the sign-on meeting, the committee members and the Graduate Director sign the QP 1 proposal form, available through DocuSign. This form should be submitted to the department's Graduate Program Coordinator. At the end of the QP1 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 readers simultaneously, etc.).
- ii. **Sign-Off Meeting** – Upon completion of a suitable draft of the paper, and upon the approval of the QP1 committee members, the student schedules a final sign-off meeting with the committee. Again, 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 (i.e., approve) the paper, and discuss strategies for moving the paper toward publication or inclusion in future work (e.g., the dissertation). Upon successful completion of the meeting, the committee members and the Graduate Director sign the Second Year Paper sign-off form. Upon completion of QP1, the student will also have an M.A. candidacy form to complete.

**d. 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.

## **B. Qualifying Paper 2 (aka QP2, aka Second Qualifying Paper or Second Qualifying Project)**

The Second Qualifying Paper (QP2) may be completed in four different ways. These four options allow students some flexibility in achieving optimal preparation with respect to their future career goals. A minimum of two readers is required for all versions of QP2.

- a. Research Paper Option with a two-person committee. The goal of this type of QP2 is to produce a sole-authored piece worthy of being submitted for publication. It may be recommended for students intent on a career in academia rather than those committed to careers outside academia. There can be only one overlap in the membership of the committee for QP1 and the committee for QP2. The one permitted overlap cannot serve as chair for both committees. Please note: As always, if your project involves research with human subjects, you must get IRB approval before collecting any data.
- b. Qualifying Examinations Option. Write and orally defend Qualifying Examinations in two substantive areas. There is flexibility in defining the terms, but normally this would be a take-home written examination, composed over several days or as much as one week, 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; or Social Network Analysis, and applications of networks to health or to the production of culture. The student may choose more independent areas if they wish. The student has two committee members who first approve an appropriate reading list for the exam's content. It is typical for a student to take several months to (at most) a year to master this reading list of material. The committee composes the questions and evaluates the responses in the written document and for the oral defense. The examination typically consists of 2-5 questions with a 25- to 30-page document as the final product. This option may hasten students' progress, but it can also be useful for students who wish to pursue a career in academia and need to be grounded in a core set of literatures for the job market.
- c. Collaborative Research Paper Option. This option pairs the graduate student with two faculty members who supervise the student on a research and writing project, at least one of whom will become a co-author (second author) on a multi-author article submission. The student is responsible for writing a complete first draft of the paper with supportive advice from at least one faculty member who will eventually act as second author. That sole-authored draft is what will be evaluated as QP2. Responsibility for other tasks that may be part of the collaborative project—data collection, data cleaning, lit review, etc.—should be explicitly spelled out in advance. This model of QP2 provides the student with close mentoring regarding the research and publishing processes, while also evaluating them on a sole-authored draft of what will eventually become a co-authored article. The paper may be theoretical, empirical or an analytical review.
- d. 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 a literature review for one's dissertation (perhaps the most common goal—it becomes the lit review chapter of the thesis), course syllabi, 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 will not be sufficient.

e. **Committee Structure for QP2**

Unlike QP1, all options for completing QP2 require only a two-person committee. Students may add a third or fourth member to the committee if they wish, but there is no requirement to do so. However, at least one of the readers on QP2 must be new relative to the composition of the committee for QP1, so that each student works with a minimum of four faculty advisors over the two papers. As noted earlier, this structure encourages intellectual and methodological breadth.

f. **Sign On and Sign Off Meetings**

- i. **Sign-On Meeting** – The sign-on and sign-off meeting process works pretty much identically for QP2 as it does for QP1. With the approval of the QP2 committee members, the student schedules a sign-on meeting with the committee to discuss the content and direction of the project. This meeting typically 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, whether or not to send all drafts to all readers simultaneously, etc.). It is also highly advisable—even more so than for QP1—for the student and the committee to discuss whether, and how, the student intends to use QP2 as a component of their dissertation, as this will affect the way the work is carried out and the kind of feedback the faculty provide. Upon successful completion of the sign-on meeting, the committee members and the Graduate Program Director sign the QP2 proposal form, available through DocuSign at [Final QP2 Sign On Proposal Form](#).] This form should be submitted to the department's Graduate Program Coordinator.
- ii. **Sign-Off Meeting** – Upon approval of the QP2 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 paper in consultation with the committee members. [Except for the Qualifying Exams option, 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 ten to fifteen minutes, perhaps longer). Members of the committee will ask questions concerning the content of the written work produced. The student and committee members discuss whether there are remaining issues to be addressed before the committee agrees to “sign off” on (i.e., approve) the project, 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 [QP2 Sign Off Defense Form](#). Upon completion of QP2, the student should also fill out the Ph.D. candidacy form.

## 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. **Please note: although work on the dissertation proposal may commonly occur before the QP2 sign-off, the dissertation sign-on meeting cannot take place until after the QP2 sign-off meeting has taken place.**

### A. 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 (and only 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, in which case they count as a core faculty member. Contact the Graduate Program Director if clarification is needed. It is not uncommon for students to 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 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 two months before the dissertation defense *at the very latest*. It is important that the student discusses the role of the outside member with that person 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 chair.

### B. Dissertation Proposal and Proposal Defense

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 15 to 25 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. These elements should also be presented and discussed explicitly during the oral proposal defense meeting. The student and the committee

should also discuss whether the dissertation will be organized as a “three-paper” project or the more traditional “book-style” dissertation. These different types or structures of dissertation are discussed in the following section. Regardless of the type of dissertation structure chosen, if parts of one QP, or of both QPs, will be included as a portion of the proposed dissertation, the student must make clear the distinct contribution of the dissertation work beyond that made by the QP(s), as well as how each QP contributes to the overall argument of the dissertation. 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.

**Please note: as mentioned above, the dissertation proposal defense must not take place before the QP2 sign-off meeting has taken place and QP2 has been approved.**

### C. Types of Dissertation

#### a. The Three-paper Dissertation

The three-paper model of a dissertation includes three interconnected but also stand-alone papers/chapters that are linked by an overarching theme, plus additional introductory and concluding chapters that establish and develop the theoretical and empirical connections among the papers/chapters. Often the committee will expect that different methods or theoretical orientations or data will be showcased across the three papers. In rare cases, it may be warranted to use parts of both or either QP1 and QP2 as part of a three-paper dissertation. But, the task of the dissertation may *not* be simply writing a third paper after QP1 and QP2. Earlier work might well undergo further revision, and the general argument and/or conceptual framework linking the papers must also be developed. In addition, it is highly advisable for students on the job market to have more than one project and/or methodology in their arsenal. Students should keep in mind this goal of diversification when working on their QPs, and when thinking about how the dissertation relates to their overall research profile. The three-paper style is more common for quantitatively oriented research, although it certainly may be adopted for qualitative projects if the student and committee feel it is appropriate in a given case. For quantitative projects, each paper/chapter will commonly test different hypotheses, often with different datasets; for qualitative projects, where hypothesis testing is not the norm, the student should make clear what research questions are being explored overall and in specific chapters.

#### b. The “Book-style” Dissertation

The “book-style” or monograph-style dissertation will follow the thread of a particular argument, from theory, to lit review, to data and analysis. It is more common to adopt this format for qualitative and/or mixed methods research, and for case studies or extended comparative case study research. Students intent on writing a book should probably follow this model (but also think consciously about writing the dissertation as a book, meaning thinking about one’s eventual audience and establishing the correct tone accordingly). Some students choose the Analytical Review option for QP2 because it can become the literature review chapter of their book-style dissertation fairly readily. It is by no means impossible to extract a component of a monograph-style dissertation for publication as a stand-alone article, and in fact it is commonly encouraged; but it will probably require more effort at synthesis, abridgment, and reorganization than is true for three-paper dissertations. Faculty guidance here is likely to be especially important.

### c. Choosing a Format and Proceeding

Please note that both styles are completely 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 agree about which structure is to be adopted. They 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 Program Coordinator. The Ph.D. Candidacy form 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”).

### D. 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 it is ready for defense.

### E. 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 Program Coordinator. The dissertation defense must be publicly announced, and all faculty and graduate students in the sociology department must be invited to attend. Normally a Zoom link is also created for the defense, for those who cannot be present in person. The student should contact the sociology Graduate Program Coordinator 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 are strongly encouraged to be physically present at the defense to mark this significant student accomplishment. 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. Toward the end of the defense, the committee convenes privately to decide on whether the candidates has ‘passed.’

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. Students are strongly encouraged to create a list of the required revisions and then indicate in writing how the committee's concerns have been addressed in the final version of the dissertation. During the immediate post-defense meeting, the committee may also provide advice about future revisions (i.e., those recommended but not required for approval of the thesis per se) as the student prepares the dissertation for publication as a book or refereed journal articles. The committee and Graduate Director must sign the Ph.D. Candidacy form, or [Final Defense Candidacy Form](#), that the student submits to the Graduate School.

#### **F. 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 Studies webpage. It is prudent for the student to prepare the document properly as it is being written, rather than having to do a lot of re-formatting at the end.

### **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.

- Identify the best ways and times to communicate (e.g. email, Zoom, 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.
- 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.
- Faculty should provide timely feedback on written work. Faculty members are encouraged to acknowledge receipt of a student's submission of work promptly 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 no more than a month to provide feedback; during the summer months, faculty may take longer to review a complete draft, perhaps 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. Providing prompt and substantial feedback is a faculty member's obligation.

- 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 their 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, and/or the CEC.

## IX. REASONABLE PROGRESS, AND PERIODIC EVALUATIONS OF PROGRESS

Evaluation of student progress is an essential feature of our graduate program. The core 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. 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.

### A. 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. Pertinent information on the student's performance in coursework, the content and accomplishments of their qualifying papers, their developing skills as a sociologist, and the personal goals they hope the program will allow them to achieve, is gathered into each student's Individual Development Plan (IDP). Each student will review the content of their IDP with their primary advisor, and the completed form will be reviewed by the Graduate Director and returned to the student, cc'ing the advisor. The IDP is a kind of living document, re-visited and updated each year a student is in the program, that helps to ensure student's work and progress are in line with their short- and long-term goals. More specifically:

#### a. Criteria 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, so that the faculty have more than one full semester of student performance to consider in the evaluation. Students in the third through seventh years are reviewed in the fall semester.
- c. **Providing Feedback to Students:** The Graduate Director returns the IDP to the student within two weeks following the Annual Review, summarizing the faculty's assessment of the student's progress and offering constructive criticism and guidance for moving forward. Students in years 7 and beyond in the program must also complete an addendum to the IDP required by the School of Graduate Studies [[Home Page | SGS Online Development Plan \(rutgers.edu\)](#) or [IDP platform](#) ]. It too is reviewed by the primary advisor and the Graduate Director, with each offering brief comments on the student's progress towards degree completion.

## B. Master's Thesis 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 QP1 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. Almost all students completing the Master's degree fall into category (a).

## C. Work Plans, Unsatisfactory Progress, and Discontinuation

If a student fails to meet a guideline, the GPD will request a written **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**. A follow-up letter from the GPD will indicate either "Satisfactory" or "Unsatisfactory" progress on the student's work plan. 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. They can be implemented on a case-by-case basis.

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 Second 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.

One additional option is Matriculation Continued status, discussed briefly above and in section XI below.

## D. 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 are 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. 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 having voluntarily withdrawn from the program. We define regular contact as an in-person meeting, Skype, Zoom, 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. As noted above, the 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.

## X. FORMS

A candidate entering the final semester of their M.A. or Ph.D. program should complete the following forms, available on the department's website and completable through Docusign. Please consult with the Graduate Program Coordinator if you have any questions.

### A. 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.

## **B. 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 Ph.D. Candidacy form. At the completion of this sign-off meeting, readers for the QP2 sign page 2, Section B and return the Ph.D. 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 for electronic submission. Students should refer to the "Dissertation Proposal Defense" instructions on the department website to complete the [Qualifying Examination Form](#) through DocuSign and submit it to SGS ([sgs.degree.submissions@grad.rutgers.edu](mailto:sgs.degree.submissions@grad.rutgers.edu)) to officially become ABD.

## **C. Dissertation Defense Forms**

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 Ph.D. 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. As noted previously, 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. If a student is getting an October degree, they do not need to register for the fall semester. Note, however, that in that instance, the dissertation defense will have to be held no later than mid-September; otherwise, they will be charged fall semester tuition. Diplomas and interim certificates will be withheld from all students whose financial and/or library accounts are not clear.

## **XI. MISCELLANEOUS**

### **A. 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.*

## **B. 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 the Graduate Program Director, (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 Program 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. One may request a waiver of the fee if one can demonstrate extreme hardship or severe temporary disability.

## **C. Matriculation Continued Status**

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 fee for this registration status which carries zero credits. Registering as MC 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 MC for a maximum of two (contiguous) semesters. Situations may arise where the Graduate Program Director, in consultation with the student's advisor and faculty, adds conditions regarding the student's eligibility for continuing in the program.

## **D. Requirements for Full-time Registration Status, and Prohibition of Part-time Status**

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. Students are not permitted to be registered part-time in our Ph.D. program.

## **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 more specific guidance for making reasonable progress toward successful completion of the program. If in doubt about deadlines, information above in section V takes precedence. Transferring credits may slightly disrupt the schedule indicated below. The faculty, particularly your advisor, 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.

<b>Year 1</b>	
<b>Fall</b>	<b>Spring</b>
501 Research Methods (M)	515/516 Theory course (M)
541 Stat Methods in Soc I (M)	542 Stat Methods in Soc II (P)
Elective Course(s) <sup>+</sup>	Elective Course(s) <sup>+</sup>
Proseminar	Proseminar
Attend colloquia, etc.	Attend colloquia, etc.
<b>Year 2</b>	
<b>Fall</b>	<b>Spring</b>
503 Second Year Paper Seminar (M)	504 Second Year Paper Seminar (M)
Elective Course	Second Methods Course (P)
Elective Course	Elective Course
Elective Course <sup>++</sup>	Elective Course <sup>++</sup>
Proseminar	Proseminar
Attend colloquia, etc.	Attend colloquia, etc.
<i>By November 15: Proposal for Qualifying Paper 1 (Master's Paper) approved</i>	<i>By August 15: Master's Paper (QP1) defended</i>
<b>Year 3</b>	
<b>Fall</b>	<b>Spring</b>
Elective Course	Elective Course
Elective Course	Elective Course
Research Credits	Research Credits
<i>By November 15: Proposal for Second Qualifying Paper (QP2) approved</i>	
<b>Year 4</b>	
<i>By November 15: Second Qualifying Paper defended</i>	
Work on the dissertation proposal	
Writing Seminar (enrollment for research credits)	
Research credits	
<b>Year 5</b>	
<i>By November 15: Dissertation proposal written and successfully defended</i>	
Research credits, writing and defending the dissertation	
<b>Year 6</b>	
<i>By August 15: Dissertation successfully defended</i>	

<sup>+</sup> Students may elect to take a fourth course.

<sup>++</sup> Students who are TA'ing in Year 2 may decide to take only one elective instead of two.

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

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

## **APPENDIX B: Guidelines for Graduate Student Participation in Faculty Recruitment**

### **Background**

Recruitment of T/TT faculty is one of our most important and consequential duties as faculty members. We are potentially hiring a new colleague for a duration of thirty or more years. Any new hire must satisfy important criteria which include: (1) a strong track record and clear promise of achieving promotion with tenure; (2) the ability to strengthen the department core clusters and/or address new areas of specialization/growing areas within the discipline; (3) the ability to bridge multiple areas of specialization; (4) the ability to strengthen ties across SAS departments and schools; (5) the ability to strengthen and/or broaden course offerings and provide mentorship at the graduate level; (6) the needs of the undergraduate program, because tuition dollars support the vast majority of the SAS (and the department) budget; and (7) the ability to satisfy a number of constituencies, including the university administration, faculty, and students.

The hiring decision necessitates a long-term perspective regarding the department's interests. The department's by-laws, which comply with guidelines laid out by the SAS by-laws, state that each T/TT faculty member has voting rights on the hire of a new T/TT faculty member. NTT faculty, who are currently appointed on three-year contracts, and students, who are short-term members of the department, play an advisory role in the hiring process, but they do not have voting rights on positions outside of their track or rank. This voting structure is consistent with that found across American universities.

Nonetheless, graduate student perspectives on potential hires are 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.

### **Student Involvement in Hiring Efforts**

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 the 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. Rather, 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. The interviewee (or those in contact with the interviewee) should be consulted to make sure that they do not have any allergies. The order should be called in 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 securing 7-8 graduate students for 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, let the interviewee specify what they want to know from each



student. This can be a useful criterion by which graduate students judge each of the interviewees. Preparing some questions ahead of time is helpful, because awkward silences may happen more often than one might expect.

4. **Obtain feedback on the candidates after the visit** by (1) speaking with graduate students who attended the lunch, (2) reaching out to those who attended the talk, via email or in person, and (3) sending out a Qualtrics survey after each talk OR after all of the job talks have been completed. This structured survey data will improve the quantity and quality of feedback from a range of graduate students. The graduate student rep should be proactive in collecting student feedback, and quick to synthesize it after the last 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 fully prepared. Faculty typically need to make these job decisions quickly.

## APPENDIX D: RESOURCES

We try to keep the following list up to date, but changes do occur. Please do some searching on your own, and ask the Graduate Director or Graduate Program Coordinator if you need assistance.

### **Bias Reporting and Prevention:**

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

### **Career Center – Graduate Student Resources**

Resume critiques, workshops, and other resources

[Career Exploration and Success | Career Exploration and Success \(rutgers.edu\)](#)

### **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](http://gsa.rutgers.edu)

**Graduate Student Life Office**

[graduatestudentlife.rutgers.edu](http://graduatestudentlife.rutgers.edu)

**Health Outreach, Promotion and Education (HOPE)**

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

**Information and Support for Undocumented Students**

<https://studentsupport.rutgers.edu/services/support-undocumented-students#:~:text=RICAP%20hosts%20community%20forums%2C%20informational,mary.hewey%40rutgers.edu>

**International Student Services**

Rutgers GLOBAL Center for Global Services

<https://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/>

**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/graduate-student-housing/>

### **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](http://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.nupark.com/v2/Portal/Login?ReturnUrl=%2Fv2%2Fportal%3FreturnUrl%3D%2Fportal%2F>

### **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) was first formed in 2019. It is comprised of two faculty members and two graduate students, all elected to two year terms. The election cycle is staggered so that in one year, one new faculty representative 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 functions of the CEC are (a) to provide confidential advice and guidance on university resources for department members who have a complaint about an experience at Rutgers, (b) to organize periodic department workshops dedicated to conversations regarding equity, diversity and inclusion, (c) to work with the department chair to organize periodic trainings designed to reduce bias in the classroom and workplace, and (d) to 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 occur, 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-difficult-classroom-discussions/>

### **APPENDIX G: SHARING NEWS AND ACCOMPLISHMENTS**

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

We have institutionalized 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 is very 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.