# Sociology PhD Graduate Handbook

**June 2019**

**www.uoguelph.ca/socioanthro/phd-sociology**

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# Welcome!

Welcome to the Department of Sociology and Anthropology, and the PhD program in Sociology. The Department of Sociology and Anthropology is well established, and has been offering an MA degree in Sociology since 1967; to date, over 500 students have been granted the degree. The PhD program was established in 2008 and offers a quality program with a very high level of individual attention.

The department also offers an MA program in Public Issues Anthropology (PIA) and an MA program in Criminology and Criminal Justice Policy (CCJP) (jointly with the Department of Political Science). In addition, the department participates in the collaborative MA and PhD programs in International Development Studies (IDS).

In offering you a position in the PhD program, the department is confident that you have the aptitude, skills, and ambition to succeed, and we will make every effort to support you in your journey through the program. Your success also greatly depends on your efforts.

## PhD Program Overview

### Objectives

The PhD program in Sociology aims to prepare students for either an academic career in teaching and research in university settings, or a career in research in the private, public or not-for-profit sectors. The program is designed so that students who already have a strong background in Sociology will deepen their knowledge in sociological theory and in one of the substantive fields offered, and become highly independent sociological thinkers and skilled researchers capable of pushing the boundaries of knowledge in their chosen field.

These objectives will be achieved through course work, seminars and discussions, qualifying examinations, teaching or research assistantships, a dissertation, and public presentations of research findings. Students are expected to conduct independent research, participate in professional and other conferences, and work toward publishing in scholarly journals.

Graduates of the program will be expected to demonstrate theoretical and methodological competence at an advanced level, competence at the cutting edge of knowledge in their chosen field, autonomy in conducting research, mature scholarship and research, and well-developed communication abilities.

### Program Duration

Normally, the dissertation must be formally submitted within twelve semesters. The maximum program duration is eighteen semesters.

The PhD program is not offered on a part-time basis. All students are required to register in the program full time until they have completed twelve semesters in the program. Note

that transfer to part-time status does not change the number of semesters in the "grace" period between program completion and maximum program duration (up to 6 semesters for the PhD). Students registered on a part-time basis will not be provided with funding or office space.

**Fields of Specialization**

The PhD program consists of four fields (listed in alphabetical order) within the discipline of Sociology:
- **Crime and Social Control**
- **Environment, Food, and Communities**
- **Identities and Social Inclusion**
- **Work and Organization**

The field of **Crime and Social Control** reflects sociological interests into how crime is defined, measured, explained and reacted to by society. Within this field students will be exposed to scholarly material on a broad range of topics including: cyberbullying, victimization, legal responses to homelessness, intimate partner violence, drug policy, school violence, feminist criminology, critical criminology, restorative justice, sociology of risk, policing, the social construction of crime, inmate re-integration, youth justice, wrongful convictions, and life course criminology.

The field of **Environment, Food, and Communities** reflects sociological interests in understanding societal-ecological interactions more broadly. The specific focus may include environmental/natural resources/food systems and environmental justice/community sustainability. Students specializing in this field will be encouraged to draw on established methodologies in the field, including the comparative and historical approach. Attention will be given to the ways in which structure/power/culture and class/gender/race and ethnicity play out in at least one of the substantive topics comprising this field.

The field of **Identities and Social Inclusion** reflects sociological interests in the study of intergroup relations, with special emphasis on struggles over influence and power. Students specializing in this field will acquire a deeper understanding of the complex intersection as well as the overlap of forms of identity and group mobilization based on ethnic, linguistic, regional, class, gender, racial and other forms of social division. The field also provides students with the opportunity to study Indigenous issues and policies related to multiculturalism, equity and local or regional autonomy.

The field of **Work and Organization** reflects sociological interests in changing patterns of work and employment in comparative contexts, labour markets, gender and work, industrial and organizational change, economic restructuring and work, organizations and protest, education for work, and the regulation of work. These trends are located in the broader processes of globalization, economic restructuring and fundamental shifts in public policy. Students specializing in this field will be encouraged to focus on the dialectical relationship between the configurations of gender, class, race and ethnicity, and the transformation and re-organization of work.

**Collaborative Program in International Development Studies**

The four fields of specialization can be combined with the collaborative PhD program in International Development Studies. Students receive a PhD degree in their selected discipline with the added designation "International Development Studies". Please visit the website: http://www.ids.uoguelph.ca/?q=graduate-studies/graduate-studies.

**Admission Standards**

Normally, only applicants with a recognized MA degree in Sociology and with high academic standing (80% or higher) in their graduate-level studies will be admitted into the program.

Students are normally expected to have successfully completed Master's-level courses in sociological theory as well as Master's-level qualitative and quantitative methodology courses in Sociology. It is also expected that students will have taken courses across the breadth of Sociology.

Applicants who do not have a recognized MA degree in Sociology might be considered for entrance into the program. If admitted to the program, they will be expected to complete additional graduate-level courses in sociological theory as well as graduate-level qualitative and quantitative methodology courses in Sociology. Students without a background in Sociology are expected to develop a solid grounding in the discipline. It is incumbent upon the student and the advisory committee to ensure that this objective is met.

*Application Requirements*

Graduate students are admitted into the program in the Fall semester only. The application deadline is January 15.

Applications can only be made online: http://horizon.ouac.on.ca/guelph/grad/.

Please visit the Graduate Studies website for additional information about the application process and for instructions on how to upload the application documents: http://www.uoguelph.ca/graduatestudies/apply.

The application package must include:
- A two to three page well-defined statement of research interest.
- Official transcripts from all post-secondary institutions attended.
- Two letters of reference from professors familiar with your most recent academic work. Referees must complete their assessment in confidence.
- The online application.
- TOEFL scores or other English-language test results, not more than two years old, from applicants whose first language is not English.

An electronic Referee Assessment Form will be sent directly to the referees listed in your online application. These documents will also be submitted electronically on your behalf.

Applications are not considered complete until all the information has been received. Applicants must identify a willing and available PhD Advisor as part of their application.

## Advisory Committee

The PhD student's advisory committee will consist of no fewer than three members of the graduate faculty. The faculty advisor, who must be from the Department of Sociology and Anthropology, is normally the chair of the committee. One other committee member must be from the Department of Sociology and Anthropology. It is recommended that one committee member be from outside the student's home department. This person could be from another university; in such instances, this individual must be designated as graduate faculty by the Department of Sociology and Anthropology and by the Faculty of Graduate Studies (the Graduate Program Assistant will prepare the necessary documentation). The advisory committee is formally established once the Advisory Committee Appointment form is submitted to the Office of Graduate Studies.

**Advisor**: The advisor plays a critical role throughout the student's program. Selection of an advisor is a joint decision of the student and the faculty member involved, and is based upon the research topic, the student's interests and background preparation, and the faculty member's areas of research expertise. The student will select members of the advisory committee in consultation with the advisor.

In the event that a doctoral student's primary advisor does not hold a PhD in Sociology, at least one other committee member must hold a PhD degree in Sociology.

**Co-advisor**: Students may request that one of their advisory committee members serve as co-advisor. This situation would normally arise under one of the following circumstances:
- The student and the advisor recognise that another faculty member has a valuable complementary area of expertise essential to the student's work, and that the student would prefer to work with that faculty member on a more regular basis than is customary in the case of a regular committee member.
- In the course of pursuing their degree, the student finds that it is advantageous to consult with an advisory committee member considerably more than was foreseen when the committee was originally struck. In this case, it may be appropriate for this advisory committee member to be reclassified as co-advisor. A new Advisory Committee Appointment form would need to be submitted.

### Student Progress Report
Towards the end of each semester, each registered student will receive an email related to the online Student Progress Report. If you haven't already done so, will be required to create a Student Profile and initiate the progress report process for the completed

semester. Prior to meeting with their advisor (and/or advisory committee), graduate students are expected to fill in the student comments portion of the progress report form, indicating what they've accomplished during the semester (refer to Table 1 to get a sense of expected student's progress through the program) and what they hope to accomplish in the subsequent semester.

Table 1: Expected Timeline for completion of PhD Program (S#=registered semester number)

| YEAR | Fall Semester | Winter Semester | Summer Semester |
|------|---------------|-----------------|-----------------|
| 1 | S1: Coursework | S2: Coursework | S3: QE reading guided by Contextual Statement & Reading List |
| 2 | S4: QE Written Component then QE Oral Component | S5: Proposal (& REB-*if required*) | S6: Data Collection/ Analysis |
| 3 | S7: Data Collection/Analysis | S8: Analysis/Writing/ Revisions | S9: Analysis/Writing/ Revisions |
| 4 | S10: Writing/Revisions | S11: Writing/Revisions | S12: Defense |

Based on progress through the program, the advisory committee will determine whether the student's progress is deemed satisfactory, some concerns, or unsatisfactory (e.g., see Box 1). A student who does not meet expectations will be given a rating of "some concerns" and this rating will be reported to the Office of Graduate Studies, with a plan of action for the student to follow for subsequent semesters. A student who fails to meet expectations after a rating of "some concerns" may be given a rating of "unsatisfactory" and this rating will also be reported to the Office of Graduate Studies. In such cases, the department will prepare a statement as to what action is being taken at the department level or is required of the Assistant Vice-President of Graduate Studies.

Please see Appendix 1I for details on administrative forms related to your program.

**Box 1:** Below are some examples of criteria used to determine whether a student's progress is deemed acceptable within a given semester.

Satisfactory:
- successfully completed their courses
- is on track within the program (see Table 1)
- has met with their advisor/advisory committee at least once during the semester being reported on

Some concerns:
- has failed to check in with their advisory committee during the semester being reported on, and/or
- has demonstrated insufficient progress in their program during the semester (e.g., is one or two semesters behind their expected progress through their program).

Unsatisfactory:
- fails a course, or
- fails a QE component (i.e., a written or oral attempt), or
- is more than two semesters behind their expected progress through the program, or
- fails to meet expectations noted in Plan of Action after a rating of "some concerns"

It is the responsibility of the student's advisor (or interim advisor) to ensure that the progress report is signed electronically by the student and all members of the advisory committee at the end of each registered semester. The Graduate Coordinator will then review the progress report prior to signing. The student will have access to the signed progress report through the Gryph Forms Portal.

## Dispute Resolution Mechanisms

As noted in the graduate calendar: "Regardless of the best intentions of all involved, conflict can arise in the course of graduate studies. Depending on the type of conflict and the issues involved, different resolution mechanisms will be appropriate. Four types of

conflict can arise in the course of graduate studies. These are:

1. Interpersonal conflict between the student and the advisor.
2. Dispute about evaluation of progress, qualifying or oral examination; includes procedural irregularity.
3. Disruptive, abusive, or destructive behaviour on the part of the advisor.
4. Disruptive, abusive, or destructive behaviour on the part of the student."

Please refer to the Graduate Calendar for a brief summary of various conflict resolution processes **(**[https://www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/geninfo-por-drm.shtml](https://www.uoguelph.ca/registrar/calendars/graduate/current/geninfo/geninfo-por-drm.shtml)**).**

### Leave of Absence

Graduate students must maintain continuous registration or receive permission for a leave of absence. The leave of absence must be for a specified period of time, not to exceed one year, and must be approved by the department and by the Office of Graduate Studies. Students must submit an Application for Leave of Absence and Withdrawal form, which is available from the Graduate Program Assistant or on the website: http://www.uoguelph.ca/graduatestudies/forms.

While on leave of absence, you may **not function as a graduate student**, including all research/writing activity and completion of any incomplete courses, and may not make use of university resources, either personnel or physical in connection with your graduate program. You are expected to check your university e-mail account on a regular basis for important notices.

If you require more than a one-year leave of absence (i.e., more than 3 semesters of leave), we recommend withdrawing from the program and reapplying when you are able to commit the time required to complete your PhD program.

## Graduate Program Learning Outcomes

1. Critically analyze historical, global and local interconnections across social injustices.
2. Demonstrate competency across quantitative, qualitative, and mixed methods for social research.
3. Interrogate the epistemological and ontological assumptions that underlie diverse foundational and contemporary theoretical perspectives and debates.
4. Apply appropriate theory and methods to design original, rigorous, and ethical research to advance social justice.
5. Demonstrate a commitment to understanding theoretical and methodological pluralism, including engaged scholarship.
6. Create and mobilize knowledge in clear and accessible written, oral and visual forms with and for multiple audiences to affect social change.
7. Engage in ethical, professional, accountable and socially responsible behaviour through scholarly interactions.

### PhD Course Requirements

PhD students are required to successfully complete a minimum of four graduate courses,

normally during their first two semesters in the program:

- PhD professional seminar (SOC*6750). This is a two-semester (Fall &Winter) course that consists of a combination of several required and elective components and is expected to be completed within the first year of the program. Some elective sessions may be offered in subsequent years of the program.
- Advanced Topics in Sociological Theory (SOC*6800). This core PhD course is required of all first-year doctoral students and <u>must</u> be taken in the Fall semester of the first year of study.
- Advanced Issues in Mixed Research Methodologies (SOC*6200). This core PhD Course is required of all first-year doctoral students and <u>must</u> be taken in the Winter semester of the first year of study.
- One required graduate course in one of the four departmental fields of specialization, as determined by the student's area of specialization; Students advancing to the PhD program from the MA program in Sociology at the University of Guelph who have successfully completed the existing graduate course in their field of specialization are required to take an elective graduate course offered by the department or a graduate course offered in another department at the University of Guelph (selected in consultation with the student's advisor).

Note that other than in the case noted above, no electives are required, but can be taken at student/advisor discretion.

Because admission to the PhD program normally requires a recognized MA degree in Sociology, it is anticipated that the vast majority of students entering the PhD program will have successfully completed a graduate course in sociological theory, a graduate Sociology course in qualitative methodology and a graduate Sociology course in quantitative methodology. However, if students have not successfully completed these courses prior to entering the program, they will be required to take these courses before entering the program or in rare cases, in addition to the required courses listed above as part of their program.

Students who do not have a background in Sociology are strongly encouraged to select additional courses offered in the Sociology program to develop a strong disciplinary knowledge base. In other words, **students are expected to develop sufficiently broad sociological knowledge that goes beyond their specific field of expertise**.

Students must also successfully complete a qualifying examination, a research proposal, and produce and orally defend a dissertation on a topic that has been approved by the advisory committee.

### PhD Specialized Reading Courses
PhD students may take specialized graduate reading courses, which are equivalent in credits to other graduate courses. As such, students should expect a course load equivalent to other graduate courses (i.e., approximately 12-15 hours per week for 12 weeks). The procedures and restrictions pertaining to specialized reading courses are as follows:

- **Procedures:** Students must find a faculty member willing to supervise a reading course. The student is then responsible for creating, with guidance from the faculty member, a detailed course outline. This outline must specify readings, grading criteria, deadlines for submission of work, and a schedule of meetings. The student must complete a Reading Course Agreement form (signed by both the student and the faculty member); the form is to be submitted to the Graduate Program Assistant.
- **Restrictions:**
  - Students may not request reading courses that are similar in content and/or purpose to existing departmental courses. Students <u>must</u> take their mandatory courses as regular courses and <u>not</u> as reading courses.
  - In cases where a student takes a reading course with the faculty advisor, a second reader must be appointed to also assess the student's work.

### Graduate Grade Schedule and Interpretation

Please see Appendix 1 for details on graduate-level grades and grade interpretation.

# Qualifying Examinations (QE)

Normally, all required course work should be completed before students complete their qualifying examination. Students are required to successfully complete a qualifying examination (normally completed in Semesters 3 & 4, but not later than Semester 5). The Sociology PhD QE consists of two components (written and oral) both of which are guided by a contextual statement and reading list. The qualifying examination covers sociological theory, the student's substantive field of specialization and student's research area. Upon completing all required courses and the QE satisfactorily, the student will be deemed to have met the departmental standards and will become a **candidate for the PhD degree**.

### QE Format (revised as of Fall 2018 Calendar)

In consultation with their QE committee, each student prepares a document (Contextual Statement & Reading List) that sets up the parameters for their QE. Students must pass the written take-home component to proceed to the oral component. Students must pass both components (oral and written) to pass the QE. Each component is explained in more detail below. **A checklist of responsibilities and timelines is provided in Appendix III.**

#### *Contextual Statement & Reading List*

The QE Reading List will consist of a total of 100 units to be read by the student:
- Sociological Theory (40 units from core sociological theory list)
- Area of Specialization (40 units from core specialization field list)
- Student Research Area (20 units to be developed by student & QE committee)

A **Unit** is defined as an article, a book chapter or 50 pages in a book (care should be taken to balance the depth and breadth with the student's ability to critically synthesize each unit in their proposed list). Up to 3 units outside each core readings list may be proposed by the student/QE committee. It is the student's responsibility to ensure that readings outside the core readings lists are appropriately identified as such.

> Tip: When a book is more than 1 unit, it is helpful to the QE committee to indicate the total number of units with the reference (e.g., 156 pages text, so 3 units, or 75 pages text, so 1.5 units).

**Core reading lists are living documents**. Lists were reviewed by the SOC Graduate Program Committee in Winter 2019 and hereafter will be reviewed every 2-3 years. Core QE readings lists will be available on the department website once finalised.

**Access to Core Readings via ARES Course Reserve System-** Core (i.e., Sociological Theory and Specialization Field) reading lists will be made available by mid to end of April, with some of these readings accessible to the QE cohort and their committee members via ARES. Given the extent of references on our Core reading lists not all references will be available on ARES (Library's Course E-Reserve System). Priority for inclusion is based on the following order:
> 1. Journal Articles
> 2. E-Books
> 3. Single Book Chapters (that are less than 10% of a book)
> 4. Books that were used by most of the prior QE cohort (these will be placed on a 3 day course reserve loan. NOTE: late fees are $20/day.

The following will be added to ARES, after submission of the approved contextual statement/reading lists:
> 1. Additional books used by multiple students within the current QE cohort not captured in the above.
> 2. Books that are only used by one student that are only available at other libraries will only be added on a case-by-case basis. So feel free to seek out your own copies.

**Contextual Statement** (1.5-2 single spaced pages) consisting of 3 paragraphs: one related to each grouping (i.e., Sociological Theory, Specialisation Field, and Research Area) followed by the approved Reading List for all 3 areas. The contextual statement is intended to provide the rationale for the selected reading list and an overview of the key question(s) the student intends to address within each set of readings. It must be clear to which reading list each selected reading pertains.

By the middle of May, students are expected to provide a draft reading list (pulled from core theory and specialization lists plus proposed 10 readings related to the Student's Research Area) and corresponding contextual statement paragraphs to their Advisor. The Advisor adds/removes readings, suggests changes and sends the document to the QE committee members (for comments and additional 10 readings related to the Student Research Area). Within two days of receipt of additional readings noted above, the student submits to Advisor/committee the entire approved QE reading list with compiled

1.5-2 single-spaced page contextual statement. The final approved document should be available to student by end of May (Semester 3).

Within the first week of June, the Advisor forwards a copy to Graduate Program Assistant for student's file along with the completed QE "Contextual Statement and Reading List" Approval Form. [Please ensure that have all agreed to subsequent due dates on the form, so that everyone can plan their Fall semesters accordingly]

**Student are expected to read, synthesize, and critically evaluate the readings from the middle of April until the end of August (Semester 3) in preparation for the written and oral components.**

### Written (Take-Home) Component
The QE committee develops 6 questions for the student to answer as part of their take home examination

- Written: Student answers 4 of the 6 questions in writing (Note that there will be at least one question from each reading list and that no more than one question may encompass multiple lists). **4000 words maximum per answer.**
- On the agreed upon date (in the first week of Sept by 9am), students will receive from their QE committee 6 take-home examination questions (2 related to sociological theory; 2 related to their specialisation field; 1 related to the research area and 1 that cuts across the research area and at least one of the core reading lists). Students will be required to respond to at least 1 question from each grouping (sociological theory, specialisation field, and research area) along with another question from any of the groupings.
- Required Formatting: All responses must be saved in one document, with the question at the beginning of each response and a reference list at the end of each response.
- Written component submitted to the QE committee via email by student by 4pm on the agreed upon date within the first week of October (date is 4 weeks after questions provided, Semester 4).
- The QE student will be expected to participate in a Practice QE Oral ProSem session in October prior to the oral component of their QE.

### Oral (Defense) Component
- The student will proceed to the oral defence only if the written component is deemed defensible (Note: Students are given 1 week to prepare, if outcome 1, and 2 weeks to prepare, if outcome 2. Note: These outcomes are explained in more detail on pages 16-17).
- Note the oral component should be scheduled no later than the first week of November, Semester 4).

- The student will begin the oral defense with a 15-20 minute oral presentation.  Use this time as an opportunity to do any of the following…

- o Build on your written responses
- o Address gaps in your written responses
- o Demonstrate how your thinking has changed since your written responses (REM: ~month between submission and oral)
- o Briefly cover one or both questions for which you did not provide a written response

> Tip: Avoid only providing a summary of your written responses (as your audience is comprised of only your QE committee).

- Following the presentation, there will be 2-3 rounds of questions. In oral defense, the student may be asked about written responses, the 2 questions not responded to, and anything else from the reading lists.

- The question order will begin with the members of the committee not on the advisory committee, then the advisory committee member, followed by the advisor.

*Written Feedback:*
Within one week following a successful QE oral examination, the advisor will provide the student with a written compilation of the committee's feedback, highlighting the student's strengths and areas for improvement related to each of the learning outcomes associated with the QE. A copy of this feedback must also be copied to the Graduate Program Assistant, for placement in the student's file.

**Qualifying Examination Committee**
The examining committee for the qualifying examination consists of **five members** as follows:
- The **Sociology Graduate Coordinator** serves as chair of the examination committee except when this person is also a member of the examining committee. In this event, the chair will designate another member of the Sociology Graduate Committee to chair the examination.
- Two members, normally of the regular or associated graduate faculty, who are **NOT** members of the advisory committee.
- Two members of the **advisory committee**.

Normally, at least **one** of the qualifying examination committee members listed above must be from **outside the department** in which the student is registered. That person may be a member of the PhD advisory committee.

In addition, if the student has co-advisors, typically only one of them serves on the QE committee.

Students in collaboration with their advisor/advisory committee are expected to establish their QE committee (including QE Chair) by the middle of April. Advisor must submit the completed (including required signatures) "Qualifying Examination Committee Appointment Form" to the Graduate Program Assistant by the middle of April.

QE Committee members are expected to:
- Review all material and forms in a timely manner
- Provide input to the contextual statement and reading lists
- Schedule time for required components (including providing questions, assessing

written component, meeting to discuss written component, oral defense, etc.)
- Propose 2 relevant questions for the take-home component (excluding Advisor)
- Assess the student's written and oral components based on the 4 QE learning outcomes and provide oral and written feedback (including general feedback during the QE, and specific feedback post-QE)
- Maintain confidentiality of deliberations (regarding both written and oral components)
- Provide feedback on the QE process to the QE Chair/Graduate Coordinator

## Assessment of Qualifying Examinations

The purpose of the qualifying examination is to assess students' knowledge of the relevant subject matter and their ability to critically analyze, integrate and evaluate theoretical, methodological and substantive knowledge, and to assess their preparedness to undertake research for the PhD dissertation and to develop an analysis of their research findings. As such, students are expected to demonstrate knowledge and understanding of the foundations of sociological theories and demonstrate knowledge and understanding of the broad literature in the field as well as theoretical and methodological approaches relevant to that specific field.

Written and oral defenses add rigour and demonstrate different and complementary skill sets, and the opportunity to demonstrate capacity across the 4 QE learning outcomes. Thus, students will be assessed on the following skills (in bold) in relation to the corresponding QE Learning Outcomes noted in bullet form:

1. **Critical Analysis**

- Critically analyze historical, global and/or local interconnections.

2. **Epistemological and Ontological Interrogation**

- Interrogate the epistemological and ontological assumptions that underlie diverse foundational and contemporary theoretical perspectives and debates.

3. **Draw Theoretical Implications**

- Demonstrate an understanding of theoretical pluralism.

4. **Effective Communication to Scholarly Audience**

- Create and mobilize knowledge in clear written and oral forms for a scholarly audience.

As a qualifying examination, consideration is to be given not only (1) to the student's knowledge of the subject matter and ability to integrate the material derived from his or her studies, but also (2) to the student's ability and promise in research. The examining committee, therefore, will receive from the advisory committee a written evaluation of the quality of the student's research performance to date and of the student's potential as a researcher prior to the oral deliberations. The examining committee will determine the relative importance to be given to these two major components of the qualifying examination.

The students will be deemed to have passed the qualifying examination if not more than

one member of the examining committee votes negatively on each component of the QE. An abstention will be  regarded as a negative vote. The results of the qualifying examination will be reported to  the Assistant Vice-President of Graduate Studies. The report will record the decision as  satisfactory or unsatisfactory. Within our department, there are 3 possible outcomes to the written component:

*Outcome 1: Passed Written Component-Proceed to the oral component*
- The QE committee agrees that at least 3 of the 4 written answers are defensible and all four Learning Outcomes have been demonstrated to a satisfactory level and hence the student may proceed to the oral component. The student is given one week to prepare for their oral component.

*Outcome 2: Written Component Conditional Pass- Proceed to oral component with feedback*
- The QE committee agrees that at least 2 of the 4 written answers are defensible but are divided on at least two of the responses and/or assessed at least one of the four Learning Outcomes as not demonstrated to a satisfactory level. The student is therefore given general written feedback about key areas that they need to address in a satisfactory manner during the oral component. The student is given 2 weeks to prepare for their oral component.

*Outcome 3: Failed Written Component- Rewrite due to quality of work issues*
- If a student submits more than 2 written answers that the QE committee deems to be not defensible, then the student has to resubmit 2-3 written answers (students are given 1 week per re-written response). Committee must relay this decision (via QE Chair) within 3 weeks of QE submission) to both student and OGPS
- Oral defense (provided defensible rewritten answers) is to be scheduled no later than the first week of January (Semester 5).

If the student passes on their first written component, but fails on the first oral exam, they will **redo the oral exam** within 3 weeks of the failure (before end of first week of Dec, Semester 4).  QE Chair must relay this decision to student and OGPS
- Clear written communication to student from committee on quality issues is required (through QE Chair)

Note: Fails automatically constitute "unsatisfactory" on Graduate Student Progress Report unless the student passes their second attempt within the same semester.

**If the student fails any 2 attempts (e.g., both written OR one written and one oral OR both oral), the QE Chair will submit a formal Required to Withdraw (RTW)** recommendation to the Board of Graduate Studies via OGPS.

# Dissertation Proposal

The dissertation proposal should be formulated as soon as possible following the completion of the qualifying examination and presented to the student's advisory committee. The dissertation proposal must be formally approved by the advisory committee before the dissertation research can begin, normally by the end of the fifth semester and not later than the end of the sixth semester in the program. A copy of the approved proposal together with a completed Dissertation Proposal Approval form must be submitted to the Graduate Program Assistant.

Writing a proposal is an important and valuable step to researching and writing the dissertation. It will therefore likely require several weeks and many drafts before it is approved by the advisory committee. During this time, the student should consult regularly with the advisor and other committee members.

The dissertation proposal should not exceed 5,000 words (about 20 double-spaced pages of text), excluding the bibliography and appendices.

## Purpose and Components of the Proposal

The dissertation proposal is a roadmap for the research project, and therefore should clearly outline the steps that will be taken to complete the project. The proposal helps students clarify their thoughts, arguments, and approach to a topic. It also serves to persuade the advisory committee that the dissertation will pursue an interesting and worthwhile question, that the study is unique and feasible, and that the student is capable of moving forward with the project.

A good proposal will demonstrate:

- The ability to clearly articulate a research program, including a theoretical orientation, research questions, and an appropriate methodological plan;

- Knowledge of the relevant scholarly literature;

- An awareness of the scope and limitations of the project, both conceptually and methodologically;

- A plan for moving from the proposal stage to final submission of the dissertation.

A well-written and well-structured proposal links all sections and provides a complete story of the dissertation project. The proposal should include the following components, though the order in which they are presented may vary, both within and between the sections described below.

### Introducing the Study

Early in the proposal, the student should provide the background to and context of the study, state the problem to be addressed, and outline the purpose/objective/aim/rationale. In addition, the research questions should be clearly articulated. These elements are

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critical to providing the advisory committee with a sense of the overall focus, scope and direction of the study.

### *Literature Review and Theoretical Framework*
The proposal must include a review of the literature as well as the theoretical framework that will inform the research and data analysis.

An extensive literature review is not required for the proposal, but the review should aim to demonstrate that the student has a good grasp of the relevant literature. The student should not merely summarize the literature as the goal is to demonstrate an ability to thematically organize and critically assess extant literature. The literature review should situate the student's study within the wider conversation in their field of specialization and identify gaps in the literature.

It is important to discuss the theoretical framework that will guide the overall project, inform the methodology and analysis, and help answer the research questions. Theory is critical to a PhD dissertation and students need to demonstrate their ability to understand theory and integrate theoretical considerations in their proposal.

### *Methodology*
The methodology section should clearly demonstrate how the project will be carried out to ensure that it is feasible. This section should:
- Discuss the key methodological approach and considerations;
- Describe and justify the data collection method(s);
- Discuss the data sources and data access;
- Provide the context for the research sites and periodization, where applicable;
- Discuss the type of analysis that will be used to interpret the data;
- Address potential limitations of the methodology;
- Reflect on the key ethical issues.

### *Significance, Contributions and Limitations of the Study*
The concluding section should include a discussion of the significance and anticipated contributions of the study in terms of the substantive literature, theory, policy and methodology. It should make note of the limitations.

### *Timeline / Plan of Work*
The proposal should include a schedule with anticipated completion dates for specific parts of the dissertation. This timeline helps the advisory committee determine if the project is realistic. Establishing a schedule can also help students manage their time more effectively by setting specific goals.

### *Bibliography*
A bibliography of the sources used in the proposal must be included. The student may also include additional sources that are relevant to the project.

**Research Involving Human Participants**

Research involving human participants must be approved by the University of Guelph Research Ethics Board before the research work commences. The Research Ethics Board administers the Tri-Council Policy Statement.

## Dissertation

Each student is required to submit a dissertation, written by the student, on the research carried out by the student on a topic approved by the advisory committee. The dissertation is expected to be a significant contribution to knowledge in its field and the student must indicate in what ways it is a contribution. The dissertation must demonstrate mature scholarship and critical judgment on the part of the student, and it must indicate an ability to express oneself in a satisfactory literary style. Approval of the dissertation is taken to imply that it is judged to be sufficiently meritorious to warrant publication in reputable scholarly media. As noted by the Office of Graduate Studies, publication or acceptance for publication of research results before presentation of the dissertation in no way supersedes the University's evaluation and judgement of the work during the dissertation examination process.

Once the research is completed, the student will provide the advisor with drafts of the dissertation for feedback. Once the advisor is satisfied that the dissertation is well developed and well written, the student will submit this draft to the advisory committee. Each member of the advisory committee will provide written comments on the different sections of the dissertation. The student will make changes to the dissertation in response to feedback from members of the advisory committee.

**Dissertation Format Process (i.e., Monograph versus Manuscript):**

The Faculty of Graduate Studies accepts theses either in monograph or manuscript format.

- Advisory and Advisory Committee must approve the proposed format and any format changes [departmental requirement].
- Candidates may propose either format at the proposal stage, but candidate is not bound to the format, if they find their research data is best represented by the format they did not initially propose (Note, no new proposal is required to make this switch, but the advisor/advisory committee must agree to the switch) [departmental requirement].

### Guidelines Specific to the Monograph Format:
As noted by the Office of Graduate Studies: A dissertation written in monograph format organizes chapters around a central problem, for instance, with an Introduction, a Literature Review, and chapters on Methodology, Results/Findings, and Conclusions.

### Guidelines Specific to the Manuscript Format:
In the manuscript format, the chapters treat separate elements of the research program, typically incorporating several discrete articles suitable for journal publication. These

written in manuscript format may include the following: Published articles; Submitted articles; Unpublished work in publication format.

- As specified by Graduate Studies, the dissertation must include connecting materials that integrate across the different chapters/articles, including at minimum an overarching introduction and a concluding discussion chapter.
- Minimum of 3 publishable manuscripts; with final # approved by advisory committee (*departmental requirement*).
- Publishable quality as deemed by committee; candidates should include note within dissertation indicating target journals (*departmental requirement*).
- If published (though not required) must be in peer-reviewed (non-predatory journals); Advisory Committee Members will be responsible for ensuring this [*departmental requirement*],
- As noted by Graduate Studies, the student must be the principal or sole author of any included manuscripts and must have had a major or sole role in the design of the research, and the preparation and writing of the manuscripts. For each manuscript for which the student is not sole author, a preface statement will be included denoting the role of each co-author (*departmental requirement*).

**Dissertation Oral Examination**
PhD students are required to present their dissertation and address questions at an oral examination. The student and advisory committee should begin preparing for the defense at least eight weeks prior to the anticipated date of the defense.

When the PhD student's advisory committee indicates that the dissertation is ready for examination, members of the committee complete the Examination Request Form, which must be submitted to the Office of Graduate Studies.

The advisory committee and the student identify examination committee members according to the Graduate Calendar regulations. Membership of the examination committee is listed below.

At least four weeks prior to the anticipated date of the final examination, the department must complete and submit the Doctoral Final Examination Arrangements Form to the Office of Graduate Studies.

Copies of the dissertation are to be sent to the examination committee a minimum of four weeks prior to the defense date.

**Examination Committee**
The examination is conducted by a committee consisting of five members:

- The chair of the examination committee (a member of the regular graduate faculty who is not a member of the advisory committee);

- The external examiner (more details provided below);

- A member of the regular graduate faculty who is not a member of the advisory committee;

- Two members of the student's advisory committee (typically, one of these individuals is the advisor).

### *External Examiner*

For each doctoral dissertation, an external examiner from outside the university is appointed on behalf of the Assistant Vice-President (Graduate Studies) by the Department Chair, in consultation with the advisor. The external examiner must be a recognized expert in the area of the PhD dissertation research. The external examiner must not have a direct connection with the department. The external examiner must have had no direct connection with the student or the student's research project.
The external examiner must not have served as advisor to the student's advisor or have been a trainee of the advisor in the last six years, must not have directly collaborated in joint projects or co-authored publications with the advisor or the student in the last six years, and must not have an existing plan to collaborate with the advisor or the student. In addition, the external examiner must not have been a student or member of the graduate faculty at the University in the last five years. Any individual who serves as an external examiner may not serve again until a period of three years has passed. The nomination will be made when the candidate's advisor declares that the dissertation is about to be prepared, normally no later than the beginning of the student's last semester.

The external examiner is to receive a copy of the dissertation and External Examiners Report Form along with a covering letter. from the Department Chair, at least four weeks before the examination date. The external examiner will submit a written appraisal of the dissertation (at least seven days prior to the examination) to the Department Chair who will then provide these comments to the candidate and the Advisory Committee. The external examiner is expected to participate in the final oral examination and to assist in evaluating all aspects of the candidate's performance.

## Oral Defense

The candidate will make a presentation on the dissertation, which should be approximately 20 to 30 minutes long. The oral examination will be open to the public; members of the audience may question the candidate only upon invitation of the chair of the examination committee after the presentation. The oral examination is typically 2 to 2.5 hours in duration, the maximum duration is 3.5 hours (See Box 2 for suggested timing). The oral examination consists of two rounds of questions about the dissertation itself as well as more general issues related to the field of study.

During deliberations, the members of the examination committee, including the external examiner, will report individually on the final oral examination and the written dissertation. The candidate will be deemed to have passed if no more than one of the five examiners votes negatively. An abstention will be regarded as a negative vote. The Report of PhD Examination Committee will record the decision as satisfactory or unsatisfactory. If unsatisfactory, the candidate may be given a second attempt. A second unsatisfactory result will constitute a recommendation to the Board of Graduate Studies that the student be required to withdraw.

*Box 2: Suggested Ph.D. Oral Examination Timing*
- Introduction by Chair- 5 minutes
- Presentation of research findings/scholarly work by candidate – 20-30 minutes
- Public Question Period -10 minutes (max)
- Break - 5 minutes (max, public are free to leave)
- Examination Period - 2 hours and 40 minutes (questions only from examiners)

**Order of Two Rounds of Questions by Examination Committee:**
1. External Examiner
2. Member of the Graduate Faculty (not on the Advisory Committee)
3. Member of the Advisory Committee
4. Advisor or second member of the Advisory Committee

Suggested time allotted to examination committee members:

| Examiner: | Round 1 (minutes) | Round 2 (minutes) |
| --- | --- | --- |
| External | 20-25 | 10 |
| Graduate Faculty | 20 | 10 |
| Advisory Committee | 15-20 | 5-10 |
| Advisor/Advisory Committee Member | 15-20 | 5-10 |
| Deliberation (in camera) | ~35 minutes | |

It is understood that final oral examination revisions arising from the external examiner's report and from feedback from the examination committee may be necessary to produce an acceptable revised final version of the dissertation. The Final Examination Chair (may reassign this task to the Advisor) should ensure recommendations for revision of the thesis are completed, and should withhold their endorsement of the examination (through signing the Recommendation Form) until such time.

## Dissertation Submission

After the candidate has successfully defended the dissertation at the final oral examination, has made any required revisions, and received final approval from the examination committee, the dissertation must be submitted electronically to the Atrium. Also included in the electronic submission must be a copy of an abstract consisting of no more than 350 words. The Certificate of Approval signed by the external examiner and the members of the examination committee, a copy of the circulation waiver and the copying license must also be submitted to the Office of Graduate Studies.

For further details on the Dissertation Submission Schedule, please visit:
http://www.uoguelph.ca/graduatestudies/thesis/thesis-schedule-doctoral.

## Financial Support

All students accepted into the PhD program will receive funding in the form of entrance scholarships and graduate teaching assistantships. In addition, students are encouraged to apply for competitive internal and external scholarships and awards, as well graduate research assistantships.

### Graduate Teaching Assistantships (GTAs)
PhD students are eligible for graduate teaching assistantships. Once GTA positions have been assigned, the student must meet with the instructor who will be teaching the course to discuss the expectations of the position and negotiate its terms. The department attempts to assign graduate teaching assistants to courses for which they are most suited.

#### *Graduate Teaching Assistantship Contracts*
Every graduate teaching assistant and course instructor must submit a form entitled "Assignment of Work Agreement" which outlines the expectations of the student during the assistantship and the amount of time to be spent on those expectations. The GTA's duties should be as detailed as possible, and the form must be submitted to the Graduate Program Assistant within seven days of the commencement of employment. Students and instructors should each keep a copy of the work agreement form. The contract should be followed as closely as possible throughout the semester.

Graduate teaching assistants are expected to work 140 hours over approximately 14 weeks. Half appointments are for 70 hours over approximately 14 weeks. If your allocated hours differ considerably from that noted in your Assignment of Work Agreement, please inform the course instructor as soon as possible.

Graduate teaching assistants are unionized. Copies of the collective agreement between the University and the Canadian Union of Public Employees (CUPE) are available on the Human Resources (website https://www.uoguelph.ca/hr/hr-services-staff-relations/employee-groups-agreements).

If there are any problems with graduate teaching assistant pay, please check with Student Financial Services, located in the University Centre.

### Graduate Research Assistantships (GRAs)
Graduate students may be supported through payment from research grants received by faculty members or from other sources that support research in which graduate students can participate.

### Sesssional Appointments
Doctoral candidates may have an opportunity to teach a course as a sessional as part of their program requirements after they have completed their data collection. You may not hold a GTA and sessional appointment in the same semester, so your GTA

position will be moved to another semester.

**University and College Scholarships and Awards**
For all available University and College awards, please visit the following websites:
- https://www.uoguelph.ca/registrar/calendars/graduate/current/gradawards/gradawards-_uwia.shtml
- http://www.uoguelph.ca/registrar/calendars/graduate/current/gradawards/gradawards-_csahs.shtml

**Departmental Awards**
There are also several departmental awards, some of which require an application:
- Jean, Ian and Sook-Hee Kim Memorial Prize
- Joanne Duncan-Robinson Conference Research Travel Grant
- Koji Victor Ujimoto Graduate Scholarship
- Sid Gilbert Graduate Research Prize
- Wilda M. Blacklock Scholarship

For further information on these awards, please visit the website:
http://www.uoguelph.ca/registrar/calendars/graduate/current/gradawards/gradawards-csahs.shtml.

**Departmental Conference Travel and Research Grants**
The department has funds to assist graduate students who are required to travel to present their thesis/dissertation research at an academic conference or to conduct degree-related research. Only students who are presenting a paper that is subject to some form of vetting and has been accepted for presentation OR students who are conducting thesis or dissertation research to fulfill requirements of MA or PhD programs in our department will be considered for funding. The application guidelines are available from the Graduate Program Assistant.

**External Funding**
Students are encouraged to investigate opportunities for external funding such as the Ontario Graduate Scholarship, the Social Sciences and Humanities Research Council of Canada Scholarships, and Canadian International Development Agency Scholarships.

For information on these and other scholarships, fellowships, grants and bursaries, please visit the website:
http://www.uoguelph.ca/registrar/calendars/graduate/current/gradawards/gradawards-os.shtml.

## The "Who's Who" of the Graduate Student Program

**Graduate Program Assistant**: The Graduate Program Assistant is responsible for the day-to-day administration of the department's graduate programs. The Graduate Program Assistant can provide *technical* assistance on such matters as course additions and deletions, deadlines, leaves of absence, scholarship application materials, teaching assistantships, and the completion of forms.

**Graduate Coordinator**: The Graduate Coordinator is the *academic* head of the graduate program. The Coordinator is responsible for managing the department's graduate programs. This includes tasks such as interpreting program regulations, approving course selections, advisory committees and qualifying examinations committees, assigning graduate teaching assistantships, handling recruitment and admissions, processing scholarships and awards, and advising students and faculty on various matters.

**Graduate Program Committee**: The Graduate Program Committee consists of the Graduate Coordinator and two other faculty members, as well as a student elected by the graduate students. The Committee considers recruitment strategies, course changes and changes to the structure of graduate programs. Some of the main tasks of the Committee include processes in which the student representative does not participate (e.g., reviewing applications for admission to graduate programs and adjudicating various scholarships and awards).

**Graduate Student Representatives**: Graduate Student Representatives are elected by the graduate students. All committee members must be democratically elected. Students in their second year and beyond are responsible for calling a meeting of the graduate students (MA and PhD), taking nominations and setting up the election process. Once the election has taken place, the results are to be reported to the Graduate Program Assistant.

- **Departmental Representative (one person required)**: Responsible for attending and representing the graduate students in the Department of Sociology and Anthropology at departmental meetings. Responsible for reporting any relevant issues and concerns to the graduate student body.

- **Graduate Student Program Representative (one person required)**: Responsible for attending and representing the graduate students in the Department of Sociology and Anthropology at Graduate Program Committee meetings.

- **Graduate Student Association (GSA) Representatives (two persons required)**: Responsible for attending GSA board meetings and representing the graduate students in the Department of Sociology and Anthropology. Responsible for holding meetings as necessary to inform the graduate student body of pertinent issues. As members of the GSA, the representatives must sit on one additional committee as per GSA requirements.

- **Personnel Committee Member (one person required)**: Responsible for reviewing

applicant files, attending meetings to develop a short list of candidates, attending public presentations of short-listed candidates, and participating in interviews and lunches with candidates. Responsible for attending a meeting to decide which candidate will be recommended to the department. The graduate student member is also asked to attend the department meeting where the recommendation will be presented.

- **CUPE Local 3913, Unit One (GTAs)**: The Union asks for one graduate student representative from each department. This position does not have to be elected by the student body. Students interested in the position are to contact CUPE.

**ENGAGE Conference Committee:** Graduate students in the Department of Sociology and Anthropology organize an on-campus graduate conference in March of each year. This conference celebrates the diversity and vitality of student research by offering an opportunity for students from diverse social science backgrounds to come together and ENGAGE with peers over critical social and cultural issues.

**Department Chair**: The Department Chair is the head of both the academic and administrative units of the department. The Chair has ultimate responsibility for ensuring that graduate programs conform to the rules established by the University Senate.

**Assistant Vice-President of Graduate Studies**: The Assistant Vice-President of Graduate Studies oversees the Office of Graduate Studies and all aspects of graduate education. The Assistant Vice-President is responsible for the content and administration of all graduate programs, for assessing the quality of all academic programs, and for ensuring the implementation of policies and directions determined by the Board of Graduate Studies.

**Office of Graduate and Postdoctoral Studies**: The Office of Graduate and Postdoctoral Studies, which is located in the University Centre, is the administrative centre for most aspects of graduate students' academic life. Staff provide a variety of services to graduate students. Please visit the website: http://www.uoguelph.ca/graduatestudies/.

**Student Financial Services**: Student Financial Services, which is located in the University Centre, assists students with various financial matters, including paying fees. Please visit the website: https://www.uoguelph.ca/registrar/studentfinance/.

**Graduate Students' Association**: All graduate students are members of the Graduate Students' Association. This organization represents graduate students' interests to the administration, deals with issues such as the Student Health and Dental plans, and runs the Graduate Lounge. The GSA is located in the University Centre. Please visit the website: http://www.uoguelph.ca/gsa/.

**CUPE Local 3913**: CUPE Local 3913 is the union representing Graduate Teaching Assistants (GTA). Please visit the website: http://www.cupe3913.on.ca/.

## Staying Connected: On-Campus Work and Support Services

There are several facilities on campus to help graduate students complete their work while staying connected to the department and to their colleagues in the program and across campus.

**Work Space Options**
There are several facilities reserved on campus especially for graduate students.
- ***Blackwood Hall***
  Graduate students are provided access to working space in Blackwood Hall.

- ***Research Carrels in McLaughlin Library***
  Graduate students may apply for a research carrel in the McLaughlin Library. This space includes a desk and a locker for books.

- ***Study Offices in McLaughlin Library***
  Graduate students may apply for an office in the McLaughlin Library for one semester during their program. Many students pursue this workspace option when they are researching and writing their dissertation. These offices are single occupancy.

- ***Open Workspace in Library***
  The McLaughlin Library is an ideal place to study, and each floor has dedicated study areas. Food and drinks are permitted in all study areas within the library.

**Teaching Assistant Space**
Graduate students who are required to meet with undergraduate students as part of their teaching assistant duties are provided with access to an office in the MacKinnon building for this purpose.

**Departmental Communication**
- ***Departmental Mailbox***
  Graduate students are assigned a mailbox in the departmental main office, which should be checked regularly.

- ***Courselink***
  Graduate students are assigned a Guelph e-mail account and password which enables them to access Courselink, a key resource tool for all graduate students.

**Computer Access**
- ***Graduate Student Departmental Computer Lab***
  This lab, located in the department, is reserved for graduate students who are registered in programs in the department.

- ***Library Computers and Laptops***
  There are many desktop computers available for student use in the McLaughlin

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Library. Students may also borrow laptops, available through the Circulation Desk in the library. Students who have a laptop with a wireless connection can access the internet on their own computer from within the library and most other buildings on campus.

**Computing Assistance**

- ***Computing and Communication Services (CCS)***
  CCS provides a variety of technical support services as well as access to a wide range of statistical, word-processing and other computer applications. Please visit the website: http://www.uoguelph.ca/ccs/.

- ***Computing Services in the Department***
  Computer technical support and statistical consulting are also available from the departmental Computer Technician, who is located in MacKinnon 631.

**Library, Teaching and Research Assistance**

- ***Librarians***
  Librarians are experts in strategies for accessing materials, and can thus play an essential role in skills development for graduate students. It is highly recommended that students utilize the librarians at the reference desk in the McLaughlin Library when navigating the University of Guelph library system.

- ***Learning Commons***
  Located at the back left of the first floor of the McLaughlin Library, the Learning Commons offers a range of workshops, pamphlets and other services. Please visit the website: http://www.learningcommons.uoguelph.ca.

- ***Graduate Student Learning Initiative (GSLI)***
  The GSLI is a collaborative endeavour that brings together key campus services that support academic and professional skill development for graduate students as learners, researchers, instructors and professionals. Please visit the website: http://gsli.uoguelph.ca/.

- ***Lynda.com***
  U of G students, faculty and staff have free access to all training modules available through Lynda.com, a Linked in associated video-based training library.

- ***Electronic Journals***
  The University of Guelph subscribes to an impressive variety of services that allow graduate students to access a tremendous number of journals online. These journals are also accessible to students off campus.

- ***McLaughlin Library***
  The University of Guelph's library resources are shared with the University of Waterloo Library and the Wilfrid Laurier University Library, which together form the Tri-University Group of Libraries (TUG). When students wish to access books

shelved at Waterloo or Laurier, they must complete an online request. Books are usually delivered to the McLaughlin Library within two days.

- ***Open Learning and Educational Support (Open Ed)***
  Teaching Support Services, which is located in Day Hall, provides classroom technical support, learning technologies and courseware Innovation; educational development. OpenEd also has a teaching resource centre, videoconference facility, and learning technology lab. Please visit the website: https://opened.uoguelph.ca

## Travel

Graduate students may choose to study or conduct research abroad. It is very important that students be adequately prepared for the experience.

The Centre for International Programs (CIP) offers many services to students travelling abroad. Students are encouraged to visit the CIP website and familiarize themselves with the University of Guelph Safe International Travel Policy for Students. Please visit the website: https://www.uoguelph.ca/cip/panel/cip-front-page.

## Career Services

Career Services offers help for those looking for jobs. Please visit the website: https://www.recruitguelph.ca/cecs/.

## Housing

Information on housing is available at the following website: www.housing.uoguelph.ca.

## Services for Work, Well-being and Leisure

The campus boasts health and counselling services (https://www.uoguelph.ca/mentalwellbeing), athletic facilities, and daycare services. Graduate students are strongly encouraged to take full advantage of these services.

The Fifth: GSA Rooftop Patio and Lounge, a restaurant and bar owned and operated by the Graduate Students' Association, provides a focal point for social and cultural activities for graduate students. Located on the fifth floor of the University Centre, The Fifth serves food and drinks at reasonable prices (hours and menu available online: https://www.uoguelph.ca/gsa/fifth-gsa-rooftop-patio-and-lounge). With a discount sticker available from GSA, graduate students benefit from 15% off their entire food order at The Fifth.

Occasionally, the Department of Sociology and Anthropology organizes social gatherings for graduate students, staff and faculty. There are also several informal gatherings of graduate students throughout the year.

## Appendix I – Graduate Grade Schedule and Grade Interpretation

**Grades Schedule**

In courses which comprise a part of the student's program, standings will be reported according to the following schedule of grades:
- A+ 90-100%
- A 85-89
- A- 80-84
- B+ 77-79
- B 73-76
- B- 70-72
- C+ 67-69
- C 65-66
- F 0-64

**Grade Interpretation**

Fall 2012 onward

| Percentage Grade | Letter Grade | Description |
|---|---|---|
| 90-100 | A+ | **Outstanding.** The student demonstrated a mastery of the course material at a level of performance exceeding that of most scholarship students and warranting consideration for a graduation award. |
| 80-89 | A- to A | **Very Good to Excellent.** The student demonstrated a very good understanding of the material at a level of performance warranting scholarship consideration. |
| 70-79 | B | **Acceptable to Good.** The student demonstrated an adequate to good understanding of the course material at a level of performance sufficient to complete the program of study. |
| 65-69 | C | **Minimally Acceptable.** The student demonstrated an understanding of the material sufficient to pass the course but at a level of performance lower than expected from continuing graduate students. |
| 0-64 | F | An inadequate performance. |

**A graduate student who receives a grade of less than 65 per cent in any course (graduate or undergraduate, prescribed or additional) is deemed to have failed the course.** The advisory committee must then take action. A student may not register for any course they have previously passed unless the course is a varying content course (such as a Special Topics course) or unless so directed by the Admissions and Progress Committee of the Board of Graduate Studies.

# Appendix II –PhD Graduate Program Administrative Forms

| EVENT | FORMS REQUIRED AND TIME FRAME | SOURCE |
|---|---|---|
| **Registration**<br><br><br><br>**Decision to add/delete courses** | Each semester - check schedule of dates online<br><br><br>You must register for UNIV*7510, Full-time Registration each semester.<br><br>Web Advisor or Paper form - Course Add/Drop and Change Form | https://www.uoguelph.ca/registrar/calendars/graduate/current/sched/index.shtml<br><br>https://webadvisor.uoguelph.ca<br><br>http://www.uoguelph.ca/graduatestudies/forms |
| **Tuition fees** | Check your account on WebAdvisor.<br>The Authorization for Settlement form must be submitted by the deadline date or you will be charged | https://webadvisor.uoguelph.ca |
| **Decision to add/delete courses** | Check schedule of dates online<br><br>Paper form - Course Add/Drop and Change Form | http://www.uoguelph.ca/graduatestudies/forms |
| **GTA contract** | You accept your GTA contract online. You should submit your Assignment of Work Agreement (outlining your TA duties) early in the semester of your designated GTA. Submit your GTA contract and signed appointment form within 7 days from the beginning of your employment. | Graduate Program Assistant sends these out with GTA assignments |
| **Tracking of Hours** | GTAs should keep a record of their time and inform instructor if time substantially deviates from Work Agreement. | |
| **Choosing your Advisor and Advisory Committee** | You should form your Advisory Committee early in your second active semester. An Advisory Committee form and a Degree Program Form must be completed and submitted to the Graduate Program Assistant to forward to the Office of Graduate Studies for processing before the student's third active semester. | http://www.uoguelph.ca/graduatestudies/forms |
| **Qualifying Examination (QE)** | You should form your QE Committee by end of your second active semester. The Qualifying Examination Committee Appointment Form must be completed and submitted to the Graduate Program Assistant before the PhD Qualifying Examination "Contextual Statement and Reading List" Approval Form is submitted along with a copy of the final approved statement and reading list. | Graduate Program Assistant |
| **Dissertation Proposal** | Approval of your dissertation proposal is documented in the Proposal Approval Form by the start of the summer semester of your second year (i.e., S6). A copy of your approved proposal must be attached to the signed Research Proposal Approval form and submitted electronically to the Graduate Program Assistant before it is signed by the Graduate Coordinator. | Graduate Program Assistant |
| **Dissertation Defense** | Review completion information on the OGPS website<br><br>Examination Request Form must be completed. Department Chair and Advisor set up the final defense.<br><br>Department Chair contacts External Examiner and provides a covering letter, defense copy of dissertation, and external examiners report form to External at least 4 weeks prior to the scheduled defense date.<br><br>Chair sends copy of external examiner's report to examination committee and student 1 week prior to scheduled defense. | https://uoguelph.ca/graduatestudies/current/completion<br>Graduate Program Assistant<br><br><br>Department Chair<br><br><br><br>External Examiner |
| **Ready to Graduate** | Check Schedule of dates for last day to apply to graduate. Must also get library clearance. | https://www.uoguelph.ca/registrar/calendars/graduate/current/sched/index.shtml |

# Appendix III –QE Timelines and Responsibilities Chart

| QE Stage: | Task<br>Note: Required Forms Listed in Bold | Timeframe | Responsible |
|---|---|---|---|
| Form QE Committee | Submit signed **QE Committee Appointment Form** to Graduate Program Assistant | Mid-April | Advisor |
| | Overview of QE process to QE committee members external to the department | End of April | Graduate Program Coordinator |
| Contextual Statement and Reading List | Provide PhD students and QE committee members access to ARES. | End of April | Graduate Program Coordinator |
| | Submit contextual statement and reading lists to committee for review. Ensure separate sections for each of the 3 groupings (i.e., Sociological Theory-40 units, selected Specialization Field-40 units, and Student's Research Area-10 units). | Mid-April to Mid-May | Student |
| | Provide feedback and 10 additional Student Research Area readings related to research area for student to incorporate into their contextual statement and reading list. | Mid-April to May | QE Committee |
| | **PhD QE Contextual Statement and Reading List Approval Form** (with attachment) submitted to Graduate Program Assistant. QE committee and student receive the final approved version of Contextual Statement and Reading List document. | First week of June | Advisor |
| | Review Reading Lists and ensure that readings required by multiple students are accessible via ARES. | By Mid-June | Graduate Program Coordinator |
| Reading | Students carefully read their reading lists, paying attention to the 4 QE Learning Outcomes | Mid-April to End of Aug | Student |
| Written Component | Decide who will provide which type of QE question (Reminder: 2 related to sociological theory; 2 related to their specialization field; 1 related to their research area and 1 that cuts across the research area and at least one of the core reading lists). | Between May and beginning of August | Advisor in collaboration with QE Committee |
| | Compile questions received from QE committee members, edit if required to avoid duplication and send questions back to the QE committee for approval prior to submitting to the student. | Mid to End of Aug | Advisor |
| | Release 6 take-home exam questions to student (cc QE committee and Graduate Program Assistant). Students respond to at least 1 question from each grouping (sociological theory, specialization field, and research area) along with another question from any of the groupings. | First week of Sept (date specified in the Contextual Statement and Reading List Approval Form) [Must be sent to the student by 9am on a weekday] | Advisor |
| | Submit written responses to the 4 selected QE questions to QE Committee Members 4 weeks after receipt of take-home exam question. All responses saved in one document, with the question noted at the beginning of each response and a reference list at the end of each response. | First week of Oct (date specified in the Contextual Statement and Reading List Approval Form) [Must be submitted by 4pm on a weekday] | Student |

| QE Stage: | Task<br>Note: Required Forms Listed in Bold | Timeframe | Responsible |
|---|---|---|---|
| | Submit request for QE paperwork (i.e., Report on Qualifying Exam) to the Office of Graduate and Postdoctoral Studies (OGPS) | First week of Oct | Graduate Program Assistant |
| | Practice Oral QE Component | Third Week of Oct | 1st, 2nd and 3rd year PhD students |
| | Individually assess written reading response and document feedback related to each of the 4 Learning Outcomes. NB: 65% is the minimum level for a pass at a graduate level. | Last two weeks of Oct | QE Committee |
| | QE Committee meets to discuss collective assessment. | Within a couple of days of above (date specified) in the Contextual Statement and Reading List Approval Form) | QE Committee (includes QE Chair) |
| | Notify student of the outcome of the collective deliberations (cc QE committee and Graduate Program Assistant). | 3 weeks after student submits their written response | Advisor/QE Chair communicates outcomes to the student. |
| Re-written Component (if applicable) | Submits **PhD Advisory Committee Qualifying Examination Research Evaluation Form** to QE committee during deliberations and submit a copy to the Graduate Program Assistant (to archive in student's file). | Within three weeks of student's re- submission. | Advisor/QE Chair communicates outcomes to the student. |
| Oral Component | Student provides a 15-20-minute oral presentation (See PhD Handbook for suggested types of content to consider covering) | (date specified) in the Contextual Statement and Reading List Approval Form) | Student<br>QE Committee |
| | Prepare **PhD Advisory Committee Qualifying Examination Research Evaluation Form**<br>o Present to QE committee during deliberations<br>o Post-oral: submit a copy Graduate Program Assistant (to archive in student's file). | Prior to oral component of QE | Advisor (with input from Advisory Committee) |
| | Committee discusses student's performance | During deliberations | QE Committee Members |
| Post-QE | Provide student with a summary of strengths and areas for improvement for each of the four QE Learning Outcomes for both the written and oral components. Send a copy to the Graduate Program Assistant (to archive in student's file) [Optional Template: **Summary of Qualifying Examination Committee Feedback**) | 1 week post successfully Oral Component | Advisor |

*Note: Given this is an examination context, it is important that all feedback provided to the student is written in a manner that does not do the intellectual work for the student.

**Please retain this copy of the Sociology PhD Handbook for future reference. It will be a valuable tool and reference guide while you complete your PhD program.**