

**Department of
Gender and Women's Studies
Graduate Programs**

HANDBOOK

2021-2022

The University of Arizona

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Welcome to Gender and Women's Studies!

The Gender and Women's Studies (GWS) Graduate program is designed to help you develop your knowledge of Gender and Women's Studies as a field as well as your own research, speaking, writing, critical thinking and reflection skills, and support you in creating new knowledge in your area of interest through an innovative Master's Paper or Dissertation. The following information is meant to help you proceed through the requirements and procedures of the program in a timely fashion.

Graduates of the Ph.D. program in Gender and Women's Studies have become faculty in GWS and allied departments and programs; postdoctoral researchers; community-based researchers engaged in outreach, education, and intervention; equity and diversity administrators and policy-makers in the higher education and public sectors; founders/directors of non-profits; editors; and community organizers, among other careers.

Responsibilities

You are ultimately responsible for knowing and fulfilling the program and university requirements and deadlines. You should meet regularly with the Academic Program Coordinator, who is an expert on these requirements and the procedures for fulfilling them; and likewise, you should meet regularly with the Director of Graduate Studies, who can help you to understand departmental expectations.

The Department, your teachers and advisors, the Graduate College, your students and many others will communicate regularly with you through your UA email account. Please check your email at least once per day and reply within 24 hours to any messages requiring a response. (If you will be unable to respond due to extenuating circumstances such as travel, you should set up an automatic reply explaining when the sender can expect a reply.)

In addition to the information provided in this Handbook (aka "the blue book"), information about deadlines and necessary forms is available on the Graduate Student Academic Services web page web page: <https://grad.arizona.edu/gsas/degree-requirements> Other important dates are identified in the University Master Calendar: <http://www.arizona.edu/calendars-events>.

Participate! You are not undertaking a graduate program simply to jump through bureaucratic hoops. Our university offers ample opportunity to meet scholars from all over the world, to engage in intellectual conversation beyond the classroom and to serve on committees that shape the department, college, and university. Gender and Women's Studies sponsors speakers and conferences through the departmental colloquium and other venues for the benefit of our students, faculty and the broader university. We expect that you will take advantage of these opportunities.

Advising and Mentoring

Your First Advisor

During the summer before the first year, the Director of Graduate Studies (DGS) assigns incoming graduate students a provisional faculty advisor (from core faculty) based upon faculty availability. It should be noted that this is a provisional relationship: the person initially assigned may or may not correlate with student interests. This advisor is meant to assist with basic orientation to GWS and the UA and to help with the selection of first semester courses. Incoming students are encouraged to contact their advisor before the semester starts and then to meet with their advisor in person during orientation week and again monthly in the first semester of their program. Students may select a different advisor as early as October 15 of your first semester. If you wish to select a different advisor, it is up to **you, the student**, to consult with the alternate faculty member to make sure that they are willing and available. If you change advisors, you **MUST** notify the DGS.

Advising Beyond the First Year

Your first year advisor may or may not be the person you will select to serve as chair of your Master's Paper Committee (for Ph.D. students adding an M.A. degree, or M.A./J.D. students), and your Comprehensive Examination Committee, or your Dissertation Committee. You may have different chairs for each of these committees or keep the same person.

NB: If you are pursuing an MA, you should select your MA Paper committee chair no later than August of the academic year in which you intend to submit the paper.

As you advance through the program and clarify the focus of your scholarship, you should select a committee chair and other committee members with appropriate expertise. Once selected, that chair will serve as your primary advisor. You are urged to consult with faculty members to determine their availability as advisors as early as possible. It should be noted that due to faculty workloads and the inevitable unevenness of student interest in any given year, a particular faculty member may deny a request to take on the role of advisor.

After the first semester, frequency of meetings with your advisor may vary based on your status in the program, such as needing to meet weekly or bi-weekly during final preparations for qualifying, comprehensive examinations or the dissertation defense preparation, but only once a semester during coursework or dissertation writing. You are responsible for initiating these meetings. Don't be shy; faculty members understand that it is a core part of their job to advise you. *Even faculty on leave are expected to maintain regular correspondence with their advisees.*

During your years in coursework, your advisor will help you select courses, see you through a plan of study and help you to interpret the program requirements. Your advisor should also be available to offer guidance about any academic or professional issues that might arise. Your advisor is responsible for working with you on your preparation and submission of the Annual Review of Graduate Student Progress, to which they attach their own assessment of your progress.

The Department uses the term "mentor" to describe those who offer guidance and support to graduate students in a less formal way than an advisor. We strongly encourage you to develop mentoring relationships with faculty from the GWS Core, affiliated faculty, and other graduate students. For instance, you may wish to retain your initial advisor as a mentor, even once you have selected someone else to chair your exams and dissertation.

I. Ph.D. PROGRAM REQUIREMENTS

PhD requirements include **66 units** of coursework (including a minor of 12 units and 18 dissertation units); successful completion of the Qualifying Process; passing the Comprehensive Exam; approval of a dissertation proposal; completion and defense of the dissertation. Please also note that students must maintain continuous enrollment, as detailed in the [Doctoral Continuous Enrollment Policy](#) (see page 32-33). And all students are required to submit an Annual Report as detailed in the Annual Review of Graduate Student Progress (page 23).

Courses and Units:

A minimum of 36 units of coursework in the area of the major subject, 12 units minimum (some minors require more) in the minor subject, and 18 units of dissertation must be completed. Most students will take more than the minimum number of units for a given degree.

All required units of credit counted toward the degree must be taken for graduate credit, including any courses transferred from another institution. At least 22 units (i.e. half the required coursework) on the Doctoral Plan of Study must be in courses in which regular grades (A, B, C) have been earned. Courses with grade D cannot be counted toward a graduate degree. A minimum of 12 units of regular grades taken at the University of Arizona are required to establish the Grade Point Average (GPA).

Non-credit based requirements such as comprehensive exams, dissertations or thesis requirements, research requirements, and professionalization requirements may not be transferred from another institution.

9 Units GWS Required Classes:

GWS 539A Feminist Theories I (3 units) usually taken Semester I
 GWS 539B Feminist Theories II (3 units) usually taken Semester II
 GWS 639 History/Social Movements (3 units) should be taken at first opportunity

27 Elective Units in Major Field

These may be classes in and outside of the department. They should be selected in consultation with the student's advisor.

Students may repeat GWS539A and GWS539B one time each for credit that is applicable to a GWS PhD major, PhD minor, MA, or Concentration, on the condition that the syllabus for the course is substantially different from the earlier offering. Course eligibility will be determined by the Director of Graduate Studies or, if a conflict of interest, the Department Head. Repeat enrollment will be treated as a normal GWS elective course.

Students may fulfill up to 10 units by enrolling in the Certificate in College Teaching. For more information see: <http://cct.oia.arizona.edu/>

12 Units in Minor Field (some minors require more)

The student may fulfill the Minor requirement in two ways.

- Undertake a formalized Minor in another department (e.g. History or Anthropology). Some departments require as many as 15 units for their minors. Consult with the minor department's graduate advisor for clarification of their requirements.
- Create an individualized minor composed of a coherent set of courses in an area or field (e.g. social theory or Chicana/Latina studies) in consultation with your GWS faculty advisor and the GWS Director of Graduate Studies.

It is the student's responsibility to keep track of their minor requirements. The student may choose two supporting minor subjects, in which case each minor must have at least six units of coursework. Although the minor subject or subjects will usually be taken outside the major department, minors within the major department may be permitted with the approval of the department.

18 Dissertation Units

TOTAL MINIMUM UNITS: 66

Critical Race/Ethnic Studies Course Requirement

Our faculty are committed to critical race and ethnic studies for feminist training and research. Doctoral students must complete one 3-unit course in critical race or ethnic studies, either in the major or minor. GWS 539A, 539B, and 639 may not be used to fulfill this requirement. Consult with your adviser or the DGS to select a course that meets this requirement.

Language Competencies

The Gender & Women's Studies Ph.D. does not require the demonstration of second-language competency, but pursuing fluency in languages other than English is strongly encouraged as part of our commitment to U.S. ethnic studies, and international and transnational scholarship, teaching, and activism.

Students undertaking dissertation research in a language other than English and in which they are not native speakers will be expected to demonstrate proficiency to their Dissertation Committee. Proficiency is achieved when the student acquires the expertise to read widely in secondary literature and undertake original research in another language. Students who expect that they will undertake dissertation research in a non-native language should discuss this with their Major Advisor early in their doctoral program and work with their Advisor to develop a plan to achieve language proficiency. These students will be expected to demonstrate language proficiency as part of their Dissertation Prospectus defense.

PhD Timeline

NOTE: This is a general guideline. Individual student's pace and coursework selection will vary. Generally, students should register for 9 units each semester at least until ABD.

	Fall	Spring
Year 1	<ul style="list-style-type: none"> • GWS 539A Fem Theories I • Electives/Minor <i>or</i> GWS 639 Feminist & Other Social Movements* <i>or</i> Critical Race and Ethnic Studies course • All students confirm advisor selection 	<ul style="list-style-type: none"> • GWS 593B Fem Theories II • Electives/Minor <i>or</i> GWS 639 Feminist & Other Social Movements* <i>or</i> Critical Race and Ethnic Studies course • MA Plan of Study, if planning to complete requirements for MA
Year 2	<ul style="list-style-type: none"> • GWS 639 Feminist & Other Social Movements* • Electives/Minor ** <i>or</i> Critical Race and Ethnic Studies course • Doctoral Plan of Study 	<ul style="list-style-type: none"> • Electives/Minor • MA Paper & Presentation, for those adding an MA • Select Comprehensive Exams Committee
Year 3	<ul style="list-style-type: none"> • Electives/Minor (3) • Preparation for Comprehensive Exams 	<ul style="list-style-type: none"> • Electives/Minor (3) • Comprehensive Examinations
Year 4	<ul style="list-style-type: none"> • Electives or Dissertation units as needed • Dissertation Proposal Defense 	<ul style="list-style-type: none"> • Dissertation units as needed • Students should be ABD at the end of year four (Comprehensive Exams and Dissertation Proposal completed)
Years 5/6	<ul style="list-style-type: none"> • Dissertation units as needed 	<ul style="list-style-type: none"> • Dissertation units as needed • Dissertation Defense (must occur at least 2 weeks prior to the dissertation filing deadline for spring semester)

All core, major and minor coursework need to be completed prior to achieving ABD status. After comprehensive exam, but not prior to ABD status, students can use independent studies, internship and preceptorship units to fulfill full-time enrollment requirements for GA positions.

* Depending on course availability. Take at the earliest opportunity.

** It is recommended that students take 3 units of preceptorship (GWS 591) or other teaching instruction or support the semester of their first appointment as a 0.5 GAT for GWS.

Transfer Credit

Graduate credit earned at approved institutions, if accepted by the Gender and Women's Studies Department and the Graduate College, may be counted toward the requirements. To be accepted, the student must have earned an A or B in the original course. Grades of transfer courses will not be calculated in The University of Arizona G.P.A. Please note that if you are from a school on the quarter system, transferred credits count for 2/3rds of our semester units (convert quarter units to semester units by multiplying the number of quarter units by .67).

*For students **with** an MA in gender and women's studies or a related field, a total of **fifteen** units may be fulfilled through approved transferred credit toward the PhD. Only two core GWS courses may be fulfilled through transferring credit.*

*For students without an MA in gender and women's studies or a related field, a total of **twelve** units may be fulfilled through approved transferred credit toward the PhD. Only one core GWS course may be fulfilled through transferring credit.*

Students who wish to transfer credit must submit the ***GWS Request for Transfer Credits form***, along with a syllabus for each course they wish to transfer and a statement of approval from their advisor to the DGS by the beginning of their second semester. The DGS may bring the proposal to the Curriculum Committee for final approval. **This should be done by no later than the end of March of the second semester**

If approved by the department, they must complete the ***Transfer Credit form (in GradPath)*** before the end of their first year of residency.

Expected Enrollment:

Timely progress through the program is based on the assumption that students will ordinarily take 9 units per term during their coursework up to and including preparation of their dissertation proposal. After core and minor course completion, students may use internship, independent study, and preceptorship courses to provide specialized training and time for study as needed, within program limits for each category. Minimum enrollment for assistantships is 6 units, which also corresponds to minimum full-time enrollment for financial aid and loan deferments. Once a student is ABD, they should enroll in 9 units per semester for the first two semesters of their dissertation writing, and then should they need to continue with dissertation units, the minimum for continuous enrollment is 1 unit per semester, unless they have an assistantship which requires 6 units. For further detail, see <https://catalog.arizona.edu/policy/enrollment-policies>

Doctoral Plan of Study

In conjunction with the student's advisor, each student is responsible for developing a Plan of Study as early as possible during the first few months in residence, to be submitted to the Graduate College no later than the third semester in residence.

The Plan of Study identifies (1) courses the student intends to transfer from other institutions; (2) courses already completed at The University of Arizona which the student intends to apply toward the graduate degree; and (3) additional course work to be completed to fulfill degree requirements. The student must complete the ***Doctoral Plan of Study form (in GradPath)***.

Qualifying Process (QP)

The Qualifying Process takes place within the student's first year in the doctoral program.* The student will be considered qualified to continue in their doctoral program if all of the following are met:

1. The student completes at least 15 units of **graded** coursework in the first two semesters.* (Students are strongly encouraged to complete 18 units of coursework overall in their first two semesters.)
2. The student achieves an overall grade point average of at least 3.6 on a 4-point scale for their first two semesters.
3. The student takes no more than two Incompletes over their first two semesters.
4. The student completes all remaining coursework and is without Incompletes within 6 weeks of the end of the second semester.**

If a student fails to meet any of these requirements, they will no longer be eligible to continue in the GWS doctoral program.

* Under special circumstances (e.g., disability or family obligation) a student may petition to extend the timeline for completing at least 15 units of graded coursework for an additional (third) semester. Students working under an extended timeline will be held to the same criteria but over three semesters (i.e., a 3.6 minimum GPA over three semesters; no more than two incompletes over three semesters; all incompletes finished within 6 weeks of the third semester). Students wishing to pursue this option should petition to do so no later than the last day of their first semester. The petition consists of a formal letter addressed to the Director of Graduate Studies (DGS) outlining the reasons for extending the timeline, along with a letter of support from the student's Major Advisor. The DGS will make a determination within 4 weeks of receiving the petition; should the DGS decline the petition, it will automatically be forwarded to the faculty members of the Curriculum Committee for review. The determination of the Curriculum Committee will be final.

** In extraordinary circumstances (e.g., health emergency) a student may petition to extend the deadline for satisfying Incompletes. Students must make this petition before the six-week deadline has expired. The petition consists of a formal letter addressed to the Director of Graduate Studies (DGS) outlining the reasons for extending the timeline. The DGS will make a determination within two weeks of receiving the petition; should the DGS decline the petition, it will automatically be forwarded to the Department Head for review. The determination of the Department Head will be final.

Petition to Continue in the Program

Students who do not meet the criteria for Qualifying elaborated above may petition to continue in the program. The student must write a letter to the Director of Graduate Studies (DGS) outlining their argument for making an exception in their case to the Qualifying criteria. The student must also acquire a letter of support from their Major Advisor (their advisor at the end of the second semester of their program). The petition and letter of support must be received by the DGS no later than five (5) business days before the first day of the semester after the student is notified of their failure to Qualify. The DGS will bring the petition and letter of support to the faculty members of the Curriculum Committee, who will make a final determination within two weeks of the start of the semester (the deadline to drop all courses and be refunded for tuition and fees). There is no further appeal of the decision by the Curriculum Committee. During the semester in which the student petitions for continuance, they must maintain continuous enrollment. As they are considered not making sufficient progress in their program, however, the student will be ineligible for departmental employment or funding during this semester.

Comprehensive Examination for Doctoral Candidacy Written and Oral

This Examination is intended to test the student's comprehensive knowledge of the major and minor subjects of study, both in breadth across the general field of study, and in depth within the area of specialization. There are two portions to the Comprehensive Examination: the written exam and the oral exam. They must be taken sequentially. Students should normally take the Comprehensive Exams upon or near completion of their coursework, either at the end of third year or during the fourth year. The examinations (and the dissertation approval process) should be completed prior to the start of the 5th year in the program.

Comprehensive Examination Committee

The student is responsible for forming a comprehensive examination committee that can examine them on the major and minor fields to confirm competency in those areas.

Committee Chair

While the student may select a Major Advisor outside of GWS, the Chair or a Co-Chair of the Comprehensive Examination Committee must be core GWS faculty to assure that the Comprehensive Examination meets the requirements set by the Department. Thus, for the purposes of the Comprehensive Examination, the student may need to select a Committee Chair who is not their Major Adviser or who works with the Major Adviser as a Co-Chair. A non-tenure track faculty member who is approved as tenure-equivalent may serve as Co-Chair but not sole Chair. Pre-tenured GWS core faculty may serve as a Co-Chair with another tenured or approved tenure-equivalent GWS core faculty member only; they may not serve as sole Chair or as a Co-Chair with non-GWS faculty.

See <https://grad.arizona.edu/policies/academic-policies/graduate-faculty-policy>

Committee Composition

The examining committee must consist of a minimum of four members. The Major Advisor, who must be a member of the examination committee, and two additional members must be current University of Arizona faculty members that are tenured, tenure track, or approved tenure equivalent. The fourth member may be tenured or tenure-track, or an approved special member. Special members must be pre-approved by the Dean of the Graduate College. Any members beyond the fourth can also be current tenured or tenure-track faculty members, or approved special members. Students obtaining a formal minor external to GWS must have a committee representative from that department.

Examination Reading Lists and Question Development

In consultation with their committee, the student develops three well-defined areas of study and compiles an accompanying reading list for each area. The student must preface the reading lists with one to two pages of text describing and justifying the examination areas and selection of materials. The Examination Committee must approve the areas and lists. It is anticipated that these lists are finalized approximately 6 months in advance of the written examinations. Once the lists are finalized and approved, the student must submit the lists to the Academic Program Coordinator. The student will need to fill out the ***Comp Exam Committee Appointment Form (in GradPath)***. **The student will then notify the Director of Graduate Studies and the Academic Program Coordinator of the dates when they will begin the written examination.**

Once the student has mastered the approved material and the examination has been scheduled, the Chair will poll the committee for potential questions for each examination sub-area. While individual committee members may be explicitly associated with one specific area/list, they may contribute questions involving any of the areas/lists. Students may be asked to contribute suggestions for potential questions.

The Chair compiles the examination. The examination may be constructed such that the student will have some choice of which questions to answer in each area. The questions should be framed in such a way as to keep the total length of the completed examination below 50 pages or 15,000 words, maximum. The Examination Committee will review the examination before it is given to the student.

Written Examination Process

The Chair distributes to the student, (cc: the Academic Program Coordinator) the written portion of the examination either electronically or physically. The student has up to (and no more than) 21 calendar days from receiving the exam to complete it. By the 21st day, the student submits to both the Major Advisor and the Academic Program Coordinator a packet of examination answers of no more than 50 pages (50 pages or 15,000 words, maximum, exclusive of bibliography, which should be provided for each examination area but not necessarily for each question answered).

The student's examination answers will be distributed by the Academic Program Coordinator to the Examination Committee no later than two business days after submission. Committee members must send their evaluations to the Chair within two weeks of receiving the exam.

There are two potential outcomes to the committee evaluation of the Written Examination:

- Pass. This allows the student to proceed with the Oral Examination. The balloting need not be unanimous, but at least three or more committee members must pass the entirety of the exam.
- Fail. The student cannot proceed with the Oral Examination. The student may re-take the Written Examination once. If the student passes the re-take, they may proceed with the Oral Examination. If the student fails the re-take, they will be disqualified (not permitted to continue in the Ph.D. program).

Dissertation units can be taken during the semester following the passing of the Written Comprehensive Examination, if all other course work and program requirements for the Major and Minor have been completed and an up-to-date approved Doctoral Plan of study is on file.

Oral Examination

The Oral Examination may be scheduled to take place *as soon as seven days and no later than six months* after the Chair has notified the student that they have passed the Written Examination. The student will need to fill out the ***Announcement of Doctoral Comprehensive Exam Form (in GradPath)***

The Oral Examination is the occasion when faculty committee members have both the opportunity and obligation to require the student to display a broad knowledge of the chosen field of study and sufficient depth of understanding in areas of specialization. The objective is to ascertain that the student is sufficiently prepared to take on the role of a junior colleague and can adequately demonstrate a breadth and depth of knowledge of the field.

The entire Examination Committee must be present for the entire examination (conference calls or video-conferencing are permitted if needed). If a full committee is not assembled, the examination must be cancelled or postponed. The duration of the examination must be at least one hour and no more than three hours. It is a closed session, not open to the public.

Before beginning the Oral Examination, and in the absence of the student, the Examination Committee must review the ground rules for the examination and establish procedures to be followed. At this time, the Chair must distribute the Graduate [College's "Procedures for Oral Comprehensive Examinations for Doctoral Candidacy."](#) The Examination Committee will also discuss their evaluation of the student's Written Examination (which may be pertinent to the Oral Examination).

Oral Examination Results

At the conclusion of the Oral Comprehensive Examination (and after the student has left the room), discussion of the student's performance is initiated. Each member of the Examination Committee is expected to evaluate the student's performance on the basis of the examination as a whole, not just on a particular area of questioning or only on his/her own field of specialization.

The Chair reviews aloud the voting policies and procedures prior to the voting. Straw votes are encouraged. However, only one final, official, and secret vote by ballot is permitted (pass, fail, or abstain). An abstaining vote counts as a negative vote. More than one negative or abstaining vote will result in failure of the examination.

There are two possible results of the Oral Examination:

- Pass. The student is advanced to doctoral candidacy and may begin the process of preparing a dissertation proposal.
- Fail. The student's performance on the Oral Examination does not demonstrate depth or breadth of knowledge, and can include cases where the oral performance is significantly poorer than would be expected based on the Written Examination and student performance in other professional contexts. Students have the right to re-take the Oral Examination only once. The Examination Committee members must be the same as those present at the first examination. Should the student fail the examination a second time, they are disqualified from the PhD program; they cannot re-take the examination or continue with the program.

The Chair will report the results using the *Results of Comprehensive Exam Form (in GradPath)*.

Doctoral Comprehensive Examinations Process Checklist

Step	Date Completed	Notes
1. Students preparing for the Comprehensive Exams must have an approved Doctoral Plan of Study in GradPath . Confirm this with the Academic Program Coordinator (APC).		
2. Students should read the GWS Graduate Handbook section on “Comprehensive Examination for Doctoral Candidacy” and meet with the Director of Graduate Studies (DGS) if they have any questions about the process of preparing for and taking their Comprehensive Exams.		
3. While preparing for the Comprehensive Exams and during the semester in which the Student undergoes the Written Exam, they should enroll either in regular courses or in Independent Studies with their Chair. Upon passing the Written Exam, the Student is eligible to begin enrolling in Dissertation units the following semester.		
4. The Student should select a Committee Chair and 3 additional faculty to serve as the Comprehensive Examination Committee. See the GWS Graduate Handbook for eligibility requirements for Examination Committee Chairs and Committee Members.		
5. The Student should work with the APC to secure Graduate College approval for any potential Committee Members who is <u>not</u> tenured or tenure-track faculty at the University of Arizona.		
6. Once the Committee is formed and any special members approved by Graduate College, the Student must fill out the “Comp Exam Committee Appointment Form” in GradPath .		
7. The Student should work with their Chair and Committee to develop Reading Lists and List Narrative for three (3) appropriate fields.		

Step	Date Completed	Notes
8. The Reading Lists and Narrative must be <i>approved by the entire Committee</i> . Ideally, lists should be approved at least 6 weeks prior to the start of the Written Exam.		
9. The Student must <i>submit the approved Reading Lists and Narrative to the APC</i> before the beginning of the Written Exam.		
10. At the earliest opportunity, the Student should <i>inform the APC and the DGS about the dates of the Written Exam</i> . If the Oral Exam has been scheduled in advance, please include that information as well.		
11. The <u>Chair</u> must <i>provide a copy of the Written Examination to the APC</i> at the start of the Exam.		
12. The Student must <i>submit the completed exam to the APC and the Committee Chair</i> no later than 21 calendar days after the start date.		
13. The APC will forward the Student's exam to the Committee within 2 business days. The Committee has 14 calendar days after receipt of the Student's exam to provide votes to the Committee Chair.		
14. The <u>Chair</u> should <i>include the DGS and the APC when communicating the results</i> of the Written Exam to the Student.		
Should the Student PASS the Written Exam –		
15. The Student should work with the Committee to <i>set a date and time for the Oral Exam</i> . The Oral Exam may be scheduled no sooner than 7 calendar days after receiving notice of the Written Exam results, and must be scheduled within 6 months. The Oral Exam should be scheduled to last 3 hours (though it may last as little as one hour).		
16. As soon as the date and time of the Oral Exam are set, the Student should work with the APC to <i>schedule a location</i> .		

Step	Date Completed	Notes
17. As soon as possible and at least 48 hours prior to the Oral Exam, the Student must <i>fill out the “Announcement of Doctoral Comprehensive Exam Form” in GradPath</i> . Doing so will generate an automated email to the Chair that includes a link for reporting the results of the Oral Exam in GradPath.		
18. The Student is responsible for placing a <i>TicketDog request with SBS Tech</i> if any Committee Member will be attending the Oral Exam remotely (Skype, etc.). GWS Staff and Faculty cannot provide technology assistance, but the APC can assist the Student in making a TicketDog request to SBS Tech.		
19. At the end of the Oral Exam, the <u>Chair</u> must <i>enter the result in the “Results of the Comprehensive Exam Form” in GradPath</i> , using the email link auto-generated earlier (see #17, above).		
20. The <u>Chair</u> should <i>also report the result of the Oral Exam to the DGS and the APC</i> .		

If the Student **PASSES** the Oral Exam, they advance to candidacy and begin preparing their dissertation proposal. Congratulations!

If the Student **FAILS** the Oral Exam, they may retake it one time. If they elect to do so, they will repeat steps 15-20.

Should the Student FAIL the Written Exam,

they may retake it one time. If they elect to do so, the Student should meet with the Chair and the DGS to discuss the process. In general, the Student will repeat the steps in this checklist.

Students retaking their Written Exam may reconstitute their Examination Committee in part or in full. They should work with their Chair and Committee to determine areas of weakness and, if appropriate, modify their fields or lists.

Dissertation

Dissertation Committee

After successful completion of the Comprehensive Examinations, students will select a Dissertation Committee of three to five members, inclusive of the Chair, who is the student's Major Advisor. (The Dissertation Committee need not be the same as the Comprehensive Examination Committee.) The Graduate College requires a minimum of three members, all of whom must be current University of Arizona faculty members that are tenured, tenure-track, or approved as tenure equivalent. A non-tenure track faculty member who has been approved as equivalent may serve as co-chair but not sole chair. Any members beyond the third must be tenured or tenure-track, or approved special members. Special members must be pre-approved by the Dean of the Graduate College. All dissertation committee members are expected to attend the entire final defense. If a committee has only three members, all must approve the dissertation. If a committee has four or five members, there may be one dissenting vote.

As soon as the committee has been selected, the student must complete the *Doctoral Dissertation Committee Appointment Form (in GradPath)*.

Dissertation Proposal and Proposal Defense

In consultation with their committee members, and especially the Chair (Major Advisor) the student must develop a written proposal for their dissertation.

There is no one required disciplinary format or style for the proposal. However, the proposal must describe original, substantive research in Gender and Women's Studies. It should explain:

- 1) the research topic or question and its **significance** (why this topic/question is interesting and important);
- 2) the **significance** of the new knowledge being created as a contribution to (and potentially *beyond*) the field of GWS;
- 3) the scholarly context for the work, as in a literature review demonstrating that the student has fluency with the existing scholarship related to the topic (relevant scholarship will most often also be listed in a bibliography included as part of the proposal);
- 4) the theoretical and/or methodological approach;
- 5) *how*, in practice, the project will be conducted (i.e., the project will involve examination of particular sets of archived documents, or ethnographic research in some place, or examination/ interpretation of some particular texts, or whatever the case may be).
- 6) If the dissertation involves human subjects, seek IRB approval.

<https://research.arizona.edu/compliance/human-subjects-protection-program/getting-started>

Generally speaking, the more specifically the project is articulated in the proposal, the easier it will be to realize the project. Thus the proposal may include hypotheses to be tested, arguments that the author expects to make, chapter descriptions, bibliography or any other components helpful to the student and their committee in constituting a clear and full explanation of the project.

The Proposal Defense is a one hour meeting of the student and their committee to discuss the proposal. At the conclusion of the meeting the committee members vote on approval of the proposal. All members of the Dissertation Committee must approve the Dissertation Proposal. The graduate student must submit a copy of the approved Dissertation Proposal to the Academic Program Coordinator.

The Proposal Defense should be completed before the start of the 5th year in the program and is necessary for "ABD" status. The Proposal Defense must be completed within 6 months or one semester of the completion of the Oral Comprehensive Examination. Non-completion is considered not making satisfactory progress and may affect funding eligibility.

Dissertation

The dissertation is a substantial piece of original research in Gender and Women's Studies. Great care should be taken with your dissertation. For those students who go on to become professors, the dissertation will be a key component in job interviews. Hiring committees will want to see that the dissertation topic, research, and writing indicate that the dissertation can be revised into a publishable book or series of academic journal articles in a timely fashion.

The format of the doctoral dissertation in Gender & Women's Studies is not prescribed. It is to be determined by the student in consultation with the dissertation adviser and dissertation committee and – as with the dissertation proposal generally – must have unanimous approval from the student's dissertation committee.

Before the Dissertation Defense can be scheduled, the dissertation must be complete, which means there must be no parts left to write and that the document includes any intended Conclusion, Bibliography, footnotes, and, if applicable, Appendices. The dissertation must be properly formatted and carefully edited.

It is customary for the completed dissertation to be available to the Dissertation Committee at least three weeks in advance of the Dissertation Defense. Students should ask each of their committee members how far in advance of the defense they need to receive the dissertation. All Dissertation Committee members must agree that the quality and completeness of the dissertation are sufficient before the Dissertation Defense can occur.

Final Oral Defense Examination

Upon the completion of the dissertation, the candidate must submit to a Final Oral Defense Examination. A student must be in good academic standing to schedule the defense. The examination focuses on the dissertation itself but can include general questioning related to the field(s) of study within the scope of the dissertation. (Detailed information about the exam procedure is available here: <http://grad.arizona.edu/academics/program-requirements/doctor-of-philosophy/final-oral-defense-examination>)

Scheduling:

The date, time, and location of the final examination must be scheduled with the Graduate College in advance using the *Announcement of Final Oral Defense form (in GradPath)*. This form should be submitted far enough in advance of the examination that all approvers can grant their approval in time for the form to reach the Graduate College one week prior to the exam.

The Graduate College will place an announcement on the UA master calendar to invite the public to attend the candidate's presentation of his or her work. Final Oral Examinations should be scheduled during days when the university is in session and during normal business hours. Permission to hold examinations during University holiday closures or outside of normal university business hours may be granted by Graduate College. Whenever possible, the Final Oral Defense Examination should be scheduled such that this public portion of the defense can be included in the GWS Colloquium.

The Final Oral Defense Examination must be scheduled such that there is time for revision and submission of the final Dissertation by the deadline for the semester in which the student intends to graduate, as listed on the Graduate College website:

<https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>

The department does not allow dissertation defenses during the summer except under exceptional circumstances (after Spring semester graduation and before the first day of classes in the Fall semester). Most faculty members have academic year appointments and thus are not likely to be available for a defense during the summer.

Final Oral Defense Procedure:

The dissertation director presides over the defense, which includes two parts:

- an initial seminar, open to the public, during which the student presents the dissertation and entertains questions.
- a closed portion, during which the committee may ask the student additional questions and conduct its deliberation on the result.

There is no minimum time limit for the Final Oral Examination, but the entire proceedings may not exceed three hours. Members of the committee must be present for the entire examination. Should special circumstances require a member to attend remotely, prior permission from the Graduate College is necessary.

If the committee requires revisions, those must be done in a timely manner, not to exceed one year. If the revisions are not completed by the dissertation submission deadline for the term when the student defends, the student will be required to register for the next semester and will graduate in the semester when the revisions are complete and approved. If revisions are not done by the end of the time to degree period (five years from when you passed your comprehensive exams), the student will have to re-take comprehensive examinations to demonstrate currency of knowledge.

Filing the Dissertation

Upon successful completion of both components of the Dissertation Defense, the candidate makes any final revisions requested by the Dissertation Committee and obtains final approval from the Dissertation Director.

All doctoral dissertations and master's theses are submitted by the student for archiving upon final approval by the student's committee. These works will be added to the **UA Campus Repository** and the national archive of dissertations and theses maintained by ProQuest/UMI. There are no fees charged for archiving.

The Graduate College has provided **Sample Pages** for use in your dissertation or thesis. These samples represent the first two pages of the dissertation or thesis.

The Graduate College also has **Dissertation and Thesis Formatting Guides** available in order to assist students with formatting their dissertation or thesis. Please review the relevant guide prior to submitting your work for archiving.

In order to graduate in a given term, a student must submit the dissertation or thesis by the **published deadline** for the term. Note that the dissertation submission deadline typically falls **before** the end of the term. The student must have defended the dissertation or thesis and gained final committee approval before submitting it for archiving. If the committee requires further revisions, the student must request a change to their graduation term from the **Graduate College**.

For detailed instructions, see <https://grad.arizona.edu/gsas/dissertations-theses>

Upon receipt of the finalized dissertation, the Dean of the Graduate College will recommend conferral of the doctoral degree by the Arizona Board of Regents.

The student submits one copy of the final dissertation to the GWS Graduate Program Coordinator.

Dissertation Proposal & Proposal Defense Process Checklist

Step	Date Completed	Notes
<p><i>Read the GWS Graduate Handbook</i> section on the “Dissertation” and meet with the Director of Graduate Studies if you have questions about the process for developing and defending your Dissertation Proposal.</p>		
<p><i>Select a Dissertation Adviser</i> (Chair of your Dissertation Committee).</p>		
<p>Discuss your dissertation ideas with your Adviser and work with them to <i>constitute a Dissertation Committee</i>.</p>		
<p>Work with the Academic Program Coordinator to <i>secure Graduate College approval</i> for any committee member who are not eligible to serve on graduate committees.</p>		
<p><i>Fill out the “Doctoral Dissertation Committee Appointment Form”</i> in GradPath.</p>		
<p>Under the guidance of your Adviser and with input from your committee, <i>write a Dissertation Proposal</i>.</p>		
<p>When your Adviser is satisfied with your proposal, work with your committee to <i>set a date and time for the Proposal Defense</i>. The defense should be scheduled at last 2 weeks in advance to give your committee time to read your proposal. The defense lasts 1 hour.</p>		
<p>At least 2 weeks before the defense, <i>provide the complete Proposal to your Committee</i>.</p>		
<p>As soon as the date and time of the defense are set, <i>notify the DGS and Academic Program Coordinator</i> and work with the APC to reserve a location.</p>		
<p><i>Place a TicketDog request with SBS Tech</i> if any committee member will be attending the defense remotely (Skype, etc.). GWS staff and faculty cannot provide technology assistance, but the</p>		

Step	Date Completed	Notes
Academic Program Coordinator can assist you in making a TicketDog request to SBS Tech.		
At the end of the defense, your <u>Adviser</u> should <i>report the result of the defense to the DGS and the Academic Program Coordinator.</i>		
If you are asked to make any revisions to your proposal, <i>complete the revisions and get final approval from your Adviser.</i>		
You must <i>submit your approved Dissertation Proposal to the Academic Program Coordinator.</i> The APC must indicate in GradPath that an approved proposal is on file with the department. All doctoral candidates must have an approved Dissertation Proposal on file with their home departments.		

Enjoy writing your Dissertation!

Dissertation Defense & Submission Process Timeline & Checklist

At least one month before defending the Dissertation, the Student should begin preparing the Final Oral Defense.

Step	Date Completed	Notes
<p>At least one month before the defense:</p> <p>The Student should <i>read the GWS Graduate Handbook</i> section on the “Dissertation” and meet with the Director of Graduate Studies (DGS) if they have any questions about the process of preparing for their defense.</p>		
<p>The Student should <i>confirm that the Committee is listed properly in GradPath</i> and if necessary fill out the “Doctoral Dissertation Committee Appointment Form”.</p>		
<p>The Student should work with the Committee to <i>set a date and time for the Final Oral Defense</i>. The defense should be scheduled to last 3 hours.</p>		
<p>As soon as the date and time of the defense are set, the Student should <i>notify the DGS and Academic Program Coordinator (APC)</i> and work with the APC to reserve the GWS Conference Room or another location.</p>		
<p>At least 3 weeks before the defense:</p> <p>The Student should <i>provide the complete dissertation to the Committee</i>.</p>		
<p>At least 2 weeks before the defense:</p> <p>The Student must <i>fill out the “Announcement of Final Oral Defense Form” in GradPath</i>.</p>		
<p>The Student must work with the APC to <i>secure Graduate College approval</i> for remote attendance by any member of the Committee.</p>		
<p>The Student must <i>make a TicketDog request with SBS Tech</i> to provide technical assistance for the public presentation of their Dissertation and for any Committee Member who needs to attend the</p>		

Step	Date Completed	Notes
<p>defense remotely (Skype, etc.). GWS Staff and Faculty cannot provide technology assistance, but the APC can assist the Student in making a TicketDog request to SBS Tech.</p>		
<p>The Student may <i>provide the DGS with the dissertation's title and abstract, as well as the defense date, time, and place</i>, so that the DGS may invite the Department to the Student's presentation.</p>		
<p>For the defense:</p> <p>The Student must <i>prepare a public presentation</i> of the dissertation lasting 30-40 minutes.</p>		
<p>The Student prepare <i>the title page</i> of the dissertation that the Committee should sign at the end of the defense. Refer to sample page on the Graduate College Page and follow instructions for Adobe sign.</p>		
<p>At the end of the defense:</p> <p>The <u>Committee</u> should <i>sign the dissertation's title page</i>, through Adobe sign.</p>		
<p>The <u>Chair</u> must <i>fill out the "Results of the Final Oral Defense Form" in GradPath</i>, using the email link auto-generated when the Student submitted the "Announcement of Final Oral Defense Form" (at least 2 weeks earlier).</p>		
<p>The <u>Chair</u> should <i>also report the result of the defense to the DGS and the APC</i>.</p>		
<p>After the defense:</p> <p>Upon successful completion of the defense, the Student must <i>make any revisions requested by the Committee and obtain final approval from the Chair</i>. The Student must be enrolled while completing the dissertation, and the length of time for completing revisions may not exceed one year and/or the time-to-degree period. However, if a student has maintained continuous enrollment (including registration in the preceding semester) and will only take the Final Oral Exam (the</p>		

Step	Date Completed	Notes
defense) and make the final dissertation submission for graduation, during the summer or winter term, registration is not required.		
If not done at the defense, the Student must now acquire each Committee member's signature on the dissertation's title page.		
Once the Student has met all requirements for the dissertation, including all revisions, the <u>Chair</u> must fill out the "Change of Grade for Graduate K Grades" form.		
The Student must submit the approved dissertation electronically for forwarding to the Library of The University of Arizona and to University Microfilms, Inc.		
The Student must also submit a printed or electronic copy of the dissertation to the GWS Academic Program Coordinator.		
The dissertation will be audited by the Graduate College to make sure it adheres to archiving standards. The Student may be required to make format and other modification.		
The Student should inform the DGS and APC when the dissertation is finally accepted.		

Upon receipt of the finalized dissertation, the Dean of the Graduate College will recommend conferral of the doctoral degree by the Arizona Board of Regents.

Congratulations!

You are now a Doctor of Philosophy in Gender & Women's Studies!!

Ph.D. Degree Checklist and Timeline

You must complete the following steps before **Graduate Student Academic Services (GSAS)** can verify that you have completed your requirements and before your degree can be awarded. See <https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>

1. _____ **The Qualifying Process (QP)** This is a department requirement. See page 7.
2. _____ **Transfer Credit** Students who wish to transfer Graduate credit earned at approved institutions. This should be done no later than the second semester. See page 6.
3. _____ **Minor Area of Study** Select a minor area of study. See page 4.
4. _____ **Doctoral Plan of Study Form (GradPath)**
This form is due in the 3rd semester in residence. Your Doctoral Plan of Study should be designed in consultation with the DGS and your advisor. See page 6.
5. _____ **Critical Race/Ethnic Studies course requirement** This is a department requirement. See page 4.
6. _____ **Comprehensive Examination Committee Appointment Form (GradPath)**
Complete form prior to beginning the written portion of Comps. This identifies the faculty who will serve on your oral comprehensive exam committee. See pages 8-10 and 11-12 for checklist.
7. _____ **Announcement of Doctoral Comprehensive Exam Form (GradPath)**
Complete prior to oral portion of Comps. This form is used to formally schedule a doctoral oral comprehensive exam. Once your committee has agreed on a time and place for your oral exam, enter those below and submit this form to schedule the exam. The committee members will be sent a confirmation e-mail. The members you identified on your committee appointment form are listed below. You may make changes to your committee by clicking "Adjust Committee Members." Any changes will be routed to your department for their approval. See pages 8-10 and 11-13 for checklist.
8. _____ **Doctoral Dissertation Committee Appointment Form (GradPath)**
Complete form no later than 6 months before the date of the Final Oral Exam. See page 14.
9. _____ **Announcement of Final Oral Defense Form (GradPath)**
See <https://grad.arizona.edu/gsas/degree-requirements/doctor-philosophy#final-oral-defense> for rules concerning your final defense. You must submit this form at least seven working days before you plan to defend. Note the submission deadlines for graduation when determining your defense date with your committee <https://grad.arizona.edu/gsas/degree-requirements/important-degree-dates-and-deadlines>
Once you and your committee have agreed on a time and location, enter that information below. Provide the official title of your dissertation. If you have changed your committee, make those adjustments below. See page 15.
10. _____ **The Dissertation**
File as soon as your Defense is passed and requested revisions have been made. Help on submitting your dissertation: See pages 14-16 and 19-21 for checklist.

Annual Review of Graduate Student Progress

Each student must submit an Annual Progress Report, due March 1 of every year. This report is prepared by the student. It must be submitted to Academic Program Coordinator, who will forward it to the student's Major Adviser(s) and the DGS for use in discussing the student's progress, program requirements, and goals. *Failure to complete and submit the annual report in a timely fashion will make a student ineligible for funding.*

The Annual Review is structured to assess three things:

- 1) whether the student is making minimum satisfactory progress towards their degree (see the Satisfactory Progress Policy);
- 2) whether the student, with the support of the program, is developing professionally in ways that will lead to professional success;
- 3) whether, given the progress of all students as a group, the program processes and requirements are functioning properly.

Only the assessment of minimum satisfactory progress has any implications for funding. During their first four years, students can assume that if they are making minimum satisfactory progress they will receive the funding indicated at admissions, barring unforeseen budget cuts beyond the control of the department. For students in their 5th year and beyond, Annual Reports will be used to confirm that students continue to make minimum satisfactory progress, and are therefore still eligible to be considered for any funding that the department may have available.

The Annual Progress Report is composed of 3 parts:

- 1) The Annual Progress Report form, on which the student documents fulfillment of the program requirements and highlights recent accomplishments and goals for the upcoming year. This form provides the information needed to ascertain minimum satisfactory progress.
- 2) An update-to-date Curriculum Vitae (CV).
- 3) A brief letter or narrative from the advisor, signaling their approval of the report as written by the student and offering their own perspective on the student's progress.

The faculty will collectively review all graduate students at the first faculty meeting in April. The faculty will discuss the progress of individual students and advise the DGS regarding any particular feedback to be provided to those individuals. The faculty will use the reviews collectively to assess and improve the program as a whole.

The DGS will respond to each individual student in writing no later than May 15.

Appeal Procedure

If a student feels an assessment of unsatisfactory progress has been made incorrectly, the student may appeal that evaluation by writing a letter to the Director of Graduate Studies, signed by the student and their advisor, providing their rationale. The student may attach supporting materials. The letter must be submitted within thirty days of receipt of the official response to the Annual Review provided by the DGS. If the student and advisor do not concur or the DGS is not persuaded by the appeal, the student may take their appeal to the Head.

See <https://grad.arizona.edu/policies/academic-policies/summary-grievance-types-and-responsible-parties>

Adding a Master's Degree

Students who enter the Ph.D. program without an accredited Master's degree in a related field may wish to add an MA to their degree program. To do so, the student will need to be admitted to the MA program by the Graduate College and file a Master's Plan of Study. The MA should be completed near the end of the second year of the student's program. Students interested in adding an MA are encouraged to begin the process no later than October of their second year.

The MA degree requires 36 units (including all of the required courses for the Ph.D. major) and a Master's paper. **Only 30 units may be double-counted with the Ph.D. degree.**

To add the MA, fill out the [Change of Program](#) form, obtain the DGS's signature, and submit to the form to the GWS Academic Program Coordinator.

The Graduate College will send the student an email once the MA is added. The student will then be able to complete the Master's forms in GradPath.

Master's Plan of Study

The Plan of Study identifies (1) courses the student intends to transfer from other institutions; (2) courses already completed at The University of Arizona which the student intends to apply toward the MA degree; and (3) additional course work to be completed to fulfill degree requirements. The Student must complete the *Master's Plan of Study form (in GradPath)*. There is a Plan of Study fee.

Master's Paper

In addition to fulfilling the Course Requirements, the MA student must complete and defend a Master's Paper. This paper (max. 40pp, exclusive of bibliography) should contain significant scholarly research, demonstrate rigorous theoretical analysis, and display fluency with the chosen methodology. It should be well written and logically organized. In the interest of time, we recommend that students build on an existing piece of writing, rather than start from scratch.

Master's Paper Committee

The student will select a Master's Paper Committee, including a Committee Chair, which will oversee and advise the writing of the Master's Paper. The committee must consist of at least three members. For information on who is eligible to serve on graduate student committees, please see <https://grad.arizona.edu/policies/academic-policies/graduate-faculty-policy>. Students will need to declare their M.A. Paper Committee by filling out the *Master's/Specialist Committee Appointment Form (in GradPath)*.

The MA Defense Meeting

Before the defense is scheduled, the M.A. Paper must be complete, carefully proofread, and appropriately formatted. It is customary for the Master's Paper Committee to receive the M.A. Paper at least two weeks in advance of the meeting. At the meeting, the student will give a brief initial presentation (5 minutes) and then respond to questions posed by committee members. The committee will then (without the student present) deliberate and determine the student's eligibility to receive the MA. The meeting (including the committee deliberation) should be no less than one hour, no more than two hours. The Committee Chair will report results to the student, the DGS, and the Academic Program Coordinator.

The Final Master's Paper

The student must submit a copy of the final M.A. Paper to the GWS Academic Program Coordinator. The student must also present a version of their M.A. Paper at a GWS Graduate Student Colloquium.

II. M.A./J.D. DUAL DEGREE IN GENDER AND & WOMEN'S STUDIES AND THE COLLEGE OF LAW

The M.A./J.D. in Gender and Women's Studies prepares students to practice law with an understanding of the historical and cultural dimensions of gender and feminism, as well as the interconnections of gender, law, and public policy, both nationally and internationally.

The M.A./J.D. is generally a four-year program, although several students have accumulated enough units to graduate one semester early. A minimum of 21 units of graduate coursework in Gender and Women's Studies, plus 15 units of approved law coursework are required for the 36-unit M.A. in Gender and Women's Studies. Students may transfer up to 15 units of GWS courses and seminars toward the J.D.

Students attend either Gender and Women's Studies or The College of Law their first year. The second year is spent in the alternate program. Students then complete their requirements for both degrees throughout the third and fourth years. Courses taken in Gender and Women's Studies prior to admission to The College of Law cannot be applied to the J.D.

Dual degree applicants must meet the application deadlines and testing requirements for each program independently. For more information, see:

The College of Law website: <https://law.arizona.edu/>

GWS web site: <http://gws.arizona.edu/node/206>.

Admission to The College of Law

First-year students are admitted only in the Fall semester. Applicants are encouraged to submit their applications after September 1 of the year prior to anticipated enrollment. All application materials must be delivered to the College of Law Admissions Office or postmarked no later than FEBRUARY 15 of the year of expected enrollment. The College of Law will request your LSDAS report when they receive your application and is not included in the February 15 deadline of materials. The College of Law has their own admissions procedures, not under the aegis of the Graduate College.

GWS Course Requirements

15 UNITS Core GWS Requirements

GWS 539A Feminist Theories I

GWS 539B Feminist Theories II

GWS 639 Feminist and Related Social Movements

2 Core Choice: Select two courses taught by core GWS faculty

6 ADDITIONAL GWS UNITS (these may be cross-listed with GWS)

Students may repeat GWS539A and GWS539B one time each for credit that is applicable to a GWS PhD major, PhD minor, MA, or Concentration, on the condition that the syllabus for the course is substantially different from the earlier offering. Course eligibility will be determined by the Director of Graduate Studies or, if a conflict of interest, the Department Head. Repeat enrollment will be treated as a normal GWS elective course.

15 UNITS Law School Requirements

TOTAL MINIMUM UNITS: 36

Satisfactory progress is based on separate evaluations of the GWS GPA (minimum 3.0) and the College of Law GPA (minimum 2.0).

Students will be responsible for paying differential tuition for the College of Law and regular tuition.

Transfer Credit

No more than 20% of the minimum number of units required for a Master's degree can be transferred from other accredited institutions (e.g., if a Master's degree requires 30 units, then no more than 6 units can be transferred from another university). Transfer of credit toward an advanced degree will not be made unless the grade earned was A or B, and unless it was awarded graduate credit at the institution where the work was completed. Grades of transfer work will not be used in computing the student's grade point average.

M.A./J.D. Continuous Enrollment Policy

1. A student admitted to a master's program must register each fall and spring semester for a minimum of 1 graduate unit, from original matriculation until all course and thesis requirements are met. A semester in which a student is enrolled for course credit will be counted toward continuous enrollment. Non-credit courses, **audited courses** ([link is external](#)) or courses from which the student withdraws do not count toward the determination of continuous enrollment for graduate purposes.
2. Students receiving funding such as assistantships, fellowships, loans, grants, scholarships or traineeships may be required by their funding source to register for more than 1 unit to meet full-time status requirement. Similarly, international students may have different requirements to maintain their visa status. All students should check with their program advisor regarding such requirements to ensure that they remain qualified for funding and/or visa status.
3. Master's students who have maintained continuous enrollment, fulfilled all their other degree requirements and were enrolled in the prior semester may defend and file in the summer or winter term without registration. If, however, a student needs library privileges or if they plan to make other use of University facilities or significant faculty time during summer or winter session, enrollment is required.
4. Summer-only students are required to enroll continuously during consecutive summers until all degree requirements are met.
5. Students who have maintained continuous enrollment, fulfilled all their other degree requirements and are only completing an incomplete in coursework (a class other than 900 level) are not required to enroll while they complete the incomplete. If, however, students need library privileges or plan to use other University facilities or need significant faculty time while they complete their incomplete, enrollment is required.

Master's Plan of Study

In conjunction with the student's major professor, each student is responsible for developing a Plan of Study as early as possible during the first few months in residence, to be submitted to the Graduate College no later than the second semester.

The Plan of Study identifies (1) courses the student intends to transfer from other institutions; (2) courses already completed at The University of Arizona which the student intends to apply toward the graduate degree; and (3) additional course work to be completed to fulfill degree requirements. The Student must complete the *Master's Plan of Study form (in GradPath)*. There is a candidacy fee.

Master's Paper

In addition to fulfilling the Course Requirements, all M.A./J.D. students must complete and defend a Master's Paper. This paper (max. 40pp, exclusive of bibliography) should contain significant scholarly research, demonstrate rigorous theoretical analysis, and display fluency with the chosen methodology. It should be well written and logically organized. In the interest of time, we recommend that students build on an existing piece of writing, rather than start from scratch.

Master's Paper Committee

The student will select a Master's Paper Committee, including a Committee Chair, which will oversee and advise the writing of the Master's Paper. The committee must consist of at least three members; at least two must be current tenured, tenure-track, or approved tenure-equivalent UA faculty members. If the third member is not a current tenure-track UA faculty member, they must be approved by the Graduate College as a special member. A member who is not a current tenure-track faculty member will not be eligible to serve as sole chair of the committee but can serve as co-chair if approved to do so by the Graduate College. Should a student want more than three committee members, those members must be tenured, tenure-track, approved tenure-equivalent UA faculty, or special members approved by the Graduate College. Students will need to declare their M.A. Paper Committee by filling out the *Master's/Specialist Committee Appointment Form (in GradPath)*.

The MA Defense Meeting

Before the defense is scheduled, the M.A. Paper must be complete, carefully proofread, and appropriately formatted. It is customary for the Master's Paper Committee to receive the M.A. Paper two weeks in advance of the meeting. At the meeting, the student will give a brief initial presentation (5 minutes) and then respond to questions posed by committee members. The committee will then (without the student present) deliberate and determine the student's eligibility to receive the MA. The meeting (including the committee deliberation) should be no less than one hour, no more than two hours. The Committee Chair will report results to the student, the DGS and Academic Coordinator.

The Final Master's Paper

The student must submit a copy of the final M.A. Paper to the GWS Graduate Coordinator. The student must also present a version of their M.A. Paper at a GWS Graduate Student Colloquium.

Completion of Master's Requirements

For dates by which requirements must be met to graduate in a particular semester, refer to the Deadline Sheets, available in departments, in the **Graduate Student Academic Services (GSAS)** Office, and online at the Graduate College website. All outstanding fees must be cleared before the final completion date. Any financial encumbrances will delay mailing of the diploma and transcripts. Contact the Bursar's office, Room 208, Administration Building or 621-3232. All grades must be submitted for Incompletes and current semester coursework must be received before the degree is considered completed. A student must be in good academic standing at the time of completing degree requirements.

Annual Review of Graduate Student Progress

Each student must submit an Annual Progress Report, due March 1 of every year. This report is prepared by the student. It must be submitted to Academic Program Coordinator, who will forward it to the student's Major Adviser(s) and the DGS for use in discussing the student's progress, program requirements, and goals. *Failure to complete and submit the annual report in a timely fashion will make a student ineligible for funding.*

The Annual Review is structured to assess three things:

- 1) whether the student is making minimum satisfactory progress towards their degree (see the Satisfactory Progress Policy);
- 2) whether the student, with the support of the program, is developing professionally in ways that will lead to professional success;
- 3) whether, given the progress of all students as a group, the program processes and requirements are functioning properly.

Only the assessment of minimum satisfactory progress has any implications for funding. During their first four years, students can assume that if they are making minimum satisfactory progress they will receive the funding indicated at admissions, barring unforeseen budget cuts beyond the control of the department. For students in their 5th year and beyond, Annual Reports will be used to confirm that students continue to make minimum satisfactory progress, and are therefore still eligible to be considered for any funding that the department may have available.

The Annual Progress Report is composed of 3 parts:

- 1) The Annual Progress Report form, on which the student documents fulfillment of the program requirements and highlights recent accomplishments and goals for the upcoming year. This form provides the information needed to ascertain minimum satisfactory progress.
- 2) An update-to-date Curriculum Vitae (CV).
- 3) A brief letter or narrative from the advisor, signaling their approval of the report as written by the student and offering their own perspective on the student's progress.

The faculty will collectively review all graduate students at the first faculty meeting in April. The faculty will discuss the progress of individual students and advise the DGS regarding any particular feedback to be provided to those individuals. The faculty will use the reviews collectively to assess and improve the program as a whole.

The DGS will respond to each individual student in writing no later than May 15.

Appeal Procedure

If a student feels an assessment of unsatisfactory progress has been made incorrectly, the student may appeal that evaluation by writing a letter to the Director of Graduate Studies, signed by the student and their advisor, providing their rationale. The student may attach supporting materials. The letter must be submitted within thirty days of receipt of the official response to the Annual Review provided by the DGS. If the student and advisor do not concur or the DGS is not persuaded by the appeal, the student may take their appeal to the Head.

See <https://grad.arizona.edu/policies/academic-policies/summary-grievance-types-and-responsible-parties>

III. GWS PH.D. MINOR

Ph.D. candidates in other disciplines may select a minor in Gender and Women's Studies. The Gender and Women's Studies minor is 12 units of approved Gender and Women's Studies courses, including two courses from the following list:

- GWS 539A Feminist Theories I
- GWS 539B Feminist Theories II
- GWS 639 Feminist and Related Social Movements

The remaining two courses may be any 500-level (or above) courses offered by core Gender and Women's Studies faculty or officially cross-listed with GWS. Students may repeat GWS 539A and GWS 539B one time each for credit that is applicable to a GWS PhD major, PhD minor, MA, or Concentration, on the condition that the syllabus for the course is substantially different from the earlier offering. Course eligibility will be determined by the Director of Graduate Studies or, if a conflict of interest, the Department Head. Repeat enrollment will be treated as a normal GWS elective course.

Students who wish to transfer courses to be counted toward the minor must secure the approval of the GWS DGS.

The minor will be granted upon completion of coursework with a B or better for the required units. No more than two transfer courses will be accepted, and cannot replace the Gender and Women's Studies core courses.

Per Graduate College rules, the minor must be represented on the comprehensive examination committee; minor representation is encouraged for the dissertation committee. GWS core or affiliate faculty may represent the minor on comprehensive examination and dissertation committees.

Students intending to undertake the GWS PhD Minor are encouraged to meet with the GWS Director of Graduate Studies for initial advising.

IV. GWS GRADUATE CERTIFICATE

The GWS Graduate Certificate is intended for students who already have completed a BA: they may be enrolled in other graduate programs at UA or be working professionals seeking to enhance their understanding of feminist theory and feminist social movements and other aspects of gender and women's studies relevant to their interests. (Students enrolled in a PhD program at the UA should consider the PhD Minor in Gender and Women's Studies.)

Students wishing to undertake the certificate must apply to the Graduate College and the GWS Department (<https://apply.grad.arizona.edu/users/login>). Accepted students will be awarded a certificate upon completion of 4 GWS graduate seminars (12 units) with a grade of B or higher. Two must come from the following list:

- GWS 539A Feminist Theories I
- GWS 539B Feminist Theories II
- GWS 639 Feminist and Related Social Movements

The remaining two courses may be any 500-level (or above) courses offered by core Gender and Women's Studies faculty or officially cross-listed with GWS. Students may repeat GWS539A and GWS539B one time each for credit that is applicable to a GWS PhD major, PhD minor, MA, or Concentration, on the condition that the syllabus for the course is substantially different from the earlier offering. Course eligibility will be determined by the Director of Graduate Studies or, if a conflict of interest, the Department Head. Repeat enrollment will be treated as a normal GWS elective course.

Certificate students should meet with the GWS Director of Graduate Studies for advising.

V. TERMINAL MASTER'S DEGREE

The Terminal MA is **only** available to students enrolled in the GWS PhD Program who will not be completing that program and do not already hold an MA in GWS or a related field. Students wishing to pursue this option should follow the procedures set out above, in the section titled, "Adding a Master's Degree".

VI. GWS AND GRADUATE COLLEGE POLICIES AND PRACTICES

Below is an alphabetical listing of policies that are not covered elsewhere in this Blue Book. Some of these policies originated in the Graduate College, others in the GWS Department. All GWS policies have been formally approved by the faculty (per GWS bylaws). Any suggestions for changes to policies related to graduate studies should be made to the Director of Graduate Studies who will bring them to the Curriculum Committee for discussion and potential development and presentation to the faculty. Proposals may also be brought forward to the Curriculum Committee by the graduate student representatives who sit on the Committee.

Auditing Classes

With the consent of the course instructor, graduate students may audit courses not included in their regular programs of study by filling out a Drop/Add form. Such units are included in the student's unit load and are charged the same fees as registration for credit. Audit units, however, are not counted in the determination of full- or part-time status. A change from credit to audit will be permitted after the fourth week of classes and until the last day of class only if the student is earning a passing grade in the course and receives the approval of the course instructor and the Dean of the Graduate College. Refer to the Schedule of Classes for the final date for changing a course from audit to credit and vice versa. A change from audit to credit may be petitioned to the dean of the Graduate College but is not allowed after the end of the semester.

Enrollment Policies

Doctoral Continuous Enrollment Policy

1. A student admitted to a doctoral program must register each fall and spring semester for a minimum of 1 graduate unit, from original matriculation until all course and thesis requirements are met. A semester in which a student is enrolled for course credit will be counted toward continuous enrollment. Non-credit courses, **audited courses(link is external)** or courses from which the student withdraws do not count toward the determination of continuous enrollment for graduate purposes.
2. Students receiving funding such as assistantships, fellowships, loans, grants, scholarships or traineeships may be required by their funding source to register for more than 1 unit to meet full-time status requirement. Similarly, international students may have different requirements to maintain their visa status. All students should check with their program advisor regarding such requirements to ensure that they remain qualified for funding and/or visa status
3. Doctoral students who have maintained continuous enrollment and are taking only comprehensive exams during either Summer or winter term do not have to register for graduate credit during that summer or winter session.
4. Doctoral students who have maintained continuous enrollment, fulfilled all their other degree requirements as well as the 18 hours of dissertation and were enrolled in the prior semester may defend and file in the summer or winter term without registration. If, however, a student needs library privileges or if they plan to make other use of University facilities or significant faculty time during summer or winter session, enrollment is required.
5. Students who have maintained continuous enrollment, fulfilled all their other degree requirements and are only completing an incomplete in coursework (a class other than 900 level) are not required to enroll while they complete the incomplete. If, however, students need library privileges or plan to use other University facilities or need significant faculty time while they complete their incomplete, enrollment is required.

Additional Enrollment Considerations:

All requirements for the degree of Doctor of Philosophy must be completed within 5 years of passing the Comprehensive Exam. Should a student not finish within that time period, he or she may be allowed to re-take the Comprehensive Exam with permission of the program and the Graduate College, and then proceed to complete other requirements, e.g., the dissertation.

Please note that "*continuous enrollment*" is not the same as "*full-time enrollment*" for financial aid and international visa purposes. Please refer to the most recent UA Academic Catalog found at <http://catalog.arizona.edu/> > Catalog Index > Full-time Student Status.

Full-Time Graduate Student Status

1. A student admitted to a doctoral program must register each fall and spring semester for a minimum of 1 graduate unit, from original matriculation until all course and thesis requirements are met. A semester in which a student is enrolled for course credit will be counted toward continuous enrollment. Non-credit courses, **audited courses(link is external)** or courses from which the student withdraws do not count toward the determination of continuous enrollment for graduate purposes.
2. Students receiving funding such as assistantships, fellowships, loans, grants, scholarships or traineeships may be required by their funding source to register for more than 1 unit to meet full-time status requirement. Similarly, international students may have different requirements to maintain their visa status. All students should check with their program advisor regarding such requirements to ensure that they remain qualified for funding and/or visa status
3. Doctoral students who have maintained continuous enrollment and are taking only comprehensive exams during either Summer or winter term do not have to register for graduate credit during that summer or winter session.
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5. Students who have maintained continuous enrollment, fulfilled all their other degree requirements and are only completing an incomplete in coursework (a class other than 900 level) are not required to enroll while they complete the incomplete. If, however, students need library privileges or plan to use other University facilities or need significant faculty time while they complete their incomplete, enrollment is required.

Governance

Department Committees

According to department bylaws, Gender and Women's Studies graduate students elect representatives to serve on most departmental committees. Students serving as representatives are expected to gather student perspectives on issues and bring them to their committees as well as report back to their colleagues (except in matters of confidentiality, like graduate admissions). Elections should happen within the first two weeks of the school year. If students fail to elect representatives in a timely fashion, or if an elected representative cannot fulfill the required duties, the committee chair will send out a call for nominations, including self-nominations. If only one person comes forward in the time allotted, that person will serve. If more than one, the chair can use the most democratic process possible within the time constraints in order to make the decision.

One elected graduate student represents the graduate students at general meetings of the faculty. In addition, the standing committees requiring graduate student representation are:

The Curriculum Committee shall consist of 2 elected Graduate Students, the Director of Undergraduate Studies, the Department Head, and the Director of Graduate Studies; the Academic Program Coordinator and SBS Undergraduate Advisor will serve ex officio.

The Curriculum Committee will oversee the Department's graduate and undergraduate curriculums, graduate student GTA placements, and winter/summer teaching. The committee also recommends curricular and programmatic policies to the Faculty for their vote, and oversees and monitors the degree programs and students.

The Awards Committee will consist of 1 elected Graduate Student and 1 Faculty member who will select recipients of WOSAC stipends and other eligible awards and fellowships under the jurisdiction of GWS. A WOSAC member will join the committee where applicable.

The Anti-Racism Task Force shall consist of 1 to 2 elected Graduate Students and 1 to 2 Faculty members drawn from GWS or Affiliate Faculty.

The Anti-Racism Task Force shall oversee, investigate, and make recommendations to the appropriate bodies concerning recruitment and retention of faculty and students of color, and curriculum transformation to ensure full consideration of the multiple axes of difference. The Task Force may also take up other issues in order to combat racism in the Department, University of Arizona and Tucson community.

Should the department have the opportunity to hire new faculty members; each search committee will also have one graduate student representative. More information about the responsibilities of the search committees is provided in the department bylaws.

Competitive, External Searches for lines housed $\geq .50$ or more in GWS.

The Search Committee shall consist of a minimum of 5 members, the majority of whom must be Faculty. A minimum of 2 will be GWS Faculty. One member must be an elected GWS graduate student. All members have voting rights.

Internal or Non-Competitive Appointments

The evaluation committee will be composed of 2 GWS Faculty and 1 elected graduate student member.

Grievance Procedures

Many of the problems that students face in the transition to graduate school have to do with negotiating a new and complex system. Concerns and confusion about what is expected at each stage, how to manage time, how to focus topics, or how departmental, college, or university decisions are made are common. If a student is experiencing a problem or has a concern, that student should first ask their advisor for clarification and advice. Keeping lines of communication open between faculty and students is the most important step that all of us can take to keep grievances to a minimum. Nevertheless, even with open communication, students sometimes feel their concern is not satisfactorily addressed. In the event that a student feels they have been wronged, these are the steps to take.

STEP 1: PROFESSORS/ADVISORS

If the concern is about a particular class, speak with the professor. If the issue is not related to a specific class, or if you have not been able to resolve the issue with the professor, discuss the problem in detail with your advisor. Be sure that the advisor or professor fully understands the issues involved. Try to work together to come to a resolution.

STEP 2: DIRECTOR OF GRADUATE STUDIES

If, for any reason, an adequate understanding cannot be reached with the professor or advisor, students should bring their concern or grievance to the DGS. Try to work together to come to a resolution. If the problem persists, the DGS will advise the student on the appropriate next action to take.

STEP 3: DEPARTMENT HEAD

Grievances that have to do with the program itself (i.e. course requirements, protocol) that could not be resolved at the level of the DGS, need to be addressed in writing to the Dept. Head who will then discuss the issue with the student. If there is no resolution, the Head will send the complaint to the Faculty. The Faculty will consider the appeal, discuss the issue, and make a recommendation to the Dept. Head.

The Graduate College also maintains a Grievance Policy. The policy and detailed procedures can be found at: <http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy>

As noted on the Graduate College page, there are many issues not addressed by their policy and procedures:

- Allegations of gender (including sexual harassment), racial, ethnic, religious and sexual orientation discrimination; these are dealt with by the [Office of Institutional Equity](#).
- Grade appeals, procedures for which are available in [General Catalog](#) or from the Graduate College Information Desk. (Grade appeal procedures apply to course grades; appeals of comprehensive examination or oral defense results follow the general Graduate College Grievance Review Procedures.)
- Complaints against University employees and students that are covered by provisions of the [University Handbook for Appointed Personnel](#) ("UHAP"), the [Staff Personnel Policy Manual](#) ("SPPM"), and the [Student Code of Conduct](#).
- [Graduate College petitions](#) requesting waivers of policy are not addressed through the general Graduate College Grievance Review Procedures; students may appeal denials of petitions by writing directly to the Dean of the Graduate College.
- [The University Ombudsperson](#) is also available to assist students with concerns and complaints.

Incompletes

The grade of “I” for “Incomplete” may be awarded only at the end of the semester when all but a minor portion of the coursework has been satisfactorily completed. Graduate students should make arrangements with the instructor to receive an Incomplete grade before the end of the semester. Instructors are encouraged to use the Report of Incomplete Grade form as a contract with the student. On the form, the instructor states: (1) which assignments or exams should be completed and when; (2) how this work will be graded; and (3) how the student's course grade will be calculated. Both the instructor and student sign this agreement and both should retain copies.

As a matter of University and Registrar policy, Graduate students have a maximum of one calendar year to remove an Incomplete. An Incomplete not removed within one year is replaced by a failing grade of "E" and counted as an "E" in determining the student's grade-point average. If the coursework cannot be completed within one year, the student may petition to extend the Incomplete. This petition must be submitted before the grade converts to an “E.”

Students may not carry an Incomplete during the summer if they propose to teach, and cannot carry an incomplete into the following academic year to be eligible for GAT positions.

Petitions

A student who believes, with good academic reason, that they deserve redress or exception to Graduate College rules, regulations, or policies can formally petition for an exception. A petition form must be submitted to the Graduate College Graduate Student Academic Services explaining all relevant facts. Such petitions must be accompanied by supporting documents and a letter of support from the student's Major Advisor, Director of Graduate Studies, or Department Head and required signatures. Petition forms are available online: <https://grad.arizona.edu/gsas/gradpath/graduate-petition-and-graduate-petition-user-guides>

Satisfactory Academic Progress

Graduate College Satisfactory Progress Policies:

<http://grad.arizona.edu/policies/academic-policies/satisfactory-academic-progress>

Gender and Women's Studies Policy on Satisfactory Academic Progress:

The purpose of this policy is to establish a minimum standard for satisfactory academic progress. It does not describe or indicate the full extent of academic accomplishments and expectations that each student will strive to achieve in the course of their professional development. Satisfactory academic progress simply requires that students complete the various requirements of the program successfully and in a timely manner. These requirements include coursework, the appropriate qualifying process, constitution of comprehensive exam committee and passage of the comprehensive exam, constitution of dissertation committee, approval of dissertation proposal, and completion of dissertation research and writing. The standard time to M.A./J.D degree is 4 years and the standard time to the Ph.D. degree is 5-6 years. (Time to degree will vary depending whether the student came in with an MA and on how many units may have been accepted as transfer credit.) During coursework, the student must maintain a minimum 3.0 GPA, with 3.5 GPA required for fellowship or scholarship support. Individual students may negotiate a slower than usual pace for their coursework to accommodate specific personal circumstances (such as child or elder care responsibilities) and some dissertation projects may take extra research time.

Time Extensions

Under special circumstances, such as joint programs, or part-time registration due to family or work commitments, a longer program may be negotiated by petitioning the GWS Director of Graduate Studies either at the time of application or as the need arises. Requests for leaves or extensions need to include an explanation of the reasons for the request, a detailed plan for completing the degree, a signed list of who has agreed to serve on the committee (depending on stage of program) and a letter of the support from the committee chair. Students should be sure to check with both the department and the Financial Aid Office to be sure that any funding will not be adversely affected by deviation from the nine-unit semester.

If a leave of absence request is not approved by the GWS Director of Graduate Studies and submitted to the Graduate College before the semester for which they are being requested, students will be required to pay for registration for that semester before they can complete the program. Failure to do so will result in financial penalties per the Graduate College's Continuous Enrollment Policy.

Compelling reasons for extension or leave of absence include:

- birth or adoption of child, see **Graduate Assistant/Associate Parental Leave**
- **Temporary Alternative Duty Assignments (TADA) for Teaching Assistants/Associates**
- (Note: Medical leave of absence does not require department approval.)
- military duty
- financial hardship
- visa difficulties
- other personal or family reasons

For further information, see **Extension of Time to Degree Policy**

Life & Work Connections(link is external) - Child and Elder Care Resources

VII. FUNDING FOR GRADUATE STUDY

There are various forms of funding available to graduate students in our program. The department is able to provide some fellowship funding from the Graduate College and the Elizabeth Lapovsky Kennedy Endowment (which funds both the Women's Plaza of Honor Fellowship and the Kennedy Endowed Fellowship). Most students are primarily funded through their years in course work as Teaching and Research Assistants. Students can earn additional money by teaching online courses in summer and winter sessions. Students who are further along in the program should seek grants and fellowships for their dissertation research and writing through various departmental, university and national sources relevant to their research topic. Students at all stages of the program are also encouraged to apply for small one-time funds for travel to conferences from WOSAC, the GPSC and other sources.

Graduate Assistant and Associateships

The Graduate College GA Manual, providing the full set of policies and procedures, is available at: <http://grad.arizona.edu/funding/ga/ga-manual>

GWS GA Workload Policies:

Average workload over the semester should not exceed 20 hours per week for each 0.5 FTE appointment.

Teaching Assistants:

- A 0.50 TA workload is generally supervision of 2 sections of 30 students each in a multi-section course.
- A 0.25 TA workload is generally supervision of 1 section of 30 students in a multi-section course.
- A 0.5 Grader will provide grading support for up to 75 students.
- A 0.25 Grader will provide grading support for a single course of up to 45 students.
- Specific responsibilities and duties of each TA for each class are to be identified using the TA-Professor Contract, which must be filled out and submitted to the Academic Program Coordinator by the first day of classes in each semester.

Research Assistants:

- Specific responsibilities and duties of each RA are to be identified using the RA-Supervisor Contract, which must be filled out and submitted to the Academic Program Coordinator by the first day of classes in each semester.

Students may not carry an Incomplete during the summer if they propose to teach and cannot carry an incomplete into the following academic year to be eligible for GAT positions.

Work Period

The start date (first day of work) of the Work Period for GWS Graduate Assistants will be one week in advance of the first day of classes for each semester. The end date of the work period (the last day of work) for GAs in GWS is 48 hours (two business days) after the last day of the official exam period for each semester. If a research assistant is hired to work beyond this work period, they must be paid supplemental compensation for the additional hours worked (and those hours must be actively reported through the normal time reporting procedures). It is highly recommend that students contact their supervisors immediately upon notification of appointments.

Evaluation:

All Teaching and Research Assistants/Associates will be regularly evaluated using the appropriate TA or RA Evaluation forms. These evaluations are meant to provide constructive feedback and to create a substantive record of accomplishment that might be useful to writers of letters of recommendation and to the students when applying for jobs.

ABD Status

- Being “ABD” means having completed all coursework except dissertation units as well having passed written and oral comprehensive examinations, and having an approved dissertation proposal.
- Students who are ABD can be instructors of record for courses without multiple sections (i.e. not supervising other graduate students), at the GAII rate.
- ABD Students can be eligible to teach a course of 25 to 45 students (no grader), as 0.5 GAII. Upper-division, writing-intensive courses must meet minimum enrollments (15) and may be capped at 25 students. Lower-division courses may be capped at 45 students, with minimum enrollments of 25 students.

Extended Funding (Year 5+)

- Students are strongly encouraged to actively seek out and apply for grant and fellowship support for their dissertation research and writing. The Department will do its best to help students find appropriate opportunities.
- With regard to GA positions, GWS will endeavor to provide four years of GA funding for students in good academic standing. After 4 years students must have achieved ABD status and remain in good academic standing to be prioritized for any funding opportunities available in the department.

Matching Funds for Graduate Students Who Receive External Fellowships

This policy is intended to encourage our PhD students to apply for nationally prestigious dissertation fellowships such as the AAUW, ACLS/Mellon, Spencer, etc., that provide funds to allow the student to focus full-time on dissertation research and/or writing. Since a student receiving such an award may be required by the external funder or be advised by their dissertation director to decline employment as a graduate assistant and thus forego tuition remission and health insurance coverage, we will endeavor to provide Graduate Tuition Stipend funds to cover tuition and fellowship funding to cover the cost of individual student health insurance, to the extent that those items are not covered by the external fellowship itself. Provision of any such matching funds will necessarily be contingent on availability of funds.

Thesis/Dissertation Tuition Waiver

A Thesis/Dissertation Tuition Waiver is available to cover nonresident tuition charges only (Arizona residents cannot receive this award). Recipients must be degree-seeking graduate students. Maximum enrollment is six (6) units. Only 900-level course numbers are allowed, and you must have a GPA of 3.0 or above to receive this award. You need to see the Academic Coordinator to register and receive this waiver.

Fellowships and Grants

Fellowships are funds provided to a scholar to support their living expenses while they are studying or writing up their research. Fellowships for graduate students usually support dissertation writing, although there are a few, such as the NSF Graduate Research Fellowship and the Ford Foundation Predoctoral Fellowship, that support the student during their coursework years. (Please note that some dissertation fellowships, such as the AAUW Fellowship, are specifically for “completion,” that is, for the final year of dissertation writing. The fellowship contract requires that the dissertation be filed by late summer of the fellowship year. Do not apply for a completion fellowship if you will not be able to complete your dissertation in the appropriate timeframe.) In order to encourage GWS PhD students to apply for nationally prestigious dissertation fellowships such as the AAUW, ACLS/Mellon, Spencer, etc., the department will endeavor to provide Graduate Tuition Stipend funds to cover tuition and Women’s Plaza of Honor fellowship funding to cover the cost of individual student health insurance, if those items are not covered by the external fellowship itself. (Provision of any such matching funds will necessarily be contingent on availability of funds.)

Grants are funds provided to conduct a specific research project and usually require a budget showing the specific costs associated with the research project. Grants vary quite a bit regarding what kinds of budget items they are willing to fund; some do and some do not fund salary/living expenses for the primary investigator. If your dissertation project will be based on ethnographic fieldwork, survey research or laboratory experiments, then you will probably need to get a grant to support your research (before you get a fellowship to write up your dissertation).

Information about fellowship opportunities provided by the UA is listed on the Graduate College website: <https://grad.arizona.edu/ofce/>

The Graduate College website also provides some additional links related to searching and applying for funding: <http://grad.arizona.edu/funding/opportunities>

The Social and Behavioral Sciences Research Institute (SBSRI) provides support for identifying and applying for funding from diverse sources outside the UA. They also offer a variety of small grants programs that offer seed money for projects and support the grant and fellowship application processes. <http://sbsri.sbs.arizona.edu/>

A wide variety of professional organizations provide listings of grant and fellowship opportunities relevant to particular academic disciplines or interdisciplinary fields. So, depending on your area of research, you may want to regularly check the listings of the American Studies Association, the Modern Languages Association, the Association of American Geographers, the National Women’s Studies Association, etc.

Some of the primary funders of dissertation research include:

- American Association of University Women, www.aauw.org
- American Council of Learned Societies (ACLS), <https://www.acls.org/>
- Ford Foundation, <http://sites.nationalacademies.org/pga/fordfellowships/>
- The Graduate College Graduate Center, <https://gradcenter.arizona.edu>
- National Science Foundation (NSF), http://www.nsf.gov/funding/education.jsp?fund_type=2
- Spencer Foundation, <http://www.spencer.org/fellowship-awards>
- Woodrow Wilson National Fellowship Foundation, <http://woodrow.org/>

Summer/Winter Session and ABD Regular Semester Teaching Guidelines and Processes

The Gender and Women's Studies Department generally offers several courses in Summer and Winter Sessions. Our graduate students are invited to apply to teach undergraduate courses. In addition, students who are ABD may be invited to apply to teach courses offered during the regular semester. Twice a year, the department will put out a call for applications for these opportunities. Current GWS graduate students with appropriate qualifications and training in how to teach online asynchronous courses, will receive priority consideration.

Applications to teach these classes are vetted by a Hiring Committee, made up of the Head, DGS, and DUGS. Applications will be judged holistically, such that the Hiring Committee will consider all of the following to the best of their ability: the quality of the syllabus, the strength of the letters of recommendations and the qualifications of the application as presented in their letter of application and CV, and financial need. Among current GWS graduate students, those who have earned an M.A. will receive first priority for Summer/Winter. GWS graduate students who have not earned an M.A. will receive second priority. Non-departmental graduate students working with Gender and Women's Studies faculty will have third priority. Qualified proposals from outside the university will be considered fourth.

Graduate students may not teach graduate-level courses, and graduate students who have not completed the M.A. are not invited to teach upper-division courses. Students who have not achieved ABD status are not eligible for solo teaching in the regular semester.

Students applying to teach summer/winter courses must have served as teaching assistants either at UA or in a comparable program. ABD students applying to teach a regular semester course must have served as teaching assistants; priority will be given to those who have taught a summer or winter session course. All applicants must show evidence of satisfactory progress in their academic programs and may not carry an Incomplete during the summer they propose to teach.

In allocating teaching assignments, the following criteria will be considered:

- quality of the proposed syllabus
- training and/or experience in successfully teaching online asynchronous courses
- evidence of expertise in the course material
- teaching assistantship in a comparable course
- strong faculty recommendations that address teaching and scholarship
- satisfactory progress towards degree, with no incompletes
- complete annual review

The Office of Instruction and Assessment provides extensive resources in support of teaching. Make use of this valuable resource!

<http://oia.arizona.edu/>

VIII. RESOURCES

Career Services

<https://www.career.arizona.edu/>

The department and your advisor will provide substantial support to students seeking academic jobs after the PhD. If you are seeking another kind of job or are getting a different degree, you may also want to make use of Career Services. The staff there is happy to work with students individually and in groups.

Center for English as a Second Language (CESL)

<http://www.cesl.arizona.edu/>

CESL offers full-time daily instruction for general intensive English as well as TOEFL preparation. CESL also offers individual evening-time specialty classes for listening, speaking, writing, and reading. There is a fee for all instruction, and no university credit is given.

Child Care Subsidies and Family Support Information

The Graduate College is dedicated to promoting and strengthening family relationships. Many resources have been designed to help graduate students balance and manage family, work, and school.

- [Graduate Assistant/Associate Parental Leave](#)
- [Temporary Alternative Duty Assignments \(TADA\) for Teaching Assistants/Associates](#)
- [Extension of Time to Degree Policy](#)
- [Life & Work Connections](#)(link is external) - Child and Elder Care Resources

Commencement

For information on Commencement details, visit the UA Commencement Website

<<http://commencement.arizona.edu/>> and the SBS Convocation Website

<https://convocation.sbs.arizona.edu/>

Computing on Campus

NetID and Email

The Office of Student Computing Resources has compiled a wealth of computing information at this website: <https://it.arizona.edu/i-want/get-started-it>. The website contains an online new-student orientation, during which you may create your UA Net ID and set up your UA email account. Your UA NetID verifies your identity when you use many of the online services the University of Arizona provides. This ensures the privacy of your personal information and restricts the use of resources to those for whom they are intended. E-mail is the official means of communication between the University administration and all students. You are required to have a University of Arizona e-mail account. Important official e-mail notices may be sent to students periodically, and it is your responsibility to monitor your UA e-mail account for such messages.

Getting Help with Computing

University Information Technology Services: <http://www.uits.arizona.edu>

Instructional Technology

Some primary campus services for instructional technology include:

University of Arizona Software Licensing (free software): <http://softwarelicense.arizona.edu/students>

Teaching and Learning Services): <https://it.arizona.edu/services/teaching-learning>

Classroom Technology Services (AV equipment for classroom use): <http://www.uaav.arizona.edu/>

Office of Student Computing Resources (OSCR)

<http://www.oscr.arizona.edu/> or call 621-OSCR

The Office of Student Computing Resources (OSCR, pronounced “Oscar”) was established in 2004 to help students get the most out of UA computing technology. OSCR provides access to a wide range of computing tools and support services in general-purpose computing labs (open to UA students, faculty, and staff) and electronic classrooms spread across campus.

Disability Resources

Disability Resource Center (DRC)

<http://drc.arizona.edu/>

The Disability Resource Center and The University of Arizona are committed to facilitating full access for students with disabilities through consultation with faculty and the provision of reasonable accommodations. The first step in the process is meeting with a Disability Specialist and presenting documentation of a disability. The Disability Specialist's role is to review documentation and consult with students and faculty regarding reasonable accommodations.

Strategic Alternatives Learning Techniques (SALT) Center

<http://www.salt.arizona.edu/>

The Strategic Alternative Learning Techniques (SALT) Center promotes the achievement of individuals with learning and attention challenges. Through a student-centered model, SALT provides comprehensive services to maximize student success and support the University of Arizona community. We collaborate with community-based organizations that facilitate learning and enrollment in higher education. We initiate and pursue innovative practices designed to partner with and serve the people of Arizona and the global community.

The Graduate and Professional Student Council (GPSC)

Graduate and Professional Student Council(link is external)

The GPSC was created to promote the causes and concerns of the graduate student body, to create and foster programs beneficial for growth and interaction, to disburse funds for the benefit of professional development, and to serve as the representative body and voice at the University of Arizona, the University of Arizona Administration, and the Arizona Board of Regents on behalf of graduate and professional students.

The GPSC provides **travel grants** and other types of funding to graduate students. For more information see: <http://gpsc.arizona.edu/travel-grants>

Health, Wellness and Safety

There are many campus resources available to help support the physical, mental and emotional well-being of graduate students. We encourage all students to become informed, and use these resources.

- [List of Campus Services and Support for Students](#)(link is external)
- [Sign up for UAlert](#)(link is external)

Human Subjects Protection Program

Information about the Human Subjects Protection Program and Institutional Review Board, including certification, procedures, and forms, is available at this web site:

<https://research.arizona.edu/compliance/human-subjects-protection-program>

International Student Programs and Services

<https://global.arizona.edu/international-students>

The mission of Office of International Student Programs and Services is to coordinate comprehensive programs and services for international students that foster positive experiences at The University of Arizona and in the United States. They serve as representatives and advocates for international students, providing liaison with UA campus academic and administrative departments, local, state and federal agencies, foreign agencies, and various organizations and members of the Tucson community.

Professional Development

The University of Arizona has many resources to allow students to develop skills that will benefit them during their graduate education and their future career. These resources include writing resources, teaching workshops and seminars, and information on where students can learn to expand their language abilities.

- [The Graduate Center](#)(link is external)
- [Diversity Programs](#)
- [The Office of Fellowships and Community Engagement](#)
- [Postdoctoral Resource Network \(PRN\)](#)(link is external)

Office of Instruction and Assessment

<https://oia.arizona.edu/>

A wide variety of resources in support of your development as a teacher are offered through the Office of Instruction and Assessment. These resources range from workshops that you can attend on a drop-in basis to individualized classroom observation and consulting to the Certificate in College Teaching.

SBS Research Institute (SBSRI)

<http://sbsri.sbs.arizona.edu/>

SBSRI is a unit in the Dean's Office which promotes and supports research. They have Pre-Doctoral and Doctoral Grants, as well as workshops for grant writing. They have listings and contact information for numerous grant and fellowship programs.

Writing Skills Improvement Program (WSIP)

<https://wsip.arizona.edu/> The WSIP offers free Writing Workshop Series each semester, as well as a summer writing institute.

WSIP offers a regular series of 50-minute workshops weekly throughout the semester. Workshops are interactive and activity-based. Participants are encouraged to bring samples of their own writing to practice skills. Online registration is required. <http://wsip.arizona.edu/workshop-series>

Graduate Writing Workshops – This weekly series is designed to address the central challenges faced by academic writers in all fields. One-hour workshops include “Step-by-Step Through the

Master’s Thesis or Dissertation” and “Designing the Curriculum Vitae and Cover Letter.” For more information, including the calendar of workshops: <http://wsip.arizona.edu/writing-skills-workshops>

Graduate Writing Institute – This free three-week intensive writing program is held each summer for all graduate students focusing on writing projects, theses, and dissertation work. Students of various disciplines work on their writing in small groups and attend lectures in larger groups on relevant topics regarding writing. They also receive individual tutoring time. This program assists graduate students to complete research papers and projects, conference presentations, theses and dissertations. For more information and to fill out an application: <http://wsip.arizona.edu/writing-institutes>. Applications are due several months in advance of the Institute.

Graduate Writing Services Besides the Graduate Writing Workshops, the WSIP offers individual tutoring for minority graduate students.

Graduate Writing Resource

<http://www.gwr.arizona.edu/>

The online Graduate Writing Resource contains useful information about academic writing, from overcoming procrastination to composing a literature review.

Other UA Resources & Information

- [How to file complaints or grievances](#)
- [University of Arizona Policies and Procedures](#)(link is external)
- [Veterans Education & Transition Services](#)(link is external)
- [Office for the Responsible Conduct of Research](#) (link is external)

Third-party Information & Resources

- **The Education Payoff**(link is external) - This report examines lifetime earnings for all education levels and earnings by occupation, age, race/ethnicity and gender.
- **GradSense**(link is external) - Estimate your debt and income after graduation

THE ACADEMIC JOB SEARCH

Searching for a faculty or postdoctoral position takes time and energy. Tenure track positions usually start being posted in late August or early September, while postdoctoral positions usually start being posted shortly after. Visiting professor positions usually start being posted in late fall or early spring.

You should start preparing your materials in the spring and summer before you plan to go on the job market, and keep refining them as you apply.

Things to work on:

- Information about opportunities: Get connected to listservs, wikis, and groups through which you can learn about positions that open up. E.g. this wiki where people share updates about women/gender/sexuality positions: https://academicjobs.wikia.org/wiki/Queer/Women%27s/Gender_Studies_2020-2021 .Learn the meanings of the different terms that get used in job postings (e.g. AOC=area of competence, AOS=area of specialty).

Even if you don't match a position's criteria 100%, you may still be a good fit. Don't rule yourself out from jobs where you may be a fit.

- Written materials: Most applications expect a cover letter, CV, and research and teaching statements. Some want sample syllabi; a teaching portfolio; a diversity statement; and/or a sample of your written work. Consider your online presence and reference letters. Although you will tailor materials for each position, get an early start on drafting them. Speak with those who will write your reference letters and consider creating an account with Interfolio or other free online services into which they can upload a general letter for you.

When preparing materials, pay attention to the different kinds of institutions that are posting positions (e.g. some are research-focused while others are teaching-focused; some are public while others are private) and tailor your materials accordingly.

- Spoken elements: Candidates who reach to the shortlist usually have a screening ("first round") interview by zoom, Skype, phone, or at conferences. Candidates who become finalists for a position after the first round generally give a presentation of their research ("job talk"), their research plans, and perhaps a teaching demonstration. They also meet with numerous stakeholders including search committees, department heads and faculty, students, Deans, and others. Set up mock interviews, practice talks and teaching demonstrations, and get feedback. Make sure you have tailored these elements to meet the needs of the kind of institution that is considering hiring you.
- Negotiation: Gain skills and practice so you can get the best possible offer.

Success at all stages is determined by professionalism, collegiality, and ability to present your qualifications effectively to a wide range of stakeholders.

RESOURCES TO HELP YOU:

Talk to your Advisor

The GWS Professionalization Workshops in Fall and Spring: watch for the schedule and register for workshops that cover topics you need to know about

UA's "Preparing for Faculty Job Applications" Workshops that are co-sponsored by the Graduate Center, OIA, Think Tank, and Postdoctoral Affairs in Fall and Spring. The workshops include developing your teaching and research statements, creating an ePortfolio, preparing for academic job interviews, and reviews of materials for a faculty job application.

Materials from this series are available in a shared folder: <https://gradcenter.arizona.edu/career-support/preparing-faculty-job-applications-series>

The Office of Instruction and Assessment (OIA): <https://www.oia.arizona.edu>.

They offer assistance with creating a teaching philosophy statement (Erin Dokter), creating a teaching portfolio, creating syllabi, and all matters related to teaching. They also offer a certificate in College Teaching.

The Graduate Center: <https://gradcenter.arizona.edu/home>.

Your favorite online search engine: thorough information and advice about each of these steps can be found online

Other universities such as Berkeley's Career Center: <https://career.berkeley.edu/PhDs/PhDAcademic>

Handbooks: Julia Vick, Jennifer Furlong and Rosanne Lurie, *The Academic Job Search Handbook* (University of Pennsylvania Press, 2016)

Additional helpful information:

The WGSS Job Map (assuming it remains active): <https://wgssjobmap.wordpress.com>

The National Center for Faculty Development and Diversity (UA Offers a free membership through the Graduate Center <https://gradcenter.arizona.edu/announcements/2017/09/new-free-and-online-mentoring-and-career-development-resource-ua-students>)

The Graduate and Professional Student Council's listserv: <https://gpsc.arizona.edu>

Possibly Postdoctoral Affairs (their job and postdoc information is at <https://postdoc.arizona.edu/professional-development/job-and-postdoc-searches>).

VISITING PROFESSOR/INSTRUCTOR POSITIONS

The process for applying is similar to that for tenure track jobs. However, these positions are usually just for one year, though sometimes longer; and they are *not tenure-track*. They're generally teaching focused. Most people begin searching for their next, hopefully more permanent, position as soon as they begin their Visiting Professor position.

POSTDOCTORAL SEARCHES

Understand how a postdoc application is different from a faculty application: Karen Kelsky, "The Postdoc App: How Its Different and Why," May 28, 2013, at theprofessorisin.com

<http://theprofessorisin.com/2013/05/28/the-postdoc-app-how-its-different-and-why/>

The Graduate Center: <https://gradcenter.arizona.edu/home>, Dr. Shelley Hawthorne Smith offers feedback on grant/postdoc applications

SBSRI: can help you find grants and postdocs and advise on applications

<https://sbsri.sbs.arizona.edu/finding-funding>.

Postdoctoral Affairs, though they may not have many options for GWS students

(<https://postdoc.arizona.edu/professional-development/job-and-postdoc-searches>).

THE NON-ACADEMIC JOB SEARCH

The Graduate Center: <https://gradcenter.arizona.edu/career-support>

Sign up for the Career Forward Sprint series

Check sites like the NWSA Career Center: https://www.nwsa.org/networking/opening_search.asp