

Department of Sociology

Guide to Graduate Study

Indiana University, Bloomington



Revised 11/01

Table of Contents

<u>Topic</u>	<u>Page #</u>
Introduction	1-2
Degree Requirements	3-6
Funding (Fellowships and Grants)	7
Faculty Advisors for Graduate Students	8
Annual Review	9
Teaching	10-13
Preparing Future Faculty (PFF) Program	14-17
Moving through the program	18
Sociology Research Practicum (SRP) and MA Essay	19-22
Alternative Master's	23-24
Conferral of your Master's Degree	25
Procedures for Qualifying Exams	26-29
Ph.D. Candidacy	30-31
S869 and G901	32-33
Dissertation Proposal Defense	34-35
Human Subjects	36-39
Dissertation Defense	40-41
Academic Job Placement	42-43
Institute of Social Research (ISR) and Center for Survey Research (CSR)	44-45
Graduate Student Association (GSA)	46

Introduction

The graduate program in Sociology at Indiana University ranked 11th in the most recent U.S. News and World Report's ranking, 12th among all American graduate departments in scholarly research, and 5th in effective teaching of Ph.D. candidates in a 1995 study by the National Research Council. A measure of our success is the placement of our graduates in a wide range of employment opportunities. In recent years, Indiana Ph.D.'s have landed job offers in research universities (University of Wisconsin, University of Minnesota, University of Pennsylvania, University of Washington, Duke University, University of Maryland, Ohio State University and Vanderbilt), liberal arts colleges (Western Maryland College, DePaul University, Butler University, Wingate University, Winthrop College, Meredith College), applied research settings and government agencies (ChildTrends, Center for Disease Control, the State of Indiana) and in the business world.

The sociology faculty assembled in Bloomington consists of a congenial group of researchers and teachers, each with a national reputation in his or her specialty. Faculty members examine a wide range of sociological problems, using a variety of theoretical and methodological orientations.

We have a tradition of close collaboration between faculty and students. If you look at recent issues of major sociology journals, you will see that many of our students have co-authored articles with faculty members (*Africa Today*, *American Sociological Review*, *American Journal of Sociology*, *Gender and Society*, *Journal of Contemporary Ethnography*, *Journal of Health and Social Behavior*, *Social Forces*, *Social Problems*, *Social Psychology Quarterly*, *Sociology of Education*, and *Teaching Sociology*). At Indiana, students learn sociology not just through formal course work, but also through active participation in faculty research projects. Moreover, our graduate students are prepared well for careers in teaching as well as research. Most will work as teaching assistants for faculty members, as preparation for teaching their own undergraduate courses at IU.

The quality of the research is matched by the award-winning teaching of both faculty and assistant instructors (AIs). Our graduate program is unique among the leading departments in offering excellent training in both scholarship and teaching. Most graduate students at Indiana teach their own courses from the third year on under the guidance of skilled teaching mentors. Our Preparing Future Faculty (PFF) program offers a three-course sequence on college teaching that provides information and support for students as they begin teaching, exposes students to theory and research on college teaching and the professorate, and engages students in active scholarship on teaching and learning. Our graduate students have won more university-wide teaching awards in recent years than students in any other department at Indiana, and recent graduates have gone on to win teaching awards at such schools as Emory, Loyola, Wittenberg, Albion, and New York University. We were very pleased to have been awarded the Distinguished Contribution to Teaching Award of the American Sociological Association in 2001, the only graduate program to have won this award.

Degree Requirements

Master of Arts Degree

Admission

15 hours in sociology with a 3.3 GPA overall (may be waived for students with a strong undergraduate record in another field); satisfactory scores on the Graduate Record Examination; three letters of recommendation.

Course Requirements

30 hours, including six hours of the Sociological Research Practicum (S566 and either S567 or S569), S554 (Fundamentals of Social Statistics I), and either S510 (Introduction to Social Organization) or S530 (Introduction to Social Psychology). An introductory undergraduate statistics course is a prerequisite for S554. Students must maintain a GPA of 3.3 in these required courses. No grades below a B- (2.7) in Sociology will be counted toward the degree. See also the general statement regarding grade point average in the Graduate School Bulletin.

Essay

The master's essay requirement is fulfilled by enrollment and participation in S566 and S567 (Sociological Research Practicum) and preparation of an acceptable research paper. The SRP is taught as a two-course sequence in the spring and summer of the first year, and must be taken by all entering students who have not already earned the M.A. degree. Students may elect to substitute S569 (M.A. Thesis) for S567 if they choose to write an "alternative" M.A. thesis that is independent from the SRP; this requires approval of the Director of Graduate Studies, the SRP Director, and an alternative faculty sponsor. Students are expected to complete the M.A. degree by the end of their second year in the program.

Doctor of Philosophy Degree

Admission

Completion of the M.A. degree (or equivalent training) in sociology at a recognized institution with a GPA of 3.3 or better (students with a master's degree in a related field may be admitted, but may need to make up deficiencies); three letters of recommendation; satisfactory Graduate Record Examination scores.

Course Requirements

Ninety hours of course work, of which up to 30 hours may be Ph.D. thesis credit (S869), including the 30 hours counting toward the M.A. Required courses include those for the M.A. degree, S500 (Pro-seminar in Sociology), S510, S530, S540 (Sociological Theory), S558 (Advanced Research Techniques), S650 (Statistical Techniques in Sociology II), one advanced methods course (S651, S652, S655, S656, S658, or S659), three 600-level courses, one offering of S700 and two elective courses (chosen from the S500, S600, or S700 level). With permission of the Director of Graduate Studies, one of these electives may be satisfied by either S864 (Independent Readings) or S866 (Independent Research), and both of them may be satisfied by courses from outside the Department which are approved for graduate credit (these credits may not be used to fulfill the Outside Minor requirement).

A GPA of at least 3.3 must be maintained for all course work. Students must obtain a B- or better in each of the statistics/methods (S554, S558, S650, advanced methods) and theory (S510, S530, S540) courses, as well as in the three required 600-level courses, the 700-level course, and the two elective courses. These courses may be re-taken once, if necessary.

Students may receive graduate credit for the 400-level courses that are listed in the Graduate School Bulletin, with permission of the instructor and of the Director of Graduate Studies.

Graduate students in such a course will be expected to achieve an appropriately higher level of performance than undergraduates also taking the course.

Outside Minor

All doctoral students are required to select an outside minor from an approved list. Currently-approved minors include: African studies, Afro-American studies, anthropology, Asian studies, business, cultural studies, demography, economics, education, geography, history, history and philosophy of science, human sexuality, Latin American and Caribbean studies, law, linguistics, mathematics, political science, population studies, psychology, religious studies, West European studies, and women's studies. A field not listed may be chosen with the approval of the Director of Graduate Studies.

Requirements for the minor are set by the outside Department, but usually range from 9-15 hours of course work.

Qualifying Examination

Students must demonstrate basic proficiency in sociological methods either by achieving a GPA of 3.3 or above in the required statistics and methods course sequence (S554, S558, S650, one advanced methods course) or by passing a qualifying examination in methodology.

Students must pass a written qualifying examination in a research specialty of their choosing. Details about this examination are available from the Graduate Secretary.

These two requirements are expected to be completed by the beginning of the fourth year in the program.

Dissertation

Consult the Graduate School Bulletin for detailed requirements. A student advances to candidacy after passing the qualifying examination, completing 90 credit hours and all course requirements. In sociology, students must pass an oral defense of their dissertation proposal. The Final Examination, limited primarily to defense of the completed dissertation, is oral. Dissertation requirements must be completed within seven years from the date on which the qualifying examination is passed.

Note: The DGS and other faculty members will assist each graduate student in the selection of coursework and offer advice regarding meeting requirements for the degrees. However, students are ultimately responsible for ensuring that they are meeting the requirements of the department and the university.

Funding (Fellowships and Grants)

We provide financial support for virtually all of our full-time students during their first five years in residence (and often after that). Almost all of our students receive fee remissions which cover most tuition costs. In addition, most students are provided a stipend to offset a significant portion of living costs. Most first- and second-year students are funded as Graduate Assistants, assigned for 20 hours per week to assist faculty members with large sections of undergraduate sociology. Students in their third through fifth years typically are funded as Associate Instructors, responsible each semester for teaching a course of up to 70 Indiana University undergraduates.

Additional financial support for graduate students in Sociology comes from a variety of other sources, both inside and outside the University. In recent years, our advanced graduate students have competed successfully for a number of University fellowships. In addition, the Department of Sociology, in conjunction with the College of Arts and Sciences, offers research fellowships to advanced students.

We encourage graduate students to apply for extramural support, when appropriate, from sources such as the National Science Foundation, the Social Science Research Council, the Fulbright-Hays program, the American Association of University Women, the Spencer Foundation, the Sloan Foundation, the Rockefeller Foundation and the Jacob Javitz fellowship program. Faculty are available to assist with these applications. All of these programs and more can be found on our Sociology Department graduate funding website: <http://www.indiana.edu/~socfund/home.html>.

The Department houses a pre-doctoral training program in *Identity, Self, Role, and Mental Health* - funded by the National Institute of Mental Health (NIMH). The Department also participates in the Minorities Fellowship Program in the Social Sciences, sponsored by the Committee on Institutional Cooperation (Big Ten universities, plus Chicago).

Advanced students also are sometimes provided financial assistance through faculty members' research grants.

Faculty Advisors for Graduate Students

Each student in the graduate program will have a faculty advisor. In the student's first year, the advisor will be called the "first year faculty advisor" (mentor) and will be considered a temporary advisor until the student chooses a permanent advisor. The first year advisor is there to help new graduate students adjust to their new environment and facilitate the process whereby they can meet and interact with other Sociology faculty members.

The Director of Graduate Studies will still be the primary advisor for all first year students (as well as all the graduate students) -- with the first year advisor acting as an additional resource and mentor during the first year and until a permanent advisor is chosen.

The student's choice of a permanent advisor should be based in large part on finding a faculty member with similar substantive interests who is willing to serve in a long-term mentoring capacity with the student. This mentoring may include participation in the student's master's essay, being the chair or member of the qualifying exam committee, and being the chair or member of the student's dissertation committee.

After the first year, a student may choose his or her first year advisor to serve as their permanent advisor with the faculty member's consent. Students may change their permanent advisor at any time, as long as the new advisor is willing to serve. *All students in the graduate program must have a faculty advisor.* The DGS will serve as a temporary advisor for students who are unable to find an advisor and will facilitate the process of choosing a permanent advisor.

Students and advisors are expected to meet at least once no later than the third week of each semester to discuss the student's progress in the program and his/her adjustment to graduate school life. It is anticipated that this contact will be extended to encompass a range of concerns and issues that graduate students might have as they navigate their way through the program. The scope of the advisor - advisee relationship will depend largely on the initiatives taken by students and advisors and the needs that develop as the relationship progresses.

Annual Review

At the end of each academic year, the Graduate Evaluation Committee meets to gauge the progress that graduate students have made during the previous academic year, and to identify the goals each graduate student needs to meet during the upcoming year. Following the committee's review, annual review letters are sent out to all graduate students.

You will receive prior notification of each year's annual review and will be given an opportunity to provide the committee with additional information about your progress if you have not met the prior year's goals.

Teaching

All Sociology graduate students will receive extensive teacher training during their graduate career at Indiana University. In 2001, IU Sociology's teacher training program was recognized by the American Sociological Association with the Distinguished Contributions to Teaching Award.

The *required* elements of our teacher training include actual classroom teaching of undergraduate Sociology courses (classroom teaching will normally commence during your third year in the program) and completion of S506 (Teaching of Undergraduate Sociology).

The *optional* elements of our teacher training include participation in our Preparing Future Faculty Program, completion of S606 (Sociological Issues in College Pedagogy) and S706 (Sociological Research in Higher Education).

S506: Teaching of Undergraduate Sociology (required course)

The basic goal of this course is to assist you in becoming a good undergraduate sociology teacher. More specifically, the course aims to help you: improve your skill at various teaching activities (including leading discussions, lecturing, and evaluating and motivating students); be sensitive to a number of sociological phenomena that appear in college classrooms; to formulate a teaching style and philosophy that you can expand and refine with experience. This course will also provide you (as a new instructor) with a forum for sharing your experiences with, and obtaining support from your peers.

Course periods will be organized around mini-lectures, group or guest presentations, and discussions of readings and experiences relevant to the topic of the day. We will also leave time each class period to air questions and problems that come up during the course of your teaching that are not directly related to the topic of the day.

Classroom teaching observations will also be an integral part of S506. The S506 professor will observe (and evaluate) your teaching, as will the PFF Associate Instructor who is assisting with the course. You will also need to arrange with another member of the class to observe you in the classroom and evaluate your instruction. The evaluator will provide written and oral comments to the evaluatee (these can be relatively brief and informal) and copies of the written evaluation will be submitted to the S506 professor and PFF A.I.

For further information, point your web browser to <http://www.indiana.edu/~s506/frame.htm>. There you will find information on teaching for the first time, the most recent S506 syllabus, and links to various teaching related resources.

S606: Sociological Issues in College Pedagogy (optional course)

This is the second course in Sociology's Preparing Future Faculty Program which is designed to continue the preparation of graduate students in Sociology to teach to a variety of audiences, including students, and to become active members of the university community.

In this course, students will be asked to take a reflective look at teaching, to become conversant with the larger issues and literature on college teaching and higher education, and to make connections to these issues outside their own classroom by engaging with larger debates.

At this point in your graduate student career, you are embarking on long-term professional activities in which the organization, presentation, and evaluation of information is central. In this course and with experience in teaching, students will be introduced to topics such as learning theory, learning and teaching styles and cognitive development. We will focus on assessment of teaching as well as the practice of teaching, putting both in larger social and historical context.

To that end, students will deal with the challenge to higher education; issues in the balance of teaching, research and service; and issues of ethics and professional responsibility in teaching.

In this course, you will be asked to prepare a contract for learning tailored both to your own goals and to standards set in this course. There are a set of minimal requirements that all students will be expected to fulfill. For example, as always, students will be required to maintain and update their dossier. In addition, as part of their individualized learning contract, for example, students may choose to develop a portfolio. We will also require you to begin to participate in the dissemination of materials on teaching and learning, for example, by preparing an article, note or book review for a higher education journal (e.g., *Teaching Sociology*; *Chronicle of Higher Education*). Through the course, you will be introduced to other members of the teaching community of sociologists and the community of teachers at Indiana University and across the country.

S706: Sociological Research in Higher Education (optional course)

This is the capstone course in Sociology's *Preparing Future Faculty Program*. With the focus in the first course on the "nuts and bolts" of teaching in conjunction with an initial experience in an independent class, and the focus in the second course on the research and theory of pedagogy, the students in this course stand in a unique position to bring together their experience, their substantive, research-based knowledge on teaching and learning, and their training in research methods at this point in their graduate careers, to engage in creative activity around these issues.

In this course, we will follow the seminar model which will follow the progress of the research. We will work as a consulting team each week as each student discusses that aspect of their research which follows the topic of the day (e.g., ethical considerations, substantive contribution, methodological rigor, analysis problems, and presentational issues).

The final paper or project, of publishable quality, must address an important issue of higher education. Potential topics include student learning, historical studies of changing profiles of higher education, the implication of gender, race and class in higher education, or examining hypotheses about roles and rewards. However, taking seriously Ernest Boyer's call to rethink the meaning of scholarship, projects can also focus on the development of materials for teaching *as long as* they meet the criterion of being prepared for dissemination to a scholarly audience via publication.

Preparing Future Faculty (PFF) Program

"We have many champions among our IU graduate students who feel that the PFF experience was a very important part of their graduate education and helped in obtaining their first academic job."

--George E. Walker, Vice President for Research and Dean of the Graduate School

Preparing Future Faculty programs are designed to improve the ways graduate students are prepared for the entire range of faculty roles, in teaching, research, and service.

PFF programs build on and go beyond Associate Instructor orientation and development.

PFF programs are integrated into academic programs, rather than being add-ons.

One basis of the national PFF program is an awareness of the disconnect between the expectations of new faculty (desired knowledge & skills) and the graduate education of future faculty. This gap has achieved common understanding. To that end, we have urged "hiring institutions and departments" to make their expectations clear and known so that these might be shared widely within the graduate education community.

PFF CONCEPTS:

Graduate students should have mentoring that will help them in all aspects of academic life.

Graduate students need to be aware of changes taking place in teaching, and new concepts of learning.

Graduate students need to learn about teaching at institutions different from their doctoral-granting university.

PFF ACTIVITIES:

Offering mentoring in areas that go beyond research;

Providing hands-on experience to learn about faculty life in a variety of institutions;

Discussing the roles and expectations for faculty, and the academic missions and cultures at smaller colleges and universities;

Discussing the roles of teaching and service in a multicultural setting;

Supporting graduate students in attending professional meetings and making presentations;

Helping students develop their teaching philosophies and portfolios;

Explaining academic governance systems;

Inviting graduate students to attend faculty meetings and faculty development programs;

Revising doctoral program guidelines to encourage participation in PFF activities;

Inviting doctoral alumni to discuss how their careers do or do not connect with their graduate program;

Offering seminars on professional issues such as academic freedom, collective bargaining, and the impact of new technologies on teaching and research;

Exposing students to new teaching techniques, strategies, and technologies;

Creating forums to discuss faculty career paths and alternative professional lifestyles.

AT IU BLOOMINGTON:

In 1997 IUB was one of 15 Research I universities funded by a national PFF Grant. With support from the grant the University Graduate School:

Offers an "Academic Shadowing Program" in which students work with a faculty mentor at another campus, attend new faculty orientation workshops, visit classes, and sit in on faculty and departmental meetings.

Sends students to national conferences such as the Association of American Colleges & Universities Annual Conference, the National Black Graduate Student Association Conference, and the Preparing Future Faculty Conference on Teaching and Research.

Provides for an annual PFF conference organized entirely by graduate students.

Presents workshops on topics such as writing the job application letter, succeeding in the job interview, balancing teaching and research, and teaching at liberal arts colleges and universities.

THE CLUSTER:

A "cluster" is the key to PFF—a formal, cooperative arrangement among a doctoral-granting Research I university and partner colleges and universities.

Cluster institutions work together to give students opportunities to experience faculty life in several institutional settings and to become aware of changing expectations for faculty.

IU BLOOMINGTON'S CLUSTER PARTNERS:

Butler University, Depauw University, Earlham College, IU East (Richmond), Indiana-Purdue Fort Wayne, Franklin College, IUPUI, IU Kokomo, Marion College, IU Northwest (Gary), IU South Bend, IU Southeast (New Albany), and Morehouse University (Atlanta, GA).

DEPARTMENTAL PFF PROGRAMS AT IU BLOOMINGTON:

In 1995 the University Graduate School funded nine IUB departments to create PFF-style programs including the Department of Sociology. Other funded departments were the Business doctoral program, Comparative Literature, Counseling and Educational Psychology, English, French & Italian, History, Journalism doctoral program, and Political Science.

The Department of Sociology's PFF program is also funded by the American Sociological Association.

Moving through the program

During the first year of graduate study, students typically take six courses, most of them required for the Ph.D. During the Fall Semester, most students will take S558 (Research Methods) and S530 (Introduction to Social Psychology) and/or S540 (Social Theory). During the Spring Semester, most will take S554 (Statistical Techniques in Sociology I), S510 (Introduction to Social Organization), and participate in the Sociological Research Practicum—the first opportunity to work hands-on with a faculty member on a continuing research project. Students typically select other courses in their areas of interest during the first year. Entering students who have already earned the M.A. degree will pursue a slightly different program of study, depending upon their previous coursework.

By the end of the second year, most coursework in Sociology is completed and some outside minor coursework is also completed. You will be expected to have made significant progress toward completion of your Master's essay -- or even have it completely finished by the end of the summer following the second year.

During the third year graduate students typically complete the MA essay, complete the remainder of their Sociology coursework, will begin teaching, and will possibly begin preparing to take the qualifying exam.

If the qualifying exam is not taken during the third year it is taken during the fourth year. Students will continue to teach and will continue working on their research. Generally by the end of the fourth year, students have completed all requirements for PhD candidacy, and will begin work on the dissertation proposal.

At this point most graduate students will have become PhD candidates and are considered "ABD" -- "all but dissertation." During the fifth year to completion of the program students will continue to teach, will form their PhD research committees and defend their dissertation proposals, will continue to work on research, and will complete and then defend the dissertation.

Typically, students will go on the job market during their final year in the program. In most cases, during this final year, students are finishing their dissertations and preparing to defend.

Sociological Research Practicum (SRP) and Master's Essay

Purpose

The Sociological Research Practicum (SRP) provides first-year graduate students in Sociology with an opportunity to participate in a large-scale, ongoing faculty-directed research project. Students will learn how to formulate researchable questions, design appropriate methodological strategies, collect empirical materials and use data to evaluate theoretical arguments. The goal is to provide students with a "hands-on" opportunity to engage in all phases of social research at the very beginning of their graduate careers, and as such the SRP is a distinctive and integral component of the sociology training program at Indiana University.

History

The SRP began in 1965 as the Indianapolis Area Project, originally modeled after the University of Michigan's Detroit Area Study. In 1984, the IAP was renamed the Sociological Research Practicum, to reflect two changes that in fact already had occurred: first, principal investigators may use methodologies other than the classic household sample survey; second, research may be based in places other than Indianapolis. Since that time, SRPs have pursued quantitative and qualitative investigations, historical and contemporary, comparative and domestic—focused on a wide range of sociological topics.

From the beginning, the basic structure of the IAP/SRP has remained more or less in place. Research is housed at the Institute for Social Research (1022 East Third Street, Indiana University, phone: 812-855-8984). A single principal investigator is chosen each year from the faculty of the Sociology Department, who decides the specific substantive focus and overall research design of each annual SRP.

All graduate students who enter the sociology program without a Master's level degree are enrolled in the SRP during their first year in residence. Their participation culminates—at the end of their second year in residence—with submission of a research paper (required for the M.A. degree) making use of data collected through the SRP.

(See information about the Alternative Master's option below).

Student Requirements

All students who enter the graduate program without a Master's degree must enroll in the following courses to fulfill the SRP requirement:

- First Year (in residence), Fall Semester: S566 (one credit)
- First Year, Spring Semester: S566 (three credits)
- First Year, Summer Session I: S567 (three credits)
- Second Year, Fall Semester: S567 (one credit)

Specific SRP course requirements will vary, depending upon the particular demands of the research project. Typically, students in S566 (Spring Semester) will write a prospectus for their M.A. paper, and a letter grade will be assigned at the end of the semester's work. The prospectus will ordinarily include: statement of the research problem; relationship of topic to focus of SRP; review of pertinent theoretical, substantive and methodological literature; description of data requirements; statement of how data will be analyzed; calendar of work.

During the summer in S567, students will be involved in data collection and/or analysis; students must be in residence at Bloomington during the summer session in which SRP activities are scheduled.

For S567—both in the summer and fall semesters—a deferred grade of R is given until the student completes an accepted M.A. paper. In order to continue to make timely progress in the graduate program, the M.A. paper should be completed by the end of the summer after the student's second year in residence. A student risks loss of departmental funding if the M.A. paper is not completed by that time.

The M.A. paper is expected to be a substantial piece of original empirical research, based on data collected through the SRP. The format (length, style) of such papers will vary depending upon the substantive focus of the research project, but all should conform to current standards for publishable research in sociology. Usually, the length of the M.A. paper would be 30 to 40 pages. Importantly, participation in the SRP and preparation of an M.A. paper is a learning process, a chance to experience first-hand the vicissitudes of social research, and a preparation for original empirical research undertaken later for the dissertation. While some M.A. papers may be publishable in a sociological journal, this is not a necessary condition of their acceptability for an M.A. degree.

When the M.A. paper has been completed, the student must see the Graduate Secretary for instructions and forms. Briefly, the Principal Investigator of the SRP (who serves as First Reader) writes a letter to the Director of Graduate Studies indicating that the M.A. has been accepted. That letter must also be signed by a Second Reader chosen by the student from Sociology faculty members. Students will then fill out an "Application for Advanced Degree Form," provide the Graduate Secretary with an extra title page, and prepare three "bound" copies of the M.A. paper (each reader gets one, and the third is deposited at the ISR).

All sociology graduate students who were funded by the Department during their first year in residence will also be paid for the subsequent summer (at the graduate assistant rate) as SRP researchers. They are expected to be available for 20 hours per week, during either the first (6-week) or second (8-week) summer session. This includes students who enter the graduate program with an M.A. degree in hand, and those who choose to pursue an Alternative Master's. Summer paychecks will not be available until after July 1.

Students other than those in the first-year graduate cohort in sociology may participate in the SRP. In lieu of S567, they should register for S660 (graduate credit) or S492 (undergraduate credit) during the Spring Semester of the Project Year. Participation in summer data collection is optional. This opportunity is available, for example, to a graduate student who already has earned a Master's degree prior to entering the program, but who has substantive interests that overlap those of the SRP.

Alternative Master's

Alternative Master's Option

The SRP is intended to provide first-year graduate students with a chance to do social research, whether or not the project fits neatly with a student's evolving theoretical, methodological or substantive interests. The substantive focus of the SRP is not likely to match topics later chosen by a student for dissertation research. Rather, the SRP provides "generic" experiences relevant to sociological research of all kinds: formulating a research problem, anchoring it in theory and literature, designing data collection strategies, collecting and analyzing empirical materials, and writing the results.

Most students in the program will complete the M.A. paper by participating in an SRP throughout its two-year duration. However, a few students who have well-defined interests (different from the focus of the SRP), and well-developed associations with another faculty member, may elect to satisfy the Master's paper requirement outside the SRP. Students who opt for an "alternative Master's paper" must meet following conditions:

1. Enroll in and satisfactorily complete S566, both in the fall semester (1 credit) and spring semester (3 credits) of their first year in residence; particular course requirements are determined by the SRP director.
2. By April 1 of the spring semester of the first year, submit a letter to the Director of Graduate Studies stating that an alternative M.A. will be pursued; the letter must provide a provisional title and very brief description of the proposed research, and bear the signatures of both the SRP director and the faculty member who will serve as sponsor and first reader for the alternative M.A. paper (the second reader may be chosen later).

3. Students who do not provide the DGS with the above letter by April 1 must complete the M.A. paper through the SRP (unless given permission to do otherwise by the SRP director); only in the most unusual circumstances may students leave the SRP and begin an alternative Master's after that date.
4. In lieu of S567, students pursuing an alternative M.A. must register for S569 either in the summer after their first year or in the fall of their second year in the program; a grade of R is given for S569 until the M.A. is completed by the end of the summer after their second year in residence.
5. Students pursuing an approved alternative M.A. paper who desire Departmental funding during the Summer after their first year must participate fully in data collection and other activities of the SRP.

Conferral of your Master's Degree

- (1) Students must complete 30 hours of graduate course work. Hours of required course work in Sociology are made up of: S500, S510 or S530, S554, S566 & S567 or S569.
- (2) Completion of Master's essay requires a signature page signed by both M.A. readers:
 - first reader will always be the director of the SRP for the year the student entered the program (unless you complete an alternative Master's essay).
 - second reader will be decided/chosen based on topic.
 - when M.A. essay signature page is submitted to first reader, be sure to include "Removal of R" forms for M.A. credit hours (S566, S567 or S569).

Note: The graduate secretary will prepare both your signature page and the removal forms.
- (3) The graduate secretary will complete and submit your M.A. application form, your Removal of R or I forms, and will also complete your M.A. recommendation form.
- (4) We will receive the Departmental Graduation List from the M.A. Recorder for each month in which an M.A. in Sociology is conferred. You will receive a copy of this list, and a copy will go in your file. In addition, your graduate status will then be changed from M5 to D6; M5 is the Master's Level and D6 is Doctoral Level.
- (5) Your M.A. diploma will be mailed to your current address, and will take from 3-6 months to arrive. In the meantime, you will receive the conferral list, with your degree posted, and your M.A. degree will also be reflected immediately on your official IUB transcript.

Procedures for Qualifying Exams

1. Graduate students progress to the Department of Sociology's qualifying examination after first completing their Master's degree. Students must successfully complete the Qualifying Exam before being advanced to Ph.D. candidacy. Qualifying Exams may be attempted twice; a student who fails in a second attempt ordinarily will not be advanced to Ph.D. candidacy. Appeals may be directed to the Graduate Recruitment and Evaluation Committee, but will be granted only in exceptional cases.
2. Students should take Qualifying Exams before the start of their fourth year in the program. Failure to complete the exams by this time jeopardizes a student's timely progress toward the Ph.D., and will be taken into account during Departmental evaluations and funding decisions.
3. Each student will form a Qualifying Committee made up of two faculty members from the Department of Sociology. The student will select one member as Chair. A third member-at-large ("generalist") will be appointed to each Qualifying Committee by the Department Chair in consultation with the Director of Graduate Studies.
4. In consultation initially with the Chair of the Qualifying Committee, and later with the other Committee members, each student will prepare a list of appropriate readings. The length of the reading list will vary by research area, but as a guideline it should consist of about 30 books and 100 journal articles/book chapters. Reading lists must be approved by the Director of Graduate Studies, in consultation (if necessary) with the Graduate Recruitment and Evaluation Committee. Most reading lists will continue to evolve as a student prepares for the exam: new items may be added, unnecessary ones deleted. *Reading lists submitted to the Director of Graduate Studies for approval must be accompanied by: the names of the first and second readers, preferred dates for the examination, and a 1-2 paragraph description/rationale for the proposed research area.*

5. The reading list should define a broad substantive area of sociological research, including both contemporary and classical literature. The broad substantive area should be roughly equivalent to a commonly recognized sociological specialty. In general, the reading list should adequately prepare the student to do research and to teach a graduate level substantive course in the chosen specialty. The Qualifying Exam is designed to serve as a bridge between graduate course work and preparation of a dissertation proposal. There are no pre-approved areas or reading lists.

Note: Examples of reading lists are available from the graduate secretary upon request.

6. A student may not devise a Qualifying Exam exclusively in theory or methods; however, the substantive literature should be linked to broader issues of theory and method in sociology as a whole.

7. Qualifying Exams may be scheduled on dates mutually agreeable to the student, the Qualifying Committee and the Director of Graduate Studies (who is responsible for administering the exam). Qualifying exams are normally scheduled to be taken during the academic year. Students may only take exams in the summer if the date is approved by all committee members and the DGS. At least two months before the scheduled exam date, the student must provide the Director of Graduate Studies with a reading list for his or her approval. At that time, the third faculty member-at-large will be appointed to the Committee, and he or she will have an opportunity to propose changes in the reading list.

8. Students will answer three to five questions prepared by the Qualifying Committee, reflecting key sociological issues raised by the reading list as well as broader issues of theory and method that may be relevant to the area. The answers together may be no longer than 30 typed, double-spaced pages (references and/or bibliography are not to make up any part of these 30 pages), with one inch margins, using an 11 or a 12-point font.

Students will have 72 hours (three days) to complete the exam. They may work at any site, and are free to use any books and personal notes during the exam period. Plagiarism or collusion during the exam period are grounds for expulsion from the graduate program, as per University policy. If requested by the student, the Department will try to provide a quiet place to work and access to a computer.

Note: Examples of qualifying exam questions and answers are also available from the graduate secretary upon request.

A student who, just prior to or during the exam period, encounters an emergency that would affect his or her performance on the exam should contact the Director of Graduate Studies as soon as possible. The Director of Graduate Studies is empowered to consider the situation, as well as other special circumstances outside of the student's or committee's control, to determine whether some special accommodation seems fair and reasonable, and, if so, to implement that accommodation.

9. If the exam is taken during the academic year it will be evaluated by the Qualifying Exam Committee within three weeks. If it is taken during the summer the Qualifying Exam Committee has until the beginning of the fall semester to evaluate the exam. Available grades are honors, pass, and fail. A unanimous vote of the Committee is required for pass or honors. Students are encouraged to seek feedback from committee members about their performance on the exam.

10. A successful Qualifying Exam will demonstrate a student's mastery of chosen readings, as evidenced by an ability: to synthesize creatively diverse perspectives and findings in a way that has the potential to extend existing literature; to discuss relevant works at a detail sufficient to demonstrate that they have been read and understood; to think critically about the readings and to provide reasoned judgments about their worth and utility; to write coherent and organized prose. Failed exams will display an absence of these qualities.

11. Qualifying Examination procedures and performances will be reviewed annually by the Graduate Affairs Committee and the Director of Graduate Studies. Suggestions for minor changes will go to the Executive Committee for approval, while suggestions for major changes will be considered by the full faculty.

12. Students who wish to take the Qualifying Exam during the next year should inform the Director of Graduate Studies by the end of the first week of the Fall Semester. Typically, the Qualifying Exam is taken only during the regular academic year -- which includes the fall and spring semesters. Again, only under special, pre-approved circumstances will graduate students be allowed to complete the Qualifying Examination during the summer.

Ph.D. Candidacy

The "Nomination to Candidacy for the Ph.D. Degree" form is completed and submitted to our PhD Recorder in the University Graduate School after the following requirements have been met:

- (1) Completion of 90 hours (minimum of 60 must be actual course work--30 of which could also have been used for the M.A. degree) including all required courses. A maximum of 30 hours (of the 90) may be doctoral thesis credits (S869). Note: G901--Advanced Research hours are not to be included in this 90 hour requirement.
- (2) Completion of doctoral "outside minor" (usually 4 courses--12 credit hours). These hours are included in the 60 "actual course work" hours referred to above. You will likely have your outside minor completed prior to completion of all 60 (90) total doctoral hours. Reminder: A minor memo from your outside minor department is required prior to nomination to candidacy; if you are required to take a qualifying exam for your outside minor then a minor memo isn't absolutely necessary (although it's wise to go ahead and have a minor memo completed anyway -- because our PhD Recorder will want to see your minor memo, irregardless). Also, your minor advisor's signature is required on your PhD candidacy form.
- (3) After all these requirements have been met the Graduate Secretary will complete the "Nomination to Candidacy for the Ph.D. Degree" form. This will include the signatures of your Advisory (Qualifying Exam) committee, and the signature of your outside minor advisor.
- (4) When form is returned from the University Graduate School (approved)--you will receive a copy of your approved PhD candidacy which will include the effective date you became a candidate.

**INFORMATION ABOUT THE PHD CANDIDACY
EXPIRATION DATE:**

PhD candidacy expires seven (7) years from the date of passing your Qualifying Examination. So, for example, if you passed your Qualifying Exam on 7/16/01 then your candidacy will expire on 7/16/08. PhD candidates can receive one (1) six week extension of this expiration date (only). A memo is required from the DGS to the Associate Dean (RUGS) requesting the extension and providing reasons why it is needed. Again, this is a one time extension only. If your PhD candidacy expires, then a reinstatement process is required to renew candidacy. Reinstatement involves taking a new Qualifying Exam and once again applying for candidacy (by submitting a memo requesting reinstatement--revalidation). To avoid this process, you must successfully defend your dissertation and provide the PhD Recorder/RUGS with at least the "unbound copy" of your dissertation prior to the expiration date. Always confer with the DGS, PhD Recorder and the Graduate Secretary as your PhD candidacy expiration date approaches.

S869 and G901

S869

S869 hours are "PhD thesis" hours that Sociology graduate students will begin to accumulate from the very first semester in the program. These are un-graded credit hours that will count toward the 90+ hour requirement, with students receiving an "R" (deferred) grade each time they enroll in S869. All "R" grades will be automatically changed to "A" grades upon completion of the dissertation.

Students will normally have 30 or more hours of S869 accumulated to go along with their 60 hours of graded coursework -- totaling the 90+ needed for candidacy. 30 or more hours of the 60 hours of graded coursework will have been the hours completed to fulfill the MA degree requirements.

G901

G901 hours are "Advanced Research" hours that students will begin taking only after they have become PhD candidates. This means that the graduate student has completed all course requirements (and is 90+ hours); has completed the MA degree; has passed the doctoral qualifying examination; and completed their outside minor. It is at this point only that students are authorized to enroll in G901.

Students will be allowed to enroll in a total of 6 semesters of G901. G901 is automatically worth 6 credit hours, and is considered full-time (for all official purposes). Students can enroll in G901 only during the fall and spring semesters, not during the summer.

When students become "G901", this is normally the only course they will enroll in. A fee remission (tuition scholarship) is not necessary as G901 tuition is a flat fee of \$150.00.

Enrollment in G901 indicates that the advanced graduate student is working exclusively on their dissertation, and the 3 academic years of G901 is considered adequate for completion of the PhD. If the dissertation is not complete within this time frame, students will then enroll in 1 hour of S869 (PhD thesis) until the PhD is conferred.

Students must be continuously enrolled in the program, without interruption, to qualify for their PhD in Sociology.

Dissertation Proposal Defense

- (1) You will need the "Nomination of Research Committee for the Ph.D." form completed. (See Graduate Secretary about this).
- (2) This form will be held in your file pending completion/receipt of Prospectus (Proposal Summary/Abstract) and Human Subjects Committee approval
--if you are using strictly "archival data," Human Subjects approval is still required.
- (3) So, for your Proposal Defense, you will need (completed and signed):
--"Nomination of Research Committee for the Ph.D." Form
--Prospectus (Proposal Summary/Abstract)
--Human Subjects Approval Form
- (4) These 3 forms are sent by the Graduate Secretary, as a group, to our PhD Recorder in the University Graduate School.

****PLEASE READ CAREFULLY****

To: All grad students who will be (or believe they will be) defending their dissertation proposals during the upcoming calendar year.

Dissertation Proposal Defense instructions and information:

Only those who have become PhD candidates can defend dissertation proposals. You need to complete your MA; successfully pass your qualifying exam; complete your 90 hours of required course work; complete your doctoral outside minor; and have your nomination to PhD candidacy approved by the Graduate School. (Once your PhD candidacy nomination is approved, you are a PhD candidate.)

At this point you officially form your PhD research committee, normally comprised of 4 members (3 in Sociology and 1 in your minor). A waiver is required if you are requesting that no faculty member from your outside minor department be represented on your PhD research committee. You can, of course, unofficially begin the process of forming your research committee as you approach this point in your program.

A "Nomination of Research Committee for the Ph.D." form will be completed with the names and signatures of your members required.

In addition, a 1-2 page dissertation proposal summary (abstract) will be required along with your human subjects approval forms from the Human Subjects Committee. YOU CANNOT DEFEND YOUR PROPOSAL WITHOUT HUMAN SUBJECTS APPROVAL.

These three documents (PhD Research Committee Form, Proposal Summary, and Human Subjects Approval) will be required at your proposal defense. When your proposal is approved by your committee, the research package is then forwarded to the Graduate School for approval.

Once you have successfully defended your proposal, you will then be on the way to completing your dissertation. We have the current Guide to the Preparation of Theses and Dissertations here in the Graduate Office (BH 747). Please come by the Grad Office (BH 747) anytime to pick one up.

Human Subjects

This information is taken directly from the Graduate School website. Please feel free to explore this site further for additional human subjects information:
<http://www.indiana.edu/~resrisk/hmpg.html>

Also, the current copies of Human Subjects policies and procedures are available in the Graduate Office, Ballantine Hall 747. Please see the Graduate Secretary if you would like a copy.

Bloomington Campus Committee for the Protection of Human Subjects

Pursuant to federal law and University policy, all research involving human subjects, conducted by IUB investigators, must be reviewed and approved by the Bloomington Human Subjects Committee (HSC). These policies and procedures are designed to provide an efficient avenue for the processing of applications. The smooth flow of applications is the only way to ensure that each research protocol is provided the level of review it deserves. Cooperation by faculty, students and staff with the Committee is essential if we are to comply with federal and University regulations. The Committee recognizes that the federal regulations and our interpretations of the regulations can be daunting to an investigator on first encounter. The Committee will provide whatever assistance it can to investigators or departments to explain our procedures and to secure compliance with a minimum of delay or disruption of research.

FREQUENTLY ASKED QUESTIONS -- About the Human Subjects Approval Process

What research needs approval?

1. If I am just talking with people about...I'm not doing anything to them--there are no experiments, no clinical trials, do I need human subjects approval?

Yes (and we are not kidding). Federal regulations define human subjects research broadly to cover interactions as well as interventions with human subjects for research purposes. So. . . surveys, interviews, questionnaires and oral history interviews, etc. are all covered by the federal regulations. And, yes, you need prior committee approval. Most of this type of research, however, qualifies as "EXEMPT."

2. If my research qualifies as "exempt" under the federal regulations, must I submit an application for approval?

Yes. The term "exempt" in terms of the review process really means "exempt from full committee review." It is the policy of Indiana University to review all research in order to ensure that the research is, in fact, exempt. The application for exempt research is less extensive, and under most, but not all, circumstances, written, signed informed consent is not required. We do, as a general matter, require investigators give to their subjects a written statement containing information about the study and their part in it.

3. If I am using data compiled by other third parties, e.g. governmental agency or another researcher, do I need approval?

Yes. Use of existing data is exempt research but still requires prior approval. Even if you have worked with the original investigator in obtaining the data, your independent use of the data requires approval. This issue comes up often with Ph.D. dissertation research. All Ph.D. candidates must get their own human subjects approval for their research even if it involves working with data collected by a collaborator with his or her own human subjects approval.

4. What are some common things that may disqualify research as "exempt" research?

- a. Use of identifiers;
- b. Use of minors;
- c. The subject of research relates to sensitive information where the names of the subjects may be capable of being identified.
- d. Research requires subjects to do a task, for example, write responses to certain objects shown on a computer screen, or give responses to vignettes shown on a videotape.

5. If my research is not exempt, must I obtain written signed consent, even if there is minimal risk?

Yes. The regulations require written consent in language understandable to the subjects. In appropriate circumstances, oral consent may be used. Waiver can be obtained in very limited circumstances with the approval of the full human subjects committee. A copy of the consent form must be given to each subject.

6. What do I do with the signed consent forms?

SAVE THEM for three years after the termination of your research. DO NOT THROW THEM AWAY. Make sure you give a copy to each subject. This is a federal requirement.

7. Suppose I want to make a minor change in the study--add or remove a new question or new task, put an ad in the newspaper to recruit more subjects, do I need to do anything?

Yes. Any change for ANY reason requires filing an amendment to the study. No matter how minor, the change must be approved before it is instituted. Is this a pain? Yes, but it is the law. The form is quite simple, and it is important that the University's records accurately reflect the research actually being conducted.

8. *When do I need to file a continuing review form?*

If your research is “exempt,” only a termination report is required. For all other research a continuing review form is required at least on an annual basis. For some research, the committee might require more frequent reviews. The office notifies you when your review form is due. Continuing reviews are required as long as data from the study is being analyzed. So, even if no human subjects are currently in the study and none will be recruited, continuing review is still required if you are using or analyzing the data.

9. *What else do I need to submit with my application?*

Any test instruments, questionnaires, recruitment flyers, newspaper ads, e-mail ads, phone solicitations, or other communications with the subjects. For individual or group interviews, we must have a list of the types of questions you will ask. We understand that you may not in every instance be able to anticipate the direction that some interviews will take. For our purposes, however, we need to know the range of questions and general areas to be explored.

Dissertation Defense

Dissertation Defense (Final Examination for the Ph.D./Oral Defense of Ph.D. Dissertation):

- (1) Must be at least 6 months after Dissertation Proposal Defense; this requirement may be waived via memo request to the Associate Dean of the University Graduate School.
- (2) You should generate your "Announcement Page" (or the Graduate Secretary will be happy to do it for you as well); this page announces your dissertation defense.
-It must be submitted at least 30 days in advance of your defense date (this can also be waived with a memo to the Associate Dean.
-Also, make sure a room has been reserved (with the Secretary to the Chair) for your dissertation defense (normally BH843 or BH342A).

Note: As you are preparing for your dissertation defense you will need a current copy of the Guide to the Preparation of Theses and Dissertations. It provides examples of the announcement page, signature pages, title page, and instructions on every aspect of putting together the final copy of your dissertation. It also includes a "final checklist" that is very helpful. Please come by the Grad Office (BH 747) anytime to pick one up.
- (3) You need to contact the Ph.D. Recorder about the unbound and bound copies of your dissertation; micro-filming & copyrighting fees; and exit survey. (one is detailed info for the micro-filming process; the other is an actual survey about your grad career and dissertation). Meeting with our PhD Recorder is extremely helpful and extremely important. Please do this early on in the process as you prepare for your dissertation defense.

Our PhD Recorder is located in the Graduate School, Kirkwood 111; phone number: 855-1117, e-mail address: cpurk@indiana.edu.

- (4) ****ON THE DAY OF THE DEFENSE:**
-you will need your signature acceptance pages, your signature abstract pages, and your Removal of R forms for all your S869 and G901 credit hours. You will take all these forms to your defense. Again, the Graduate Secretary will prepare the removal forms for you.
-you will defend your dissertation.
-sometimes your committee will sign off right away; sometimes more revisions will be required before the final signature of the Chair of the your Ph.D. research committee can be obtained.
-you and your Committee Chair may want the Grad Secretary to hold both signature pages in your graduate file until Chair is ready to sign off on dissertation.
- (5) Have the Graduate Secretary prepare "Removal of R forms" for all S869 & G901 credit hours.
- (6) Remember, you must be registered at the time you complete, submit and defend your dissertation; even if it's during the Summer.

HARD COPY OF DISSERTATION:

- (1) Two copies are given to the Ph.D. Recorder, University Graduate School. One of these hard copies will then be forwarded to the Sociology Department.
- (2) Bound dissertations are stored at the ISR. These will be maintained as part of the Sociology Departmental archives.

Academic Job Placement

As you near the end of the program (this normally means you are approaching your final year, your dissertation defense is not far off, and an academic position is your goal), you will go on the job market, and begin your job search. Much of the preparation for your search will already have been completed as part of your graduate training, for example, the preparation of your curriculum vita, attending and presenting at various Sociology conferences and meetings, etc. You will also begin to gather letters of recommendation from faculty members.

Your dissertation advisor (PhD research committee chairperson) typically provides much of your advice regarding the job market, and the Director of Graduate Studies will also provide job market workshops and ongoing advice. These workshops are held every summer for those of you who are going on the market during the upcoming academic year.

The Sociology Department's placement secretary (in the Graduate Office) will collect and organize your cover letters, letters of recommendation, curriculum vitae, and prepare and mail your application packets.

Additional academic job search resources include a folder with copies of all the recent *ASA Employment Bulletins*, and a folder of "other job notices". Both folders are maintained in the Graduate Office, in a mailbox on the lower right hand side of the graduate student mailboxes. Other job notice information is collected on a spreadsheet that can be viewed at any time by interested graduate students. As you review the spreadsheet, and would like to see copies of specific notices, we will be happy to retrieve these for you. Many of these other job notices also appear in the *ASA Employment Bulletin*, but we do receive some position announcements that are not included in the bulletin.

Note: You can also view the *ASA Employment Bulletin* on-line by visiting the official website of the American Sociological Association: <http://www.asanet.org/pubs/eb/>

Non-academic Job Placement

Your dissertation advisor and the Director of Graduate Studies will also provide on-going advice if your job placement goal is directed towards applied research and/or strictly non-academic positions.

The placement secretary will also provide the same level of office support for this type of job search as the academic job search.

Institute of Social Research (ISR) and Center for Survey Research (CSR)

Institute of Social Research (ISR)

The Institute of Social Research at Indiana University was established in 1963 to promote and facilitate research in sociology. It operates as an arm of the Department of Sociology, although its services extend to other units of the campus and the University. The Institute's funds come from the College of Arts and Sciences.

The mission of the Institute is to assist sociology faculty in conducting their research, provide office space and computing facilities for externally-funded research projects, train sociology graduate students to conduct sociological research using a variety of methodologies, house the offices of professional journals in sociology, serve as a locus of computer services to the sociology department and its units, host presentations of sociological research by faculty at IU and other universities, assist sociology faculty in obtaining funding for their research, provide access to computers and technical assistance to sociology graduate students, and serve as a repository for widely used public-access data sets as well as for data gathered by the Institute and the Center for Survey Research.

Dissertations and Master's papers are available for checkout from the ISR Secretary. If a specific dissertation or Master's paper cannot be located at the ISR, please contact the Graduate Secretary, or our Sociology Librarian in the Main Library (855-1550; molsmith@indiana.edu).

Center for Survey Research (CSR)

The primary mission of the Center for Survey Research (CSR) is to provide research services to academic and public policy researchers and to facilitate educational and experiential opportunities for researchers, graduate, and undergraduate students. The CSR is a social science research facility that focuses on academic, social science, and public policy research.

The CSR staff adhere to the highest quality academic and government research standards and procedures. CSR staff are committed to using the most current technology possible to continuously improve the quality and efficiency of our efforts as researchers. We practice and promote the highest ethical standards.

At the CSR all staff contribute to the research process, as all are essential in making a research project successful. Our success is measured by our ability to collect high quality survey data that are timely, accurate, and reliable while maintaining an environment that promotes and nurtures the professional and personal growth of each staff member.

The Center provides the management, staff, and facilities required to conduct all phases of telephone, mail, and web surveys. In these surveys, which may involve local, state, regional, national, targeted, or elite populations, the sample and study design are tailored to researchers' needs. The Center staff assist researchers in formulating questions and designing questionnaires as needed. The expertise and experience of the Center staff are provided to researchers so that they need not be concerned with the day-to-day operations of the survey.

The Center employs individuals trained in all aspects of survey research: questionnaire design, sampling, interviewing, conducting focus groups, coding, data entry, and data analysis. Spanish language interviews are conducted when appropriate. The CSR is located in the Institute of Social Research.

Graduate Student Association

The Sociology Graduate Student Association (GSA) is the representative of the graduate students in the Sociology Department at Indiana University, Bloomington. Through various elected positions, and elected and volunteer committees, the GSA communicates with the faculty and staff on issues of importance to graduate students such as faculty hiring and departmental policies. In addition, the GSA coordinates activities such as the annual First-Year-Student party and the recently established mentoring award that is presented to a faculty member each year. All graduate students in the sociology department are automatically members of the GSA.

Departmental committees on which graduate students serve each year include:

Executive Committee

Graduate Affairs Committee

Undergraduate Affairs Committee

Personnel Committee

(All) Sociology GSA elected positions and committees include:

President

Secretary

Executive Committee (1 year)

Executive Committee (2 year)

Personnel Committee

Graduate Affairs Committee

Undergraduate Affairs Committee

Graduate Employee Union Representative

GSO Representative

Social Committee