

# Graduate Program Policies, Procedures, and Information

2019-2020

(updated 01/13/2020)

## Table of Contents

<b>Admissions Criteria.....</b>	<b>3</b>
<b>Non-Degree Students .....</b>	<b>4</b>
<b>Course Credit Limitations.....</b>	<b>4</b>
<b>Special Course Request Procedure .....</b>	<b>4</b>
Descriptions of Special Courses.....	5
Dissertation Hours.....	6
<b>Graduate Student Funding Guidelines .....</b>	<b>7</b>
<b>University Employment Outside SOCA .....</b>	<b>8</b>
<b>SOCA Graduate Teaching Assistantships (GTA) .....</b>	<b>8</b>
Evaluation of Graduate Student Teachers (GTAs) .....	8
Faculty Assignments.....	8
Grades .....	9
Testing Center .....	9
Regular Exam Shifts .....	9
Make-up Exams.....	10
Other GTA To-Do/Tips .....	12
SB17 To-Do .....	13
Miscellaneous GTA issues and responsibilities.....	14
<b>Funding Opportunities.....</b>	<b>15</b>
<b>Internal (WVU).....</b>	<b>15</b>
Department Travel Funds .....	15
Rural Sociology Foundation Fund .....	15
Department ICPSR Funding .....	16
Department Grant Writing Funding .....	16
Graduate Sociology Association Professional Development Grant .....	16
Eberly College and Provost Travel Funds.....	16
Eberly College Research Funds.....	17
WVU Student Government Association (SGA) .....	17
<b>External Funding Opportunities .....</b>	<b>18</b>
Alpha Kappa Delta (AKD) .....	18
Horowitz Foundation .....	18

Institute for Humane Studies.....	18
Ninja Analytics .....	18
Global Religion Research Initiative .....	18
NIJ .....	18
<b>Student Resources .....</b>	<b>19</b>
NC State – Building Future Faculty Program .....	19
Authorship Guidelines .....	19
<b>Information for International Students .....</b>	<b>20</b>
Payroll Information .....	20
Getting Your Driver’s License .....	21
Leaving the Country .....	22
<b>Appendix I: Faculty Interest Guide .....</b>	<b>23</b>
<b>Appendix II: Form for International Students .....</b>	<b>25</b>
<b>Appendix III: Student Advice on the Thesis/Dissertation Process .....</b>	<b>26</b>

## Admissions Criteria

The graduate committee has several standards when reviewing files for admission. These include the following items, not necessarily in the order listed.

### 1) Fit

The committee evaluates whether the applicant is a good fit for the program. Does the applicant clearly outline his/her area of interest and articulate how he/she might add to our graduate program? Does the applicant identify faculty that he/she might collaborate with if he/she were admitted to the program? Does the student's projected area of research complement or extend current faculty research in the specified area?

### 2) GRE scores

The committee considers the quantitative score and the writing score most seriously, as both of these components are necessary to succeed in our graduate program. No minimum score is required for admission. However, students with scores below the 50th percentile must offer especially strong supporting materials to be competitive.

### 3) Statistics and methods courses

The committee considers the applicants' statistics and methods background. In particular, we consider whether the applicant has had sufficient training in quantitative methods to successfully pass the SOCA 615 and 616 core courses in our graduate program. Applicants with an absence of statistics courses or with low scores in statistics and methods courses are rated as weaker applicants.

### 4) Other social science courses

The committee considers the applicant's training. We prefer a sociological background, but it is not required if the student can articulate a clear sociological research agenda and he/she has the quantitative skills we require. One way to assess this is through courses the applicant has taken. We also use the writing sample and personal statement to assess fit.

### 5) Research experience

The committee considers the applicants' previous research experience. Does the applicant demonstrate they can conduct original research? This could be in the form of professional research presentations, written articles, or evidence from a senior level research class. The committee also examines evidence of working closely with a faculty member to assess research training.

### 6) Writing sample

The committee evaluates the writing sample. Is there evidence the applicant can synthesize ideas? Does the writing demonstrate critical thought? Original research?

### 7) Letters of reference

The committee evaluates each of the letters of reference according to several standards. Did the applicant meet the requirement of obtaining three strong letters of recommendation? Are there any red flags raised by the letter writers? What is the letter writer's relationship with the applicant? Is the letter writer an appropriate source to recommend the student to graduate school?

Can the letter writer sufficiently speak to the applicant's ability to succeed in a graduate program?

8) Minimum GPA of 3.0 (noted in graduate handbook)

## Non-Degree Students

Sociology graduate courses are restricted to students enrolled in the doctoral program or students in other degree programs for which SOCA courses count toward the degree (at the discretion of the instructor). The department restricts access to non-degree students in efforts to maintain a manageable course size.

## Course Credit Limitations

Credit toward a graduate degree may be obtained only for courses listed in the graduate catalog and numbered 400–799. No more than forty percent of course credits counted toward any graduate degree may be at the 400-level. No residence credit is allowed for special field assignments or other work taken off the WVU campus without prior approval. Graduate credit is obtained only for courses in which the grade earned is A, B, C, P or S. Courses taken as audits or courses in which the grade earned is D, F, or U may not count toward a graduate degree.

You may be permitted to do an independent study of 300/400 level courses if the instructor teaching the course agrees. The instructor will need to write a syllabus for the independent study that is more rigorous than that of the 300/400 level course. This syllabus needs to be sent to the DGS and department chair for approval. Please see the next section on special courses and independent studies for more information on this process.

## Special Course Request Procedure

Special courses include any class that must be added to the schedule after the schedule is set. Typically these are sections for single students to work with a faculty member in a focused and special regard.

For undergraduate special courses (e.g., research hours, independent studies and teaching practicums), the draft syllabus should be sent to the DUS and copied to the Associate Chair for their review and approval. Once the syllabus is fine-tuned and approved (if changes are requested), the DUS will let the SLI Coordinator know to add the class to the schedule with a department approval restriction.

For graduate special courses (e.g., independent studies and teaching practicums but not research, thesis, or dissertation hours), the draft syllabus should be sent to the DGS, SLI Coordinator and copied to the Department Chair for their review and approval. Once the syllabus is fine-tuned and approved (if changes are requested), the DGS will let the SLI Coordinator know to add the class to the schedule, without requiring restrictions.

For research, thesis, or dissertation hours, faculty of record will let the SLI Coordinator know to add the class to the schedule.

If the same syllabus will be used for consecutive semesters, the faculty member can simply resend as outlined above, indicating that the syllabus has already been through the approval process, requesting approval again.

Completed contracts must be placed on file

### Descriptions of Special Courses

The department also offers a number of special courses that can satisfy the elective course requirement. Students should not take more than 3 credit hours within these special courses. The student must make arrangements with an instructor in the Department of Sociology and Anthropology to take one of these courses.

#### SocA 689 – “Fieldwork” 1-6 hours, Graded

Intended Use: To give students credit for supervised field work. Specifically, this has been used where a student is employed (or volunteering) to work in an organization which is also the subject of study or source of data for the problem paper or thesis. This is also appropriate for graduate internship credit (such as special summer programs). Because SocA 689 is graded, a "product" is expected, and it is common for a faculty member (rather than agency personnel) to act as supervisor. Formal internships for graduate students generally identify a supervisor and provide materials indicating how students are evaluated.

#### SocA 690 – “Teaching Practicum” 1-3 hours, Satisfactory/Unsatisfactory

Intended Use: To give credit to students who are significantly involved in the actual instruction of a course. Specifically, we have given credit to students who been involved in actual teaching experiences. Some have taken over complete sections of SocA 101 or 105 under supervision, others have taken over units or major sections of a course. The student prepares the course materials under supervision, and the supervisor is required (by division policy) to visit the class at least twice and to provide feedback to the student on his/her instructional efforts. We have not used this number for regular GA activities which may involve an occasional lecture.

#### SocA 695 – “Independent Study” 1-9 hours, Graded

Intended Use: To give credit for directed readings or research not available in regular courses. As this is a graded course, a "product" is expected.

#### SocA 697 – “Research” 1-15 hours, Satisfactory/Unsatisfactory

Intended Use: To give students credit for "other" research activities they are involved in as part of their graduate program. Specifically, we have used this number when students need to be enrolled (e.g. GAs must be enrolled full time to receive an assistantship) but they may not want to take specific courses (or none are available which often happens in the summer). Students who have already enrolled for 6 credits of thesis/applied problem credit may enroll for 697 to do "additional" thesis related work. Sometimes students receive credit for research experience they gain working on a faculty project.

#### SocA 699 – “Graduate Colloquium” 1-6 hours, Satisfactory/Unsatisfactory

For graduate students not seeking coursework credit but who wish to meet residence requirements, use the University's facilities, and participate in its academic and cultural

programs. Colloquium credit may not be counted against credit requirements for master's programs.

### Dissertation Hours

Dissertation hours are hard programmed for 6 hours (at the University level). Students who are dissertating need to be registered for 9 hours to maintain full time status—for assistantships, fellowships. Students can either register for 6 hours of dissertation and 3 hours of dissertation or 6 hours of dissertation and 3 hours of research to maintain full time status.

## Graduate Student Funding Guidelines

Expected completion based on degree requirements is 5 years. As such, the GPC will prioritize funding students through their fifth year, which allows for turnover of GA lines to fund incoming cohorts. The students' start date is considered the first semester in which they started making progress toward the doctoral degree. Funding includes any source—GTAs and GRAs within the department, outside GRAs/GTAs, or fellowships. Most college or department funded assistantships (e.g. Eberly funded GTAs, department funded assistantships associated with research or teaching) will thus be designated for students in their first through fifth years and will only be given to students beyond their fifth year if all previous cohorts are funded. Faculty funded GRA lines (e.g. grant funded) are left to the discretion of the faculty member who may give them to students in any year of the program.

Students in their 6<sup>th</sup> (plus) years are eligible to apply for GA funding in the department when funding lines are available. Decisions will be made based on:

- 1) Students who have secured outside funding (e.g. fellowships and GRAs) in previous years
- 2) Success in the program (e.g. presentations, publications/reports, awards, professional development experiences, etc.)
- 3) Being a good citizen of the department
- 4) Excellence in teaching and department need (for GTA lines)
- 5) Required skills/competencies (for GRA lines)

## University Employment Outside SOCA

Students employed in departments or programs outside of SOCA will need to work with that department/program to resolve pay and waiver issues. It is the student's responsibility to let the DGS know if the outside assistantship position does not come with a tuition waiver. It is the student's responsibility to make sure the department/program has processed them on payroll.

## SOCA Graduate Teaching Assistantships (GTA)

### Evaluation of Graduate Student Teachers (GTAs)

Graduate students who are assigned as instructors for a class are required to be evaluated by faculty members at two points during their first semester in the classroom. The goal of the evaluations is to offer constructive feedback on teaching practices. The student instructor should also let the evaluator know if they are having specific problems in the classroom or have specific concerns about their teaching. The evaluator will focus special attention on these issues.

During the first semester in the classroom, graduate student instructors will be evaluated by the Director of Graduate Studies (DGS) and their advisor. The DGS will attend class and observe the student's teaching within the first third of the semester. The student's advisor will attend class and observe the student's teaching about two-thirds of the way through the semester. The DGS and the student's advisor will provide the student with written feedback on their performance. The faculty members will schedule a meeting with the student to discuss the written evaluation. The goal of this is two-fold: 1) the feedback from faculty members is useful for the evaluation and reflection of teaching practices and 2) the written feedback can be included as part of the student's teaching portfolio.

In an event of multiple graduate students teaching for the first time during a single term, the DGS responsibility of observing teaching practices will be distributed across Graduate Program Committee (GPC) members.

Additional evaluations by faculty members in the first semester or subsequent semesters will be completed if the DGS or advisor indicate a follow-up is needed to check on the progress of issues raised during the initial evaluation(s). Students can also request additional evaluations if they want to receive further feedback on their teaching.

### Faculty Assignments

The purpose of faculty assignments is to give faculty a "point of contact" with respect to their teaching needs. It is your responsibility to contact your assigned faculty the first week of the semester. The student and faculty member are expected to discuss and arrange a working schedule.

In some instances, GTAs will be asked to cover faculty classes when faculty go on leave. In most cases, this is considered a normal part of GTA responsibilities. In cases where the class coverage is unexpected, the GTA may be compensated (via research funds) for the extra commitment. Students on a GRA funded line who are asked to cover faculty classes may be compensated for their time.



## Grades

As part of your GTA assignment, you will be asked to handle grades. Typically faculty use eCampus for posting grades and will likely require you to calculate grades using Excel software. Always consult with instructors on their preferences. If you are required to provide grades to students outside of the classroom, never give out grades over the phone and always ask for ID in person.

## Testing Center

For any problems of attendance related to the work schedule, contact Jennifer Steele (304-293-8800) or the main office for support (304-293-5801).

## Regular Exam Shifts

- Be sure to arrive on time
- You are scheduled to arrive before the exams begin
- Students should not be admitted into the lab until the start of class time
- Check the computers to make sure that they are on and that there don't appear to be any problems
  - If any computer is broken or will not function, turn down the hood on the desk top so that students do not attempt to use it and Eberly College technologists can readily locate it to fix it. If there is an emergency (i.e., all the computers are down), then call Chris Ramezan from the Eberly College at 304-293-4917. Additional contact numbers are listed near the front desk.
  - If necessary, please wipe down computer screens/keyboards with Lysol wipes located in the cabinet behind the main desk (this should be done upon the close of the previous session – see closing procedures).
- Instructors will be present by the start of the class time and throughout the exam. If there are any problems with eCampus settings, the instructor should correct them. If they need assistance with settings, they may contact Cheryl at 304-293-8567.
- The faculty member whose exam it is ultimately in charge BUT you have authority as well

## Proctoring procedures

The following procedure should be followed during student testing:

- Students will log onto the computers using their MIX userid and password. They must open the Respondus Lock Down Browser – which appears as an icon with a Gold lock and key at the bottom of the screen. That will launch eCampus, and students will be prompted to log in again.
- All students should place their student IDs on the desk top when taking an exam. If they do not have their student ID, ask them to place a driver's license or some other photo ID on the desk top. If they do not have any photo ID, then direct them to the instructor.
- GTAs should roam during exams.
- During the exam:
  - Walk around

- You do not have to constantly move but make sure to make regular laps and that not all TAs/Faculty are stationary in the same spot of the room for too long
- Answer/help with any questions about signing in or the technological side of test taking (i.e. where to find the exam, how to log out, etc.)
- Any content questions should be directed to the faculty member (unless otherwise told by that faculty member) unless the instructor has told you otherwise
- Check for cell phones
  - Tell students to put them away (out of sight) or flip them over
  - You have the right to confiscate cell phones if they are being used to cheat
    - Have the student stop taking the exam and bring it to the attention of the professor who will decide how to handle it
- Check for other types of cheating
  - Cheat sheets/notes under desks
  - Talking/whispering
  - Other methods
    - Though we believe it is rare, a student may try to take an exam for another student. If they use the ID of another student, then the photo will not match the test-taker. If they utilize their own ID but log into another student's eCampus page, then the name on the ID will not match the name showing in the top right corner in eCampus. While GTAs are not expected to cross-check all faces, photos, and login names, they should notify the instructor if they have any reason to question a student's identity.
- If a student enters late or requests to take an exam with a different section of the same instructor, direct them to the instructor for permission.
- When students are done taking their exam, they must save their answers, log out of eCampus, and log off the computer from the apple icon in the upper left corner of the screen. This is an essential step – please reinforce it with students and if they forget, log off for them to protect their information.
- Provide any other assistance as requested by the faculty member

#### *Closing procedures*

Once an exam is complete – the closing GTAs must:

- Wipe down the lab with the Lysol wipes located in the cabinet behind the main desk (if supplies are low, please notify the main office).
- Ensure that all chairs are pushed in.
- Dispose of any trash.
- Make sure that the door locks upon exiting.

#### *Make-up Exams (Wednesdays 2:30-5:00)*

Make-up exams are to be held on Wednesdays from 3:00-5:00 pm. Makeup times are both for SOCA 101 and 105 computerized exams and for “regular” make-up exams for other SOCA courses. Not all faculty make use of this makeup session.

- Grab the black file folder from the cabinet across from the printer in the main SOCA office
  - Only one of you needs to grab it so you can coordinate who does that but someone NEEDS to grab it
- TIP: I like only turning on the lights in the front half of the testing center for make-ups
  - It never fills up and it keeps all of the student near the front and easy to keep an eye on
- Students are told they can arrive at 3:00 (some may come early) and NO LATER than 4:30
  - If you don't mind letting them in and everything is ready to go, there's no reason not to let them in
  - Students cannot arrive later than 4:30 because we as TAs are only scheduled until 5:00
    - Many times TAs have classes at 5:00 or 5:15 so we have to respect our schedules first and foremost

#### Procedure for SOCA 101 and 105 makeups:

- Students must obtain permission via email to take a makeup from their instructor. Students are instructed to print the email and present it to the GTAs proctoring the makeup session.
  - The PRINTED email must contain:
    - Students name or email address in the "to" portion of the email
    - Faculty name or email address in the "from" portion of the email
    - Statement of the faculty member's permission for the student to makeup the exam
    - Most emails will contain the date that they are allowed to take the makeup
  - The GTAs will collect the emails and put them in a designated location in the GTA office following the session (when the main office will be closed). They will be retrieved the following morning and placed in faculty mailboxes.
  - If a student shows up without an email, they are not permitted to take an exam and must contact their instructor.
    - TIP: they will try to beg and plead with you to let you take the exam but you DO NOT give in. They can print their email in the Mountainlair or Library. If you don't have a paper quiz/exam for them have them email the faculty member alerting them to the problem.
- Instructors will not be present during makeup exams. If a student comes with a valid email but experiences any kind of eCampus problem, call the main office at 304-293-5801 to see if the staff can reach the instructor to check their eCampus settings. If they are unable to reach him or her, then ask the student to contact their instructor for further guidance.

#### Procedure for "regular" makeups:

- Faculty members must place a hard copy of the exam with the student's name written on it in a folder in the main office (located in the cabinet across from the mailboxes). GTAs

who are assigned to a makeup session must communicate in advance so that one of them retrieves the folder and takes it to the testing center before the session begins.

- NOTE: students who are coming in for a paper make-up quiz/test may not have an email and that is OKAY
  - They are allowed to take the make-up if their quiz/test is printed with their name on it in the black file folder
- Students must present a photo ID to take the exam. Students without photo IDs are not permitted to take an exam and must contact their instructor.
- When the make-up shift is done:
  - Turn the lights off and make sure the door is shut and locked behind you
  - Take the black file folder back to Knapp
    - It needs to be emptied into faculty mail boxes
      - This includes all paper exams and printed emails from students
      - It is CRUCIAL that the black file folder is emptied, especially since there may be paper quizzes/exams in it
    - The main office may be closed when you get back from make-ups, prohibiting you from emptying the file folder
      - Put the black file folder in the GTA office
      - Either put a note on it (politely) asking a colleague to empty it the next morning or plan to empty it yourself the next morning

#### Other GTA To-Do/Tips

- The **Scantron machine** may be intimidating but trust me it is your friend, learn to love it
  - Make sure you have a **key filled out and the “key” bubble is filled in**
    - Faculty will give you a Scantron sheet that is the key or a copy of the exam with the answers circled on it
  - Turn on the machine, push the “key” through first followed by exams
    - If it is more than 50 questions you have to flip each sheet to run both sides before running the next exam
- If you know that you have a **conflict with a duty** (for the faculty you work for or a testing center shift) **contact all other GTAs via email IMMEDIATELY** so that a switch/coverage can be coordinated well before the date
  - The sooner you contact people, the more likely/willing to help out people will be
- Check your email regularly
  - Faculty, fellow GTAs, the department, etc. may need last minute help or have a last minute task for you
    - **Be flexible**
      - Things come up faculty/colleagues get sick and may need a hand last minute—do what you can to help out
    - *NOTE: If the DGS (Dr. Stein) or the associate chair (Dr. Steele) email you asking for help and you do not have a legitimate conflict (i.e. class, TA duties) **you are expected to help** with whatever the task may be*
- **Don’t be LATE**
  - Buy a planner, use your phone, whatever you need to do to make sure that you know your schedule and don’t forget any TA responsibilities

- Faculty and other TAs (in the case of the testing center) are counting on you to be there and to be on time
- Don't let TA duties get in the way of your academic responsibilities but don't ignore them either
  - It's about **balance**, make sure that you are doing what you need to do to be a successful graduate student but also make sure that you are completing your TA duties to the best of your abilities
    - If you find yourself getting overwhelmed, talk to the faculty members you work for, most faculty will do what they can to help
- When it comes to cellphones and cheating—be authoritative and consistent but **fair**
  - It shouldn't be your goal to catch people cheating but if you do fairness and communicating with the faculty and the student is crucial
  - **TIP:** Standing behind/near students you suspect are cheating is a *very effective* way to get students to stop doing whatever it is that made you suspicious
    - The ultimate decision of how to handle the situation is up to the faculty member
- If you're in the TA office and the **phone rings, answer it**, it's usually someone from the main office with a question or small task for someone to do
- Don't be afraid to **ask questions or for help**, some of us have a year or more of experience that we would be more than happy to share with others

## SB17 To-Do

### General

**Even if it is the middle of the day, if the office is being left empty please be sure to lock the door.** Student exams/assignments, keys, textbooks, etc. will be in the office as well as colleagues personal possessions (including laptops, hard-drives, books, etc.) may be in the office at any given moment so for everyone's sake, please keep the door locked. If you are leaving the office and other people are there, confirm that someone will be there when you return or take your keys with you when you do.

If you are the only person in the office and are leaving please be sure that:

- The door is locked
- Both windows and curtains are shut
- The coffee pot is off
- The lights are off

You're welcome to keep things in the fridge, but please be sure to eat or dispose of items in a timely manner so that they don't cause odors in the office.

Common courtesy goes a long way: don't touch other people's stuff without permission, clean up any mess you may make, etc.

If you are done using the shared computer (login with your MIX credentials) or are leaving for an extended period of time please be sure to log off of it. It is attached to the printer and

everyone is welcome to print at it but please be mindful of paper/ink usage. If you run out ask Barb for ink and get paper from by the copier in the main office.

### **Coffee**

We have a coffee pot that everyone is welcome to use. Please do what you are able to **either bring in coffee or donate to the coffee stocking fund**. If everyone who drinks coffee contributes the burden will be lessened for everyone and everyone will be able to enjoy their {highly necessary} caffeine. When you bring something in, please make note of it on the chart that is hanging above the coffee pot.

There is also a Keurig that everyone is welcome to use, simply bring in K-cups for your own usage. It does not store water so you will need to fill it whenever you would like to make a cup (i.e. use your coffee mug).

At the end of the day make sure that:

- Coffee **pot is off** (switch to the left—the light does not always work)
- Used coffee **filters have been thrown away**

### Miscellaneous GTA issues and responsibilities

You may be asked to make photocopies on the office copier. You need to make yourself familiar with this equipment. Office staff are available to assist you.

The telephone extension for the GTA office is 293-8845. This is a shared telephone that has voicemail access. Voicemail is to be checked daily and is to be done during each “pool” session. Press *Messages*, enter your password - 2935801, and follow the prompt.

Mail boxes are provided in the main office on the second floor.

E-mail: WVU provides all students with a MIX e-mail account. It is your responsibility to activate this account and you are expected to use it. You may forward your MIX e-mail to your personal account, if you prefer. All department correspondence will be sent to you through your MIX account.

You have access to a computer lab located in B5 Knapp Hall. This lab is shared with Social Work.

Graduate students are collectively responsible for the security of the GTA offices, their contents and in helping keep them clean and trash free. When exiting the building, be sure equipment is off, windows closed and doors shut. In case of an emergency dial 911 or for campus security dial 3-help.

When a fire alarm is sounded, use the nearest exit or stairway to evacuate immediately. DO NOT use the elevators. Report to the parking area on the North side of Knapp Hall and proceed to the designated parking lot numbers corresponding with the department (#3). Do not stand under the building overhang. Do not reenter the building until notified by the building supervisor.

## Funding Opportunities

### Internal (WVU)

#### Department Travel Funds

One of the goals of the graduate program is to help students cover the cost for travel to conferences for presentation experience and networking opportunities. The graduate program, however, does not have unlimited resources. The graduate committee is in full agreement to support student travel, and has collectively decided to create an award process for travel funding.

1. The travel funds survey is distributed via Qualtrics during the first two weeks of the semester.
2. The graduate committee will review all applications and award winners will be notified of funding decisions.
3. Let the DGS know if you have questions/concerns.

The guidelines are as follows:

1. The Professional Development Funds competition is in support of graduate students who are pursuing activities that improve their dissertation/thesis research and future professional opportunities; therefore, applicants must explain the relationship of their proposed activity to their dissertation/thesis research.
2. There are both fall and spring Professional Development Funding competitions, and will be awarded a maximum of once per year per student. **Applicants are expected to apply during the competition that is closest to the date(s) of the activity for which they are requesting reimbursement.**
3. All professional development activities must further the goals of the Department, and due to the limited nature of these funds, applicants must make every effort to cost share and otherwise keep expenditures to a minimum. Additionally, students must provide evidence of seeking other funding sources outside of the department (e.g. Eberly college travel awards.)
4. Students notified of the department's willingness to provide Professional Development Funds in advance of a proposed activity must actually participate in the activity as described in their proposals. Students who do not or cannot follow through with a proposed activity will be required to return any/all funds received for said activities.
5. In order to process proposals efficiently, late submissions are not likely to be accepted.

#### Rural Sociology Foundation Fund

1. The Rural Sociology Foundation Fund competition is in support of graduate students who are pursuing research activities. Priority will be given to students conducting rural oriented projects.
2. Applications are accepted on a rolling basis and will be awarded as funds are available.
3. Support is available only to students who cannot be supported on other research grants.
4. Students notified of the department's willingness to provide Professional Development Funds in advance of a proposed activity must actually participate in the activity as described in their proposals. Students who do not or cannot follow through with a proposed activity will be required to return any/all funds received for said activities.

### *Allowable Expenditures*

Examples of allowable expenses are:

- Postage associated with data collection
- Duplicating expenses associated with data collection – WVU Copy Centers are to be used whenever possible.
- Travel associated with data collection
- Expendable supplies associated with research procedures (scoring sheets)
- Payment of human subjects

### Department ICPSR Funding

The department will also offer scholarship opportunities for individuals who would like to attend the ICPSR (Inter-university Consortium for Political and Social Research) at Central Michigan University. More information about the summer program can be found here:

<https://www.icpsr.umich.edu/icpsrweb/sumprog/>

There will be an application process in order to receive financial support from the department. Applicants will be given priority for funding if they demonstrate that they are taking cost lowering measures such as car-pooling, splitting the cost of a living space, etc. Individuals who are interested in attending and in receiving funding are highly encouraged to communicate their interest with other graduate students in the department and to plan to attend/travel/stay together.

### Department Grant Writing Funding

Funding for up to \$500 for those who completed the workshop “Getting Funded: The Science and Art of Grant Writing” in Spring of 2017. Ask Dr. Cossman and Dr. Stein about funding. Funding should be used to collect data on project or work towards grant proposal (most grants want preliminary results); it is not just for conferences.

### Graduate Sociology Association Professional Development Grant

Funding for those of good standing in GSA for professional development (e.g., data collection, membership fees). Applications will be filled out once in the Fall semester and once in the Spring semester. A committee of GSA members and one faculty member will decide who receives funding and how much is available.

### Eberly College and Provost Travel Funds

Eberly College of Arts and Sciences offers travel funds for graduate students who are attending conferences. Students may apply once per academic year for up to \$200 from Eberly and \$400 from the Provost in support. These funds will be provided to the student via reimbursement after returning from travel and submitting proper receipts. More information on the application process can be found here:

<http://eberly.wvu.edu/students/graduate/graduate-and-doctoral-travel-and-research-programs>



**ECAS/Provost will not award travel funding if students are not also awarded money through their department. Therefore, you need to wait to apply for ECAS money until department funding has been awarded.**

After department awards have been given, students can apply for ECAS and Provost travel funds. Paperwork should be sent to the DGS and Barb, copying the department chair. Barb will work with the DGS to submit the paperwork to Eberly.

#### Eberly College Research Funds

Eberly College of Arts and Sciences offers small research grants for doctoral students conducting research for their dissertation. They will award up to \$800 to students for their dissertation research. More details on eligibility and the application process can be found here:

<http://eberly.wvu.edu/students/graduate/graduate-and-doctoral-travel-and-research-programs>

#### WVU Student Government Association (SGA)

The GSA will apply for SGA funding for the NCSA Conference.

You may need to submit a report (it can be the same one you submitted for AKD) to whoever is in charge of compiling the grant information that year.

## External Funding Opportunities

### Alpha Kappa Delta (AKD)

GSA will apply for AKD funding for the North Central Sociological Association (NCSA) Conference.

You will need to submit your NCSA abstract to whoever is in charge of compiling the grant information that year. After the conference, you will need to submit a brief (usually one paragraph) report of how NCSA was beneficial to you as a professional.

### Horowitz Foundation

<http://www.horowitz-foundation.org/#!about/pqfht>

Its general purpose is to support the advancement of research and understanding in the major fields of the social sciences. Its specific purpose is to provide small grants to aspiring PhD students at the dissertation level to support the research they are undertaking for their project.

### Institute for Humane Studies

The IHS Conference & Research Grant provides up to \$750 to cover travel costs and fees for career-related expenses.

The Grant is awarded on a rolling basis to current graduate students advancing the principles of freedom through their career. Eligible activities include, but are not limited to:

- Presentations at academic or professional conferences
- Travel to academic job interviews on a campus or at professional/academic conferences
- Travel to archives or libraries for research
- Participation in career-development or enhancing seminars
- Submission of unpublished manuscripts to journals or book publishers

Please note, Conference & Research Grants cannot be used solely for conference attendance. Funding will only be considered for individuals *presenting a paper or interviewing for a job at a conference*.

<https://theihs.org/funding/ihs-conference-research-grant/>

### Ninja Analytics

*To support research in the area of crime. Set up by Ninja Analytics*

### Global Religion Research Initiative

<https://grri.nd.edu/dissertation>

### NIJ

[https://www.nij.gov/funding/Pages/research-assistantship.aspx?utm\\_source=eblast-govdelivery&utm\\_medium=email&utm\\_campaign=rap2017](https://www.nij.gov/funding/Pages/research-assistantship.aspx?utm_source=eblast-govdelivery&utm_medium=email&utm_campaign=rap2017)

## Student Resources

NC State – Building Future Faculty Program

[https://oied.ncsu.edu/divweb/building-future-faculty-program/?utm\\_source=CGS%20News%20Network&utm\\_campaign=065ed10910-CGS\\_News\\_Network\\_10\\_25\\_2017&utm\\_medium=email&utm\\_term=0\\_5fa324a391-065ed10910-88936753](https://oied.ncsu.edu/divweb/building-future-faculty-program/?utm_source=CGS%20News%20Network&utm_campaign=065ed10910-CGS_News_Network_10_25_2017&utm_medium=email&utm_term=0_5fa324a391-065ed10910-88936753)

## Authorship Guidelines

The ASA Code of Ethics states:

### *Authorship*

Sociologists take responsibility and credit, including authorship credit, only for work they have actually performed or to which they have made a substantial contribution.

- (a) In collaborative work, both within Sociology and across disciplines, research teams vary with regard to decisions about the order of authorship. Although there are alternate approaches (which may be explained in a footnote or acknowledgement), the default order of authorship in Sociology is based on the relative scientific or professional contributions of the authors.
- (b) When collaborative work substantially derives from a student's dissertation or thesis, the student is usually listed as first author.

The APA has resources on [publication practices and responsible authorship](#), including information about [faculty-student collaborations](#) and [allocation of credit](#). The APA provides an [authorship determination scorecard](#) that might be helpful.

## Information for International Students

This section was written by Lee Yan Song (began program fall 2016). Thanks to his hard work this section provides valuable information to international students about how to navigate the process of working for the university and getting a driver's license.

### **Pre-arrival**

Get a folder or a file to hold all your travel documents. Bring all the letters you got from the school and remember to bring along your **I-20** or you are not even going to enter the US.

### Payroll Information

#### **Step 1: Sociology General Office**

Go to the general office of the sociology department and get them to print out the letter of employment and have it **hand-signed** by the department chair. The letter can be found at the end of this document. Please remember to print it with the **department's letterhead** at the top

If you are unable to do step 1, it is better to just start on step 2; you just have to make an extra trip to the Office of International Students and Scholars. **Do not delay on step 2 if you are held up in step 1**

#### **Step 2: Office of International Students and Scholars**

Go to the Office of International Students and Scholars (OISS) to get registered **as soon as possible**. Their processing time is extremely long (7 to 10 working days) and you might get lost in the system. Any delays in this will result in delays down the road.

#### Documents that you will need to bring

- Passport
- I-20
- I-94
- Letter of employment from the Sociology department

If you have completed step 1 at this point, give them the letter of employment from the Sociology department and they will give you another letter of employment from OISS. Make sure that this is **hand-signed with a letterhead** too.

#### **Step 3: Social Security Office**

Wait for the number of working days before heading to the social security office. If you want you could go back to OISS to ask if you have been registered properly.

If you do not have a car and have to take a bus, the correct bus number is 7/red line. The bus comes every 80 or so minutes as there is only one. They have a twitter account @ML07red or #ML07red which will tell you the current location of the bus. You can board the bus anywhere on its route by waving at the driver. Let the driver know you are going to the social security office, they are usually kind enough to tell you where the stop is. Bring along a book.

#### Documents that you will need to bring

- Passport
- I-20
- I-94
- Letter of employment from the Sociology department
- Letter of employment from Office of International Students and Scholars

**All documents need to be original. No photocopies. No electronic copies.**

Once you have gotten a receipt from social security office, you are good to go. Do not worry, the receipt strangely has no details.

#### **Step 4: Payroll**

At the time of writing, a lady from payroll is usually at OISS on Tuesdays from morning till early afternoon (say 9am till 1pm?). If you do not want to make a trip to their office you can try to see her then. Ask the staff at OISS about this and email/call her to make an appointment. Otherwise, the payroll office is at One Waterfront Place which is about 15 minutes' walk from Knapp hall.

Documents that you will need to bring

- Passport
- I-20
- I-94
- Letter of employment from the Sociology department
- Letter of employment from Office of International Students and Scholars
- Receipt from social security
- Blank check from your bank
- WVU identification number

Once you get your social security card, you will need to go back to payroll to show it to them.

**DO NOT DELAY ON GETTING ONTO PAYROLL.** If you are not on it by the fifth week of school, your tuition waiver will be void and there will be a lot more trouble for you and the department then (<http://graduateeducation.wvu.edu/funding-and-cost/graduate-assistantships/policies/appointment-deadlines>)

#### **Getting Your Driver's License**

After you are done with and have gotten your social security card, it is time to take the bureaucratic battle to the next government agency – the DMV. It might be optional to get a US driver's license but it's highly recommended. It might sound weird to you but a driver's license is the default form of identification and is widely accepted in the US so getting one will make your day-to-day experience less of a hassle. The good news is that if you already have a foreign license, you can clear both the written and driving test in the same day; else you have to wait 30 days in-between

#### **Step 1: Get your documents**

List of documents you need

- Passport (with your visa)

- I-20
- I-94
- Social security card
- 2 proofs of WV residency
  - I used my lease agreement and my bank statement, for full list of acceptable proof - <http://www.transportation.wv.gov/DMV/Drivers/Pages/Drivers-Licenses.aspx>
- Written verification of attendance at the school, go here (<http://oiiss.wvu.edu/students/forms>) to get a Good Standing Letter. You can pick it up in a few days' time at the OISS
- Bring money or cards to pay for fees and cards
- Current driving license (if you have one)

### **Step 2: Study**

- Read the WV driver's handbook here- [http://www.transportation.wv.gov/DMV/DMVFormSearch/Drivers\\_Licensing\\_Handbook\\_web.pdf](http://www.transportation.wv.gov/DMV/DMVFormSearch/Drivers_Licensing_Handbook_web.pdf)
- Practice some questions, I just used the DMV genie phone app
- If you are going to take the driving test on the same day, practice parallel parking, other than that you should be fine. They will make you drive around for a bit (make sure you stop at stop signs and use signal lights).

### **Step 3: Go down to the DMV**

Although their opening hours are from 830am to 5pm. **Go before 3pm.** They made it very clear that internationals have to go before 3pm as we have more documents. No appointment needed.

If you are taking the driving test on the same day, bring or borrow a car, it can be any car as long as is as A) registration and B) insurance. You can use a rental car as long as the rental agreement is in your name and you have proof of insurance. **You will also need a licensed driver with their license with you**, so call in a favor from someone.

Put make up and comb your hair too because your face that day will be immortalized on your driver's license. After you pass, they will give you a temporary license and your real one will come in the mail in about 2 weeks' time.

### **Leaving the Country**

Whenever an international student leaves the country and comes back, before he/she leaves they should bring their I-20 to the international student office to get it signed. If not, you will have immigration problems.

## Appendix I: Faculty Interest Guide

The following list should serve as a first guide for selecting faculty members that you may want to work with for your thesis/dissertation. The individuals on this list are all graduate faculty and are all eligible to be on advisory committees.

### **Professors**

Jeralynn Cossman, Ph.D. (Fla State U) Sociology. Professor and Chair. Medical sociology, Demography, Quantitative methods.

Walter DeKeseredy, Ph.D. (York U) Sociology. Professor and Anna Deane Carlson Chair of Social Sciences. Violence against women, Criminological theory, Masculinities and crime, Rural criminology, Urban poverty and crime.

Gregory Dunaway, Ph.D. (U of Cincinnati) Sociology. Crime and delinquency, Trends, Inequality and crime and justice, Criminal justice policy.

Melissa Latimer, Ph.D. (U Ky) Sociology. Stratification and inequality, Poverty, Labor market analysis, Work and occupations, Gender and race issues.

Lawrence T. Nichols, Ph.D. (Boston C) Sociology. Business ethics, Constructing social problems, History of sociology, Mass media, Theory, Terrorism, White collar crime.

James J. Nolan, Ph.D. (Temple) Sociology. Group and neighborhood dynamics, Police culture and practice, Hate crime, and Issues related to the measurement of crime.

Rachael A. Woldoff, Ph.D. (Ohio St) Sociology. Urban sociology, Criminology, Social demography, Racial and ethnic inequality in crime and housing, Community.

### **Associate Professors**

Corey Colyer, Ph.D. (Syracuse U) Sociology. Criminal justice system(s), Sociology of knowledge, Construction of social problems, Qualitative methods.

Amy Hirshman, Ph.D. (Michigan State U) Anthropology. Archaeology. Origins of social complexity and inequality, Economic relationships and craft specialization, Archaeometry, Pedagogy and andragogy.

Daniel Renfrew, Ph.D. (SUNY Binghamton) Anthropology. Cultural anthropology, Environmental health and justice, Political ecology, Science and technology studies, Latin American studies, Race and identity, Social movements, Ethnography

Rachel E. Stein, Ph.D. (U of Akron) Sociology. Amish culture, Rural criminology, Scholarship of teaching and learning

Karen Weiss, Ph.D., (Stony Brook U) Sociology. Criminology, Victimization, Gender, Culture.

Joshua Woods, Ph.D. (Michigan State U) Sociology. Social attitudes, Mass media, Terrorism, Risk communication, Complex organizations, Recreation and leisure.

**Assistant Professors**

Katie E. Corcoran, Ph.D. (U of Washington) Sociology. Theory, Organizations, Culture, Criminology, Religion, Victimization, Social networks, Social psychology, Emotion.

Lisa Dilks, Ph.D. (U of South Carolina) Sociology. Social psychology, Group processes, Experimental sociology, Quantitative methods.

Jason Manning, Ph.D. (U of Virginia) Sociology. Conflict, Law and social control, Sociology of morality, Violence, Sociology of ideas and beliefs, Theoretical sociology.

Chris Scheitle, Ph.D. (Penn State) Sociology. Religion, Science, Organizations.

Jesse Wozniak, Ph.D. (U of Minn) Sociology. Critical criminology, Political sociology, Policing, Social control, Social movements, Marxist theory.

Heather Washington, Ph.D. (The Ohio State University). Sociology. Crime and punishment, Youth wellbeing, Family, Neighborhoods and crime, Race and inequality.

**Clinical Associate Professor**

Jennifer Steele, Ph.D. (Penn State) Rural Sociology. Natural resource sociology, Rural community and economic development.

**Teaching Associate Professor**

Adam Dasari, Ph.D. (Oklahoma State) Sociology. Social inequality, Race and ethnicity, Sociological theory, Globalization, Sociology of culture, and Environmental sociology.

**Emeriti Professor**

Ronald C. Althouse, Ph.D. (U of Minn) Sociology. Theory, Work, Occupational safety and health.



## Appendix II: Form for International Students



West Virginia University

Student Affairs

### TO WHOM IT MAY CONCERN

This is to certify that \_\_\_\_\_  
(Name – F-1 Student)

has been offered, or is already working in, general on-campus employment.

**Nature of student's job** (e.g., waiting tables, library assistant, research assistant, etc.):

\_\_\_\_\_

Start Date: \_\_\_\_\_ Number of Hours/Week: \_\_\_\_\_

Employer contact information: \_\_\_\_\_  
(Employer Identification Number (EIN))

\_\_\_\_\_  
(Employer Telephone Number)

\_\_\_\_\_  
(Student's Immediate Supervisor)

Employer Signature (Original): \_\_\_\_\_

Signatory's Title: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix III: Student Advice on the Thesis/Dissertation Process

To learn more about how graduate students experience the thesis writing process, the department solicited perspectives from two students, Jacob Matz and Marshall Schmidt, from the 2011-13 cohort. Their comments and suggestions appear below:

In terms of choosing a thesis topic, our suggestions are:

- Choose something interesting enough to work on for two full years. Find something that is important to you, or something you wish to contribute to scientific understanding, or something that satisfies a personal curiosity.
- Choose something narrow enough for the purpose of asking a concise research question, but wide enough to assure that various resources are available (related studies, funding, an associated community of researchers, interest from journals).
- Consider the research interests of the department's faculty. Choose a topic that a faculty member can help you with, and one they have interest in. Also consider the research topics of previous graduate students.
- Consider the availability of data and the extra time it takes to gather your own.
- Let your question guide your methodology; do not fear statistics or qualitative methods.
- Take notes, read and write constantly, become an 'expert' on your area of study.
- Pick a topic that may inform your later academic pursuits or job prospects outside academia.

When it comes to selecting a thesis committee, we suggest:

- Learn about each member's research interests, time constraints, prior commitments, expertise based on publications and other CV details, and classes taught.
- Make sure you have good relationships and rapport with the members.
- Talk to other students for advice.
- Talk to your chair about who they would like to work with or who they think would be a good fit for your research topic.